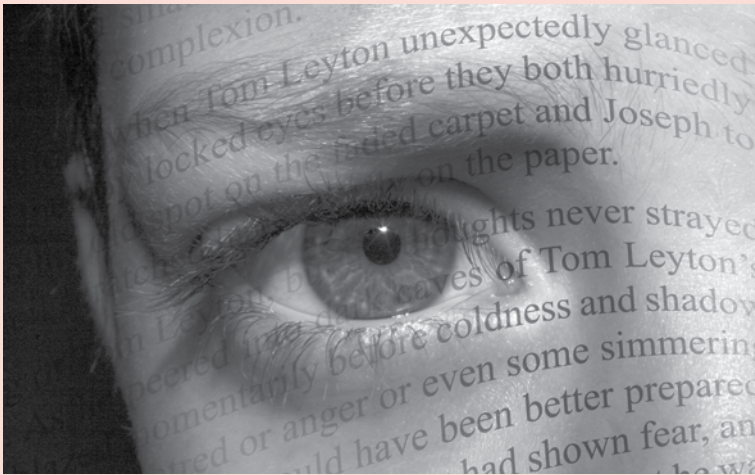




# What lies within

Sample responses



# 9

## English

Queensland Comparable  
Assessment Tasks  
(QCATs) 2011

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## A Sample: Response 1

### Guide to making judgments — Year 9 English

Name .....

**Focus:** Interpret how language elements are used to develop characters and themes, and construct a text to develop a character's point of view.

Knowledge and understanding Interpreting texts	Knowledge and understanding Constructing texts
Uses comprehension strategies to identify examples and interpret how language elements and text structure are used to explore characters and themes in a text.	Manipulates subject matter and language elements (figurative language, adjectives, adverbs, verbs, active voice, punctuation, spelling) to construct a text that develops a character's point of view.
Questions 1–8	Question 9
<ul style="list-style-type: none"> <li>Supports explanation of how text structure and language choices build the atmosphere in the text, and how a theme is explored in the text.</li> <li>Explains how a theme is explored in the text. Uses examples from the text to support explanations. Infers meaning about the characters.</li> <li>Selects appropriate examples from the text. Supports explanations about characters. Describes the atmosphere between the characters. Identifies how a theme is explored in the text.</li> <li>Chooses some relevant examples from the text. Makes general statements about the characters and language choices in the text.</li> <li>Lists examples from the text. Restates text messages.</li> </ul>	<ul style="list-style-type: none"> <li>Uses evocative language to reveal Tom's character through the deliberate sequencing of images and ideas that are cohesive in structure. Considers Tom's motivations.</li> <li>Develops Tom's character through descriptions of actions, thoughts and feelings. Maintains a consistent point of view of Tom's character. Well-controlled use of grammar, punctuation and spelling. Controls structure.</li> <li>Uses descriptive language to explore Tom's character. Reveals some thoughts and feelings. Maintains active voice and controls grammar, punctuation and spelling. Structure is evident.</li> <li>Uses some descriptive language to explore Tom's actions, thoughts or feelings. Lapses in structure, grammar, punctuation or spelling intrude but do not detract from meaning.</li> <li>Recounts events.</li> </ul>

**A**  
**B**  
**C**  
**D**  
**E**

Demonstrates all descriptors for this assessable element.

Uses well supported explanations of how text structure and language elements are used to explore characters in a text.

Demonstrates all descriptors for this assessable element.

Uses some evocative language and deliberate sequencing of ideas to reveal Tom's character. Considers Tom's motivations.

### Overall grade

This response demonstrates a very high level of achievement across both assessable elements. It is judged to be an A.

## Interpreting texts

Use the stimulus text to answer the following questions.

1. Explain how Joseph is feeling about drawing Tom's portrait. Provide a quote from lines 5–18 of the text to support your explanation.

Explanation: Joseph is nervous about meeting Tom because he has heard that Tom was a monster to be feared.

Quote: "He felt engulfed with the same panic that swept over him when he had to perform an oral at school."

2. Explain how Tom is feeling about having his portrait drawn by Joseph. Provide a quote from lines 19–31 of the text to support your explanation.

Explanation: Tom is feeling self-conscious about meeting Joseph and having his portrait drawn.

Quote: "He sat rigidly and self-consciously in the lounge chair."

3. Reread lines 32–44. Explain why Joseph felt shocked when he looked at Tom for the first time.

Tom was rumoured to be disfigured and deformed. However, when Joseph looks at him he thinks of a once handsome man. Strong and engaging his face is an unexpected ~~contrast~~ for Joseph.

4. What might Tom's physical description reveal about him?

Tom's full beard revealed he didn't care for his appearance and the bags around his eyes revealed he may have lived a hard, stressful life. Red in his complexion may show a man who spends time in the sun or drinks too much.

## A Sample: Response 1

5. Explain the effect of this metaphor from line 52: "the dark caves of Tom Leyton's eyes".

A cave is mysterious and you never know what you may find when you explore its dark interior. Its depths are just like Tom's eyes that reveal very little about his thoughts and feelings. You need to dig deep in a cave to find what's inside, just like Tom who reveals nothing in his eyes.

6. What is revealed about Tom when he makes eye contact with Joseph?

Joseph found that Tom was full of fear and Joseph was the cause. This was unexpected for Joseph.

7. Circle one of the themes below. Explain how this theme is explored in the text. Use examples from the text to support your explanation.

Actions speak louder than words

Don't judge a book by its cover

Perception isn't always the reality

The eyes are a window to the soul

When you first pick up a book the cover may be unappealing. A little like Tom, whose appearance at first – "long dark clothing" and a reddish face and beard looked like someone who matched the rumours of deformity. When Joseph looked more closely he found a strong and engaging face that wasn't deformed. Once Joseph looked more closely he found a flash of emotion and fear which was not expected by the 'cover' he had first seen. Joseph changes his impression of Tom as the text develops. He learns more about Tom by looking past his cover.

## A Sample: Response 1

8. a) Describe the atmosphere the writer creates between the characters in the text.

There is a tense/stressful atmosphere created in the beginning which changes to one of surprise when Joseph looks at Tom.

- b) Explain how the writer builds the atmosphere between the characters in the text. Use examples from the text to support your explanation.



### Consider:

- text structure
- language choices.

The writer builds tension by using careful choices of adverbs to help imagine the atmosphere in the room such as 'awkwardly' and 'accidentally' and 'self-consciously'. This makes the moments in the text last longer. Careful choice of verbs <sup>are</sup> used to enhance the description and give a clear picture of the feeling of tension such as 'fumbled' and 'stiffled'. The actions of the characters reflect the tension they are feeling. He also used metaphors such as 'shimmering unnamed evil' to build on a sense of fear further in the text as the reader wonders what he will see when he looks at Tom. This changes the atmosphere from tension to fear as the reader expects something terrible to happen. During the text the structure moves from slow and 'fumbling' to rising tension that leads to eye contact.

## A Sample: Response 1

9. Retell the encounter in the stimulus text from Tom's point of view to reveal Tom's thoughts and feelings. You may use first-person or third-person narrative.

I sunk into the familiar weathered lounge chair where I have disappeared for hours before. My sweat was a layer of glue that held me in my familiar position. I felt the stale air squeeze against my lungs. I wanted to open a window but was incapable of movement. My eyes played tricks with me as ~~it~~ stared at the scarlet carpet. It triggered memories of the blood that trickled from my head that day when the rocks ~~of~~ threw hit their target. Their laughter the neighbourhood boys still rung in my ears.

Focusing back to the present, I heard a tear of paper. I watched the boy, who had quietly entered the room, ~~pull~~<sup>rip</sup> a sheet of paper from his sketchpad. His hand was shaking and he struggled to hold the tools of his pencils steadily in his lap. I didn't want to look up at him and see the fear in his eyes. He would have heard the rumours that washed over the streets about me. They covered me in ~~in~~ shame each time I wandered the streets.

I had not encountered a new acquaintance in a year. My sister had forced me to meet this boy. She wanted to build bridges between us and 'them'. ~~But~~ I knew this was not

## A Sample: Response 1

possible. The gulf would always exist  
~~never fill the gap that existed.~~

My mind flowed back to that time again and the boy who had  
laid on the ground before me. I didn't remember throwing  
the rock at the crowd. One boy fell and laid motionless  
in front of me. When he opened his eyes he stared at me  
in horror like I was a monster. From that moment  
on, I kept my distance from my neighbours.

I returned to reality, I noticed a stillness in the air. I tilted  
my head up and locked eyes with the boy for the first time.  
This was not meant to happen.

I saw his fear evaporate as my eyes flickered with emotion. I  
knew I had betrayed myself. The curtain was raised and  
he had seen straight through my cover. My fear was  
revealed. To my surprise he held my gaze.



## A Sample: Response 2

### Guide to making judgments — Year 9 English

Name .....

**Focus:** Interpret how language elements are used to develop characters and themes, and construct a text to develop a character's point of view.

Knowledge and understanding Interpreting texts	Knowledge and understanding Constructing texts
Uses comprehension strategies to identify examples and interpret how language elements and text structure are used to explore characters and themes in a text.	Manipulates subject matter and language elements (figurative language, adjectives, adverbs, verbs, active voice, punctuation, spelling) to construct a text that develops a character's point of view.
Questions 1–8	Question 9
<ul style="list-style-type: none"> <li>Supports explanation of how text structure and language choices build the atmosphere in the text, and how a theme is explored in the text.</li> <li>Explains how a theme is explored in the text. Uses examples from the text to support explanations. Infers meaning about the characters.</li> <li>Selects appropriate examples from the text. Supports explanations about characters. Describes the atmosphere between the characters. Identifies how a theme is explored in the text.</li> <li>Chooses some relevant examples from the text. Makes general statements about the characters and language choices in the text.</li> <li>Lists examples from the text. Restates text messages.</li> </ul>	<ul style="list-style-type: none"> <li>Uses evocative language to reveal Tom's character through the deliberate sequencing of images and ideas that are cohesive in structure. Considers Tom's motivations.</li> <li>Develops Tom's character through descriptions of actions, thoughts and feelings. Maintains a consistent point of view of Tom's character. Well-controlled use of grammar, punctuation and spelling. Controls structure.</li> <li>Uses descriptive language to explore Tom's character. Reveals some thoughts and feelings. Maintains active voice and controls grammar, punctuation and spelling. Structure is evident.</li> <li>Uses some descriptive language to explore Tom's actions, thoughts or feelings. Lapses in structure, grammar, punctuation or spelling intrude but do not detract from meaning.</li> <li>Recounts events.</li> </ul>

**A**  
**B**  
**C**  
**D**  
**E**

Demonstrates all descriptors for this assessable element.

Uses a well supported explanation of how language elements and text structure are used to build the atmosphere between the characters.

Demonstrates all of the descriptors up to this level and aspects of the descriptor above.

Develops Tom's character through the deliberate sequencing of Tom's actions, thoughts and feelings.  
Considers Tom's motivations.

### Overall grade

This response demonstrates a very high level of achievement across both assessable elements. It is judged to be an A.

## Interpreting texts

Use the stimulus text to answer the following questions.

1. Explain how Joseph is feeling about drawing Tom's portrait. Provide a quote from lines 5–18 of the text to support your explanation.

Explanation: Joseph was feeling nervous about drawing Tom

Quote: "He fumbled with his pencils, balanced the sketch pad awkwardly on his knees and accidentally tore the tissue paper."

2. Explain how Tom is feeling about having his portrait drawn by Joseph. Provide a quote from lines 19–31 of the text to support your explanation.

Explanation: Tom was self-conscious about the meeting with Joseph

Quote: "He sat rigidly and self-consciously in the lounge chair"

3. Reread lines 32–44. Explain why Joseph felt shocked when he looked at Tom for the first time.

Joseph had heard rumours about Tom's deformity. He was expecting disfigurement but instead found his face to be 'strong and engaging'

4. What might Tom's physical description reveal about him?

His clothes "loose, dark" and "long hair" and "full beard" reveal he may have given up on looking after himself. He doesn't meet others to worry about how he looks and this is shown by his unkempt appearance.

## A Sample: Response 2

5. Explain the effect of this metaphor from line 52: "the dark caves of Tom Leyton's eyes".

To make sure the reader understands that Tom is making his feelings as shown by his dark mysterious eyes. You never know what hides in a cave just like Tom whose eyes show nothing. His eyes mirror the dark interior of a cave, which is why the metaphor is used.

6. What is revealed about Tom when he makes eye contact with Joseph?

Tom is as scared as Joseph of this meeting. They are not so different from each other as they thought and share the same fear of this meeting.

7. Circle one of the themes below. Explain how this theme is explored in the text. Use examples from the text to support your explanation.

Actions speak louder than words

Don't judge a book by its cover

Perception isn't always the reality

The eyes are a window to the soul

Neither Tom nor Joseph have spoken throughout the text but they know how the other is feeling by watching their body language <sup>movements</sup> such as "large and clumsy" hands and he "fumbled with his pencils" and "accidentally tore" <sup>show the anxiety of the characters</sup>. These are actions that speak about nerves.

The action of making eye contact was brief but spoke to Joseph about Tom's fear that he shared. There is no dialogue needed at this part of the text as the action of eye contact communicates feelings between the characters.

## A Sample: Response 2

8. a) Describe the atmosphere the writer creates between the characters in the text.

A feeling of tension is created between the characters that changes to <sup>amazement</sup> ~~shock~~ when Joseph looks at Tom.

- b) Explain how the writer builds the atmosphere between the characters in the text. Use examples from the text to support your explanation.



### Consider:

- text structure
- language choices.

The writer makes every moment seem like an eternity in building the atmosphere of tension. Every moment is elongated as Joseph "fumbled with his pencils" and he "eventually selected a pencil". It gets quicker when he "suddenly he was engulfed by panic" and looked at Tom. The atmosphere changes then to shock and amazement that Tom is not deformed as the rumours told. You can feel for the character because of all the description including metaphors such as "dark cave" and "fire of hatred". <sup>-this helps to picture what Joseph really saw in his eyes</sup> The text builds to an unexpected ending when the characters realise they feel the same way about each other. The text ends suddenly making you want to know more about Tom.

## A Sample: Response 2

9. Retell the encounter in the stimulus text from Tom's point of view to reveal Tom's thoughts and feelings. You may use first-person or third-person narrative.

The tension in the room was overwhelming; you could cut it with a knife. I self-consciously reached up to touch my matted beard, an action that brought me comfort when I felt panicked or nervous. I felt extremely exposed, sitting on a chair with only a metre separating myself and Joseph.

It was unnerving, having a portrait of myself drawn. For so many years I had put up a wall between myself and others. I was very guarded, not daring to meet the eyes of those who alienated me.

I had heard the rumours; apparently I was disfigured and deformed. If only they felt what I felt; if only they could see what I have seen. The harrowing experience of life has changed me. Heartache and loss are burnt deeply into my memory.

Here I am, a shadow of an old man, sitting across from this young, vulnerable boy. Joseph was fidgeting nervously, eyeing me warily from the corner of his eyes, as if I was a hungry lion that might attack him at any moment.

I know how he must view me: a monster.

## A Sample: Response 2

a freak. It pains me to know that the people who were once my friends could alienate me in such a way. After all the dark stares and glances through the screen of windows, I have learnt that I am feared by children and adults alike. This is why I find it so difficult to trust people. I feel as if they will run away, mortified, as if I am some kind of circus freak.

I'm lost in my thoughts, but as I come back to reality I can feel Joseph's eyes boring into me like knives. Slowly I look up, and although his gaze is still wary, it is strong and steady. I panic; I had adjusted to people cowering away when I walk past, not meeting my gaze directly. My hands began to shake as I realised that this boy might not be like the others.