

English

Queensland Comparable Assessment Tasks (QCATs) 2012

Telling stories

Student booklet

4



Given name:

Family name:

School:

Setting the scene

Stories from the past are called “traditional” stories. All over the world, people have listened to and told traditional stories since the beginning of time. These stories were originally passed from one person to another orally. Later on, many traditional stories were recorded in writing.

Sharing stories

What are some ways people share stories?

Listening to stories

Do you remember a story that you found interesting to listen to?

What made this story interesting for you?

Telling stories

Have you ever told a story?

Why did you tell the story?

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Texts pp. 8–9 Extract from “Thukeri” as told by Veena Gollan. A story from *The Dreaming Series*. Copyright 2012 Aboriginal Nations Australia 61 2 8353 3610.

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Traditional stories with a lesson



Do you recognise any of these traditional stories?

Traditional stories often:

- teach important lessons
- have interesting and engaging events (so people listen carefully and learn the lessons)
- include problems that the characters face.

The Dreaming

Some of the oldest traditional stories in the world are from Aboriginal and Torres Strait Islander peoples and communities.

“Thukeri”



This traditional story is from the Yaraldi clan of the Ngarrindjeri people of South Australia. It is retold by Veena Gollan, who is from the Yaraldi clan.

Listen to your teacher read “Thukeri”. As you listen, think about:

- lessons in the story
- what happens to the characters
- how the story is made interesting.

In this assessment, you will:

- interpret a traditional story (written version)
- identify how authors make stories interesting
- create a story that teaches children a lesson.

Interpreting a traditional story

Listen and follow along as your teacher reads “Thukeri”.

Answer the questions that follow.

1. Where are the two men travelling to at the start of the story? (paragraph 1)

- to the shore
- to see a stranger
- to visit their families
- to their favourite fishing place



Tick one box.

2. What are Thukeri? (paragraph 1)

.....

3. (a) What is the fishing line called? (paragraph 2)

.....

(b) What do the men use for hooks? (paragraph 2)

.....

4. Why were the men having such a wonderful day? (paragraph 3)

.....

.....

5. Why did the men paddle to the shore? (paragraphs 3 and 4)

.....

.....

6. Explain why the men didn't want the stranger to see the fish.

.....

.....

.....

.....

7. (a) Circle the pronouns in the text below.

When the stranger came up to the two men, he said, "Hello brothers, I haven't eaten anything at all today. Could you spare me a couple of fish?" The two men looked at each other and at the mats hiding the Thukeri.

- (b) Using the pronouns you circled above, list the pronouns that refer to:

the stranger

the men

- (c) Who is speaking in this part of the text?

8. Write the words used in the sentence below that show the men have been fishing for a while.

As the day went on, the two men sat there catching more and more fat, juicy Thukeri.

.....

9. Read the text below.

The two men stood there puzzled as the stranger walked away.

The word as shows the men were puzzled

while the stranger walked away.

because the stranger left.

by the stranger's walk.

after the stranger left.



Tick one box.

10. (a) Underline the words in the text below that are spoken by the character.

The stranger stood there for a long while and then started to walk away. He stopped, turned around and stared at them. "You lied," he said. "I know that you have plenty of fish. Because you are so greedy you will never be able to enjoy those Thukeri ever again."

(b) How does this part of the dialogue help make the story interesting?

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.....

11. (a) Write 3 words used in the text to make the Thukeri sound wonderful.

.....

(b) How does the author use words to change the way you feel about the Thukeri by the end of the story?

Give examples from the text.

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.....
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.....
.....

12. Line 25 says, *So the two men had to return home in shame ...*

Explain why the men felt ashamed.

.....
.....
.....
.....

13. One of the lessons in the story is *Don't be greedy*.

How does the story teach this lesson?

.....

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.....

.....

14. What is another lesson this story teaches?

.....

(a) How does the story teach this lesson?

.....

.....

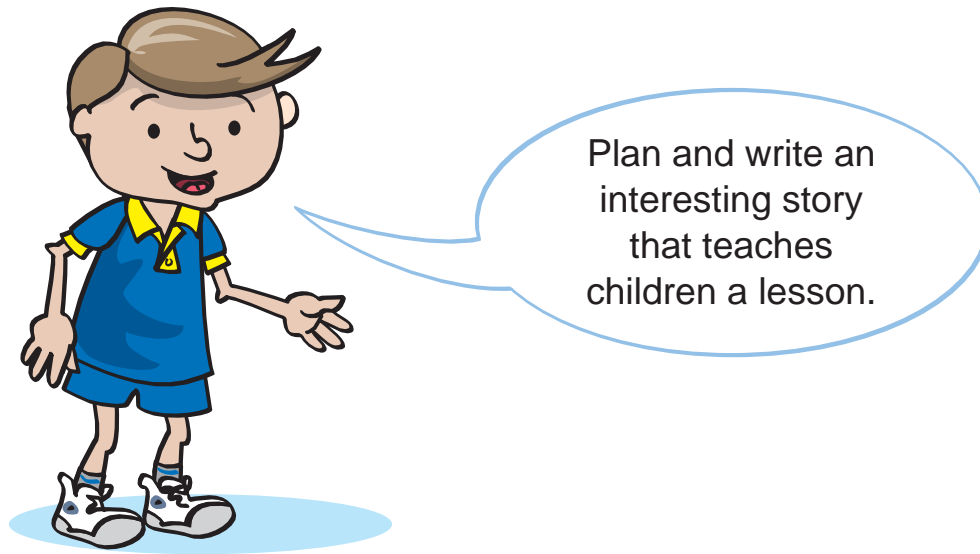
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Creating a text

A story with a lesson



You need to:

- include a lesson for children
- have a problem the characters will face
- include language and events that are interesting for children
- use some dialogue to develop the characters and the plot.

Planning

Lesson

Tick the box to show the lesson you want your story to teach.

- Listen to your elders.
- Be kind to others.
- Always tell the truth.
-

Setting

Tick the box to show where you want to set your story.

- school
- beach
- park
-

Main characters

-
-

		How do the characters feel?
What are the characters doing? (orientation)		
What happens to the characters? (complication)		
How will the lesson be learnt? (resolution)		

Remember to use:

- interesting events
- interesting characters
- interesting adjectives and verbs
- pronouns
- text connectives
- dialogue.

Guide to making judgments — Year 4 English

Student name

Focus: Identify and interpret characteristic features of traditional stories and create a literary text that has a lesson for children.

Receptive modes (Reading and viewing)	Productive modes (Writing and creating)
<p>Questions 1–14</p> <p>Uses comprehension strategies to identify and interpret characteristic features of traditional stories. Identifies how text structures and language features are used to develop engaging texts.</p> <ul style="list-style-type: none">Analyses how an author engages and influences the reader. Connects the events in the story to a lesson for readers.Explains how an author uses language features to develop plot, character or subject matter. Supports explanations with examples from the text.Links ideas to explain character responses. Identifies language features such as pronouns and their referent or text connectives and their purpose. Makes statements about the use of language features. Identifies how a lesson is taught.Interprets some literal meaning by identifying details. Identifies character responses. Identifies language features such as pronouns, quoted (direct) speech or vocabulary for a specific purpose.Restates information from the text about setting or main idea.	<p>Question 15</p> <p>Creates a literary text that draws on characteristic features of traditional stories and uses language features in order to teach children a lesson in an engaging way.</p> <ul style="list-style-type: none">Selects and sequences text structures and language features to develop key aspects of character, subject matter and plot. Uses language features to develop and pace a cohesive text that engages the reader.Selects and organises ideas, text structures and language features to create a text that has a lesson for children. Uses language features such as dialogue and vocabulary choices with purpose.Organises ideas to create a text that has a lesson. Creates interest through some development of plot, subject matter or character. Uses language features such as pronouns and text connectives to create a generally cohesive text.Combines ideas and language features such as speech, pronouns or text connectives to create a text.Uses ideas and language features to create a response.

Feedback: