

**YEAR 7 – PAPER TWO**  
**LANGUAGE CONVENTIONS ANSWER SHEET**

	<b>ANSWER</b>	<b>LEARNING STATEMENT</b> <b>A student can</b>
1	monkeys	accurately spell the plural of a word ending in “ey”.
2	gnome	accurately spell a word with a silent letter in first position.
3	whistle	accurately spell a word using “wh”.
4	builder	accurately spell a word with a silent vowel.
5	littered	accurately spell a word using a double consonant.
6	condemn	accurately spell a word with a silent letter in the final position.
7	reign	accurately spell a homophone using “ei”.
8	descent	accurately spell a two syllable word with a silent “s”.
9	brakes	accurately spell a homophone using “ea”.
10	handkerchief	accurately spell a word with a silent consonant.
11	Wednesday	accurately spell a word with both a silent consonant and a silent vowel.
12	believe	accurately spell a word using an “ei” vowel combination.
13	receipt	accurately spell a word with a silent consonant.
14	frightening	accurately spell a complex word of three syllables.
15	convenience	accurately spell a difficult four syllable word.
16	notions	accurately spell a word ending in “tion”.
17	station	accurately spell a word ending in “tion”.
18	census	accurately spell a word with a like sounding syllable.

19	luckier	accurately spell a word that ends in “y” that drops to add “ier” when using the comparative form.
20	bread	accurately spell a word using “ea’ as “e”.
21	wrongs	accurately spell a word beginning with a silent consonant.
22	right	accurately spell a homophone using the “ite” sound.
23	taught	accurately spell a homophone whose meaning is derived from the context of the sentence.
24	mother	accurately spell a word using the correct vowel.
25	eager	accurately spell a word with the “ee” vowel sound.
26	competition	accurately spell a word that ends in “tion”.
27	brought	accurately spell a homophone using the “ort” sound.
28	worst	accurately spell a difficult word with the “er” sound.
29	supposedly	accurately spell a word that has many syllables and an “ly” suffix.
30	senior	accurately spell a complex three syllable word.
31	They	accurately identify the correct pronoun.
32	quickly	accurately identify the correct adverb to use in a sentence.
33	has been	accurately identify the correct verb form used in a sentence.
34	competed	accurately identify the correct verb form (past tense) to use in a sentence.
35	Although	accurately identify the correct conjunction.
36	greedier	accurately identify the correct form of a comparative adjective in a sentence.
37	Who would do such a thing?	accurately identify the sentence that requires a question mark.
38	Whose pencils are these?	accurately identify the sentence that uses the possessive case correctly.

39	Despite	accurately identify the correct preposition.
40	little	accurately identify the correct adjective.
41	already	accurately identify the correct adverb.
42	flair	accurately identify the correct use of a homophone.
43	Will you join Katarina and me for this class?	accurately identify the correct use of a personal pronoun in a sentence.
44	“Who is the girl you were with?” she asked.	accurately identify the correct punctuation of direct speech including appropriate use of quotation marks.
45	We’re	accurately identify the correct use of a contraction pronoun.
46	I’ll	accurately identify the correct use of a contraction personal pronoun.
47	beyond	accurately identify the correct use of prepositions of place.
48	I love autumn, especially its many and varied colours.	accurately identify the correct use of a comma to complete a sentence.
49	At the fruit shop I bought bananas, pears and apples.	accurately identify the correct use of commas in a sentence.
50	The boy’s books and pencils were found at the bottom of his school bag.	accurately identify the correct use of a possessive case.
51	“I hate you!” Peter shouted. “Get out of my life!”	accurately identify the correct punctuation for direct speech.
52	should’ve	accurately identify both the correct use of verb tense and contraction.
53	“You want me to stay home? Fine! I’ll just have no more friends!”	accurately identify the correct use of punctuation.
54	ponies	accurately identify the correct plural form of a word ending in “y”.
55	“Do you enjoy hot baths?” he asked her. “I find them soothing.”	accurately identify the correct use of punctuation for direct speech.

## READING ANSWERS

	<b>ANSWER</b>	<b>LEARNING STATEMENT</b> <b>A student can</b>
<b><i>Student Forum, Hot Topics</i></b>		
1	Most of the students accept that texting is harmless.	understand and identify the purpose of discussion texts.
2	date posted.	identify textual patterns in a text and draw conclusions.
3	Year1213 and 7Rules	analyse information and use clues in a text to draw conclusions.
4	that correct English usage is important	analyse key words in a text to infer meaning.
5	Year1213	hypothesise about opinions and values in a text.
<b><i>Fishing is Fun!</i></b>		
6	to persuade	analyse and identify the audience and purpose of a text.
7	endless	identify how <i>days spent on a pier</i> is correlated with the adjective <i>endless</i> .
8	gradual.	interpret the meaning of a term by identifying a synonym.
9	fishing can be fun.	interpret and understand a text to show the relationship between visual and written information.
10	children who want to learn how to fish.	understand and interpret specific clues in a written text.

<b><i>The Curious Quokka</i></b>		
11	a factual report.	identify a text type.
12	a scientific investigation.	recall information from a text and draw inferences.
13	where the quokka is found in Australia.	interpret and synthesise both visual and written data.
14	how quokkas are found in only a few places in Australia.	infer information from an information report.
15	nouns.	distinguish nouns from other word groups.
16	The quokka is found only on Rottnest Island.	interpret and synthesise visual and written data.
<b><i>Beach Treasure</i></b>		
17	the cutting wind	recall information from a narrative.
18	the sensation of being warm	infer ideas from a narrative.
19	because his runners were filled with sand and water	recall information from a narrative.
20	cold and bored	infer ideas from a narrative.
21	He was cold and a bit hungry. However, he was also curious to see how people would react to his find. <i>Any similar answer is acceptable.</i>	infer meaning from a given narrative.
22	the spray.	link two parts of a sentence to infer meaning.
23	he usually enjoys it but not when he is cold and hungry	recall information from a text and draw inferences.

<b><i>The History of Sudoku</i></b>		
24	1979	locate directly stated information in a text.
25	single number	locate directly stated information in a text.
26	Sudoku is a game for two players only.	make distinctions between explicit and implicit information.
27	fill in all the squares with the correct numbers.	locate directly stated information.
28	adopt a careful and thoughtful approach.	infer meaning from explicit information.
<b><i>An Interview with Aussie BMX Legend – Samantha Greene</i></b>		
29	dreaming about success does not guarantee success.	infer meaning from directly stated information in an interview.
30	It seemed to offer unlimited excitement.	infer meaning from directly stated information in an interview.
31	identifying and practising key skills	locate directly stated information and infer meaning from it.
32	She needed a reminder of what it takes to achieve success.	locate directly stated information in an interview.
33	making the same mistakes	make connections between ideas and information.
<b><i>A Country Schoolboy</i></b>		
34	that the boy is not troubled by the cold.	decipher clues in a poem to understand a character's feelings and attitudes.
35	that the frost is moving over the countryside	understand how metaphorical language can be used to create meaning in a poem.
36	onomatopoeia.	understand how different poetic devices can enhance meaning in a poem.
37	a familiar winter event.	understand how figurative language can be used to enhance meaning in a poem.

38	personification.	understand how different poetic devices can enhance meaning in a poem.
39	that the boy sees nature as his friend.	ability to infer meaning from a poem.
<b><i>Aussie Speak!</i></b>		
40	Australians abbreviate their words and use a great deal of slang.	make connections between one part of a text and another.
41	a successful business person.	locate directly stated information in a feature article.
42	shortening certain words	link a part of speech with a given example.
43	that multiculturalism is good for all Australians	infer meaning from a given text.
44	it has voice recognition.	locate directly stated information.

## WRITING MARKING CRITERIA

NTEP uses similar marking criteria to NAPLAN in assessing the writing task but it has been simplified for ease of grading by the teacher. The ten criteria assessed are: audience, text structure, ideas, language features, vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling.

	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>AUDIENCE</b>	Engages and influences the audience through skillful manipulation of language and persuasive devices.	Engages the audience through purposeful control of language and/or persuasive devices.	Clearly attempts to engage the audience through language choices.	Attempts to engage the audience with developing control of language.	Shows a developing awareness of audience through some use of simple/formulaic persuasive signals.	Attempts to compose a letter of opinion using some simple language.	There is no awareness of audience.
<b>TEXT STRUCTURE</b>			Confidently controls exposition form using a range of effective structural devices.	Composes a speech using an effective introduction, series of arguments and conclusion.	Attempts to compose a structured speech using an introduction and some arguments.	Text demonstrates limited use of persuasive elements; some arguments.	There is no use of structural devices to organise the text.
<b>IDEAS</b>		The speech explores a specific topic. Arguments are complex and skillfully explored with evidence of specific examples.	Ideas are well-developed and there is an attempt to include relevant examples to support arguments.	Arguments are coherent and show some development through the use of general examples.	Arguments are evident with little explanation and examples.	Arguments are simplistic and may be irrelevant to context given.	There are no clear ideas/arguments evident in the text.

<b>LANGUAGE FEATURES</b>			Effective and skillful use of persuasive techniques to enhance meaning to arguments and ideas.	Evidence of persuasive techniques used to support ideas and enhance meaning to arguments.	Basic use of persuasive language to support arguments.	Student uses colloquial tone throughout with little or no evidence of speech devices.	There are no examples of speech devices in the text.
<b>VOCABULARY</b>		A wide range of figurative language is used appropriately. The text shows flair and is fluent and cohesive.	Sustained and appropriate vocabulary is used to create meaning.	Vocabulary choices are purposeful.	Vocabulary choices are simple but appropriate.	Vocabulary is limited in range and the text is very brief.	Student draws their response.
<b>COHESION</b>			A wide range of cohesive devices are deliberately employed to create a sustained and skillful response.	A sustained text where a range of cohesive devices are employed.	Most cohesive ties are used correctly. There may be some lapses in fluency.	Text is disjointed and lacks fluency.	The text has no cohesion.
<b>PARAGRAPHING</b>					All paragraphs are appropriately and deliberately structured.	The text is loosely organized into basic paragraphs. There may be lapses in organisation	There are no paragraphs.

<b>SENTENCE STRUCTURE</b>	There is an extensive and purposeful manipulation of sentence structures for effect. All sentences are grammatically correct.	There is a variety of sentence types used purposefully in the text. There may be some minor errors e.g. incorrect syntax.	There is a variety of sentences used. Most complex sentences are correctly structured.	Simple and compound sentences are correctly used. Some complex sentences are attempted.	Simple sentences dominate the text.	Some sentences are correctly constructed.	There are no sentences. Words may be listed, or sentence fragments may be present. Students may use drawings.
<b>PUNCTUATION</b>		Purposeful and effective use of punctuation to control and manipulate the text.	Correct use of sentence punctuation to create a fluent text. Most other punctuation is correct.	Most punctuation is correct.	Some punctuation is used correctly.	Limited use of punctuation.	No punctuation is used.
<b>SPELLING</b>	Accurate spelling of simple and compound and difficult words. Attempts some challenging words, spelling most correctly.	Accurate spelling of simple and compound words. Attempts at least 10 difficult words, spelling most correctly.	Simple and most common words are spelt correctly. The student attempts to spell some difficult words.	Most simple and common words are spelt correctly. These include compound words, common homophones and common words with silent letters.	Most simple words are correctly spelt.	Some simple words spelt correctly.	No accurate spelling.