

YEAR 7 – PAPER FIVE
LANGUAGE CONVENTIONS ANSWER SHEET

QUESTION	ANSWER	LEARNING STATEMENT
1	ceiling	A student can spell a two syllable word with the 'ie' rule <i>except</i> after 'c'.
2	speech	spell a one syllable word using a double vowel 'ee'.
3	happiness	accurately spell a three syllable word dropping the 'y' and replacing with an 'i'.
4	victim	accurately spell a word in which the 'c' consonant is pronounced.
5	process	accurately spell a word with a double consonant.
6	thumb	accurately spell a word with silent consonants.
7	permission	accurately spell a word with a double consonant.
8	commercial	accurately spell a word with double consonants and ending with suffix 'ial'.
9	overwhelming	accurately spell a word with silent consonants.
10	principle	using the correct spelling of a word in correct context with a '-ple' suffix.
11	encouragement	accurately spell a four syllable word.
12	patience	accurately spell a word using 'ie'.
13	technology	accurately spell a word with a 'ch' blend.
14	twelfth	accurately spell a word with silent consonants.
15	novel	accurately spell a word with suffix 'el'.
16	fascinating	accurately spell a word with a 'sc' blend.
17	heroes	accurately spell a plural word that ends in a vowel suffix 'es'.
18	humorous	accurately spell a three syllable word using 'ou' correctly.
19	cousin	accurately spell a word with difficult phonetic spelling.

20	baseball	accurately spell a compound word using 'se' blend.
21	practise	accurately spell a word in the correct context.
22	library	accurately spell a three syllable word.
23	endangered	accurately spell a three syllable word.
24	assist	accurately spell a word using a double consonant.
25	extinction	accurately spell a three syllable word.
26	I	accurately identify the correct personal pronoun.
27	because	accurately identify the correct conjunction.
28	where	accurately identify the correct preposition.
29	smallest	accurately identify the correct form of a comparison.
30	running	accurately identify the correct verb form (tense).
31	spending	accurately identify the correct verb form (tense).
32	Broken Hill's Easter Bonanza Competition lasted a month.	accurately identify the correct use of an apostrophe and proper nouns in a sentence.
33	His pants had torn during his recent trip.	accurately identify the correct verb form used in a sentence.
34	What time will it be when we arrive in Melbourne?	accurately identify correct punctuation including beginning and end of sentences and proper nouns.
35	"It's not fair!" Joan exclaimed.	accurately identify the correct punctuation for direct speech.
36	The DVD store on Fifth Ave. was closed.	accurately punctuate abbreviated nouns and proper nouns in a sentence.
37	whom	accurately identify the correct pronoun.
38	caught	accurately identify the correct verb form (tense).
39	since	accurately identify the correct adverb in the sentence.
40	have occurred	accurately identify the correct verb form (tense).

41	drive	accurately identify the correct verb form.
42	The lady was very bright, beautiful and friendly.	accurately punctuate a sentence using a comma and correct punctuation at the start of the sentence.
43	I replied, "It always happens on Tuesday."	accurately identify the correct punctuation of direct speech, correct use of proper nouns and use of comma.
44	The wind was howling, so we stayed the night.	accurately identify the correct verb form and correct use of a comma.
45	As she put away the last of the tools, Sandra realised the boxes were finally packed according to her dad's instructions.	accurately identify the correct use of the possessive case.
46	The teacher had said their homes were called teepees.	accurately identify the correct punctuation of indirect speech and identify the correct personal pronoun.
47	The desks, chairs and whiteboards had to be cleaned before we left.	accurately identify the correct use of commas in a sentence.
48	"I just want to go to the movies," Lenny cried. "Everyone else gets to go."	accurately identify the correct punctuation for direct speech.
49	The Huntsman's legs look delicate as it scuttles across the windows of the car.	accurately identify possessive case.
50	The television, which was always left on, blared in the background.	accurately identify correct use of commas in a sentence to separate clauses.

READING ANSWERS

<i>'Under the Night Sky': Jeronima Character Profile</i>		
QUESTION	ANSWER	LEARNING STATEMENT A student can
1	provide brief information about one of the characters.	understand and identify the purpose of an information text (to report, present a point of view).
2	her ambitions and hopes of rescue.	understand the relationship between visual and written text and how it is used to enhance meaning.
3	sadly.	identify meaning in the text by analysing context.
4	tease her	interpret details from textual information.
5	the storms prevent the men from succeeding in their ambitions.	understand the intended meaning of figurative language to enhance meaning in the text.
6	adjectives.	identify forms and features of a text used to enhance meaning in a text.
<i>THE PLAINS INDIANS</i>		
7	the soil was too dry and hard.	compare information and ideas to identify different emphases and the influence of these on their own perceptions.
8	to move from one place to another.	recall detailed information from the text and infer intended meaning.
9	give evidence to show the significance of the buffalo.	understand and identify the purpose of specific information in an informative text.
10	hang from wooden pegs tied to their chests.	read and analyse information and argument texts such as articles, feature articles, letters to the editor, documentaries and interviews.

11	it is an informal way of explaining the connection to nature.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
<i>SUPERHERO</i>		
12	a metaphor.	identify how figurative language can be used to develop imagery.
13	We could pounce from the equipment in a sweeping soar.	identify how appearance and actions are developed using written and visual language.
14	disappointment.	read, view and analyse how texts entertain, move and evoke emotion.
15	His cape made him feel strong and safe.	identify and analyse subject matter related to real and imaginative worlds, sometimes with movement between both worlds.
16	harmful words	identify gaps, omissions and silences in texts.
17	bullying is harmful.	identify and analyse subject matter related to real and imaginative worlds, sometimes with movement between both worlds.
<i>ULURU: A SACRED SITE</i>		
18	visitors to the Northern Territory	identify position in an argument and key points and evidence supporting the argument.
19	dry but very beautiful	show knowledge and understanding of how word origins, syntax and semantics in a multi-strategy can be used to decode unfamiliar words.
20	to discourage people from climbing Uluru	read and view texts that evaluate and persuade.

21	Possible answers could include: - cultural and spiritual significance. - eroding away the delicate sandstone and destroying the appearance of the rock. - the danger of the climb - pollution to waterholes on the rock	identify how argument texts require a position supported by a line of reasoning.
22	wearing down.	show knowledge and understanding of how word origins, syntax and semantics in a multi-strategy can be used to decode unfamiliar words.
23	by listening to the rock and enjoying its spirituality.	identify position in an argument and key points and evidence supporting the argument.
24	encourage the audience to consider the potential impact of climbing Uluru.	read and analyse information and argument texts such as articles, feature articles, letters to the editor, documentaries and interviews.
BANJO PATERSON		
25	he has contributed to shaping the Australian identity.	read and view texts that argue, evaluate and persuade.
26	show an image from a famous Paterson poem.	make connections between ideas and information.
27	mateship, bravery and determination.	locate directly stated information.
28	disbelief.	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
29	Correct answers need to include a relationship between the content and purpose of the text.	make connections between ideas and information.

MONDAY MORNING MADNESS		
30	an annoyance.	evaluate character's movements, motives, behaviours and feelings.
31	is fearful of the homework she will receive.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
32	annoyed that she is running late.	evaluate character's movements, motives, behaviours and feelings.
33	disorganised.	identify how appearance and actions are developed using written and visual language.
34	Kylie is taking too long to get ready.	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
35	Kylie looks funny when she puts her shoe on.	evaluate character's movements, motives, behaviours and feelings.
36	third person.	understand characteristic organising structures and features of texts.
THE MOBILE PHONE		
37	rhetorical question.	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
38	enjoy a quieter day, along with others.	locate directly stated information.
39	<i>teenagers are flocking to the stores</i>	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.

40	Possible answers could include: - to show the problems of mobile phone usage so the audience relates. - to add truth and validity to his arguments. - to emphasise the modern problems that are occurring.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
41	They ease the burden of communication but can create social issues.	identify how argument texts require a position supported by a line of reasoning.
<i>SO YOU WANNA BE AN OLYMPIAN?</i>		
42	to find out what he can do to become an olympic swimmer	understand and identify the purpose of a text.
43	show the writer is joking.	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
44	dedicated.	make connections between ideas and information.
45	be committed and motivated.	make connections between ideas and information.
46	figuarative language.	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.

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, character and setting, vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling.

	6	5	4	3	2	1	0
AUDIENCE	Engages and influences the audience through skilful manipulation of language and narrative devices.	Engages the audience through purposeful control of language and/or narrative 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 narrative signals.	Attempts to compose a narrative using some simple language.	There is no awareness of audience.
TEXT STRUCTURE			Confidently controls narrative form using a range of effective structural devices with an effective coda/twist/evaluation.	Composes a narrative using an effective orientation, complication, resolution.	Attempts to compose a structured narrative using a beginning and some conflict.	Text demonstrates limited use of narrative elements; recount of events.	There is no use of structural devices to organise the text.
IDEAS		The narrative explores a theme. Ideas are complex and skilfully explored.	Ideas are well-developed and there is an attempt to explore a theme.	Ideas are coherent and show some development.	Ideas are predictable, undeveloped and clichéd.	Ideas are simplistic and may be irrelevant to the story.	There are no clear ideas evident in the text.
CHARACTER AND SETTING			Characterisation is thoughtful and created using dialogue and other techniques. AND/OR Consistent setting used appropriately throughout to create atmosphere.	Characterisation and setting are developed through descriptive devices.	Characterisation is underdeveloped and simplistic. Simplistic and brief/vague descriptions of setting.	Names of characters and places are provided without substantiating detail.	There are no characters or setting established in the text.

VOCABULARY		A wide range of figurative language is used appropriately for theme and genre. The text shows flair and is fluent and cohesive.	Sustained and appropriate vocabulary is used to create mood and meaning. There is significant use of figurative language.	Vocabulary choices are purposeful and may include some figurative language.	Vocabulary choices are simple but appropriate.	Vocabulary is limited in range and the text is very brief.	Student draws their response.
COHESION			A wide range of cohesive devices are deliberately employed to create a sustained and skilful 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.
PARAGRAPHING					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.
SENTENCE STRUCTURE	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.

PUNCTUATION		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.
SPELLING	Accurate spelling of simple, 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.