

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

<b>QUESTION</b>	<b>ANSWER</b>	<b>LEARNING STATEMENT A student can</b>
1	accent	spell a two syllable word with a double 'c'.
2	separate	accurately spell a three syllable word.
3	extraordinary	accurately spell a six syllable word.
4	rhyme	accurately spell a word with a silent consonant.
5	a lot	identify that 'a lot' is two words.
6	occurrence	accurately spell an 'ence' suffix.
7	numb	accurately spell a word with silent consonants.
8	embarrassed	accurately spell a word with double consonants.
9	humorous	accurately spell a three syllable word.
10	principal	accurately spell a three syllable word.
11	restaurant	accurately spell a word with 'au'.
12	grateful	accurately spell a word with the suffix 'ful'.
13	acquaint	accurately spell a word with 'acqu' prefix.
14	metaphor	accurately spell a word with 'ph' blend.
15	February	accurately spell a word with consonant blends.
16	occasionally	accurately spell a word with double consonants.
17	rummaging	accurately spell a word with double consonants.
18	endangered	accurately spell a word ending in 'ed'.
19	ambulance	accurately spell a word ending in 'ance'.

20	pedestrian	accurately spell a word ending in 'ian'.
21	unconscious	accurately spell a word with 'sc' blend.
22	accident	accurately spell a word with the 'acc' prefix.
23	library	accurately spell a three syllable word.
24	hilarious	accurately spell a word with the 'ous' suffix.
25	intriguing	accurately spell a word with silent letters.
26	quickly	accurately identify the correct verb form.
27	so	accurately identify correct conjunction.
28	whom	accurately identify correct pronoun.
29	singing	accurately identify the correct verb form.
30	were	accurately identify the correct verb form.
31	lent	accurately identify the correct verb form.
32	Ana and I went to the movies.	accurately identify the correct personal pronoun usage in a sentence.
33	It was my team versus my sister's team.	accurately identify the correct verb form used in a sentence.
34	Those boxes over there are for the charity.	accurately identify the correct pronoun used in a sentence.
35	We travelled by car to Port Macquarie.	accurately identify correct punctuation including beginning and end of sentences and proper nouns.
36	Fred said to hurry up or we'd be late.	accurately punctuate indirect speech.
37	least	accurately identify the correct form of a comparison.
38	would've	accurately identify the correct contraction.
39	effective	accurately identify the correct adjective to use with the article 'an'.
40	really loud	accurately identify the correct adverbial phrase.

41	swimming	accurately identify the correct verb form.
42	At the shop mum bought apples, peas and tea.	accurately punctuate a sentence using a comma.
43	Troy yelled, "Get the dogs back in the yard."	accurately identify the correct punctuation of direct speech.
44	The rain was heavy, so we put up our umbrellas.	accurately identify the correct verb form.
45	Sarah used her mum's recipe to make scones.	accurately identify the correct use of the apostrophe.
46	The teacher said that the Egyptians were clever.	accurately identify the correct punctuation of indirect speech.
47	Hammers, chisels and saws are part of a builder's tool kit.	accurately identify the correct use of commas.
48	"The game plan is clear," the coach explained.	accurately identify the correct punctuation for direct speech.
49	The kitten's whiskers were soft and delicate. Its paws were like velvet.	accurately identify possessive case.
50	The robots that had left the ship attacked the aliens.	accurately identify correct sentence punctuation.

## READING ANSWERS

<b><i>A Trip to the Blue Mountains</i></b>		
<b>QUESTION</b>	<b>ANSWER</b>	<b>LEARNING STATEMENT A student can</b>
1	recount a family holiday.	understand and identify the purpose of information texts (to report, present a point of view, create a market for more readers and viewers.)
2	enjoyment of family holidays.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
3	they had run out of time.	identify cause and effect.
4	Friends had recommended the chocolate shop in Katoomba.	analyse information and ideas related to young adolescent issues and identities.
5	Anna and mine.	identify gaps, omissions and silences in texts.
<b><i>The Vikings and the Baha'i</i></b>		
6	treating all people equally	read and view texts that evaluate and persuade.
7	they constructed wooden temples.	read and analyse information and argument texts such as articles, feature articles, letters to the editor, documentaries and interviews.
8	to worship many gods.	compare information and ideas to identify different emphases and the influence of these on their own perceptions.
9	introduce the differences between the two religions.	identify position in an argument and key points and evidence supporting the argument.
10	compare the two religions.	understand and identify the purpose of information texts.

<b><i>The Hero from Moree</i></b>		
11	confident.	evaluate character's movements, motives, behaviours and feelings.
12	metaphor.	identify how figurative language can be used to develop imagery and humour.
13	Boots stirred the dusty ground.	identify how appearance and actions are developed using written and visual language.
14	we can find courage in challenging circumstances.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
15	lively and action filled.	read, view and analyse how texts entertain, move and evoke emotion.
16	'No worries, mate, let's go!'	identify gaps, omissions and silences in texts.
17	narrative poem	read and view imaginative texts such as young adult fiction, adventure, fantasy and short stories and long narrative poetry.
<b><i>The Bounty Mutineers</i></b>		
18	Inform.	understand and identify the purpose of information texts (to report, present a point of view, create a market for more readers and viewers.)
19	Because he became Governor of New South Wales.	establish why an event or issue is newsworthy / in a news report.
20	So they would escape being hunted down by the British.	identify cause and effect.

21	Possible answers could include: - the list emphasises that the men didn't actually have enough to survive - that they were being treated harshly by the mutineers - it has a cumulative effect	read and analyse information and argument texts such as articles, feature articles, letters to the editor, documentaries and interviews.
22	He was a harsh captain.	identify position in an argument and key points and evidence supporting the argument.
23	Taking control of the ship from the captain.	show knowledge and understanding of how word origins, syntax and semantics in a multi-strategy can be used to decode unfamiliar words.
24	he was lucky to navigate safely across the Pacific.	read and view texts that evaluate and persuade.
<b><i>Letter to Cate.</i></b>		
25	They are women of determination.	identify and analyse subject matter related to real and imaginative worlds, sometimes with movement between both worlds.
26	an extract from the play.	read and view imaginative texts such as young adult fiction, adventure, fantasy and short stories and long narrative poetry.
27	Rebecca's admiration for Cate.	identify how appearance and actions are developed using written and visual language.
28	the modern interpretation	read and view imaginative texts such as young adult fiction, adventure, fantasy and short stories and long narrative poetry.
29	understanding.	identify how verbs and adjectives express opinions.

30	emotionally fragile.	show knowledge and understanding of how word origins, syntax and semantics in a multi-strategy can be used to decode unfamiliar words.
31	sum up and express gratitude.	infer meaning from a text's structure.
<b><i>The Best Sport</i></b>		
32	Sam's disbelief	read and view texts that argue, evaluate and persuade.
33	because it has the most participants	identify how argument texts require a position supported by a line of reasoning.
34	criticise surfers.	show knowledge and understanding of how word origins, syntax and semantics in a multi-strategy can be used to decode unfamiliar words.
35	Responses could include: - to emphasise his point - the on-line equivalent to shouting	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
36	that sport can be an individual competition.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
<b><i>Interview with Cathy Freeman</i></b>		
37	this is a live interview.	understand the function of varied sentence beginnings.
38	set the context of the interview.	understand characteristic organising structures and features of texts.
39	it was electric	identify how figurative language can be used to develop imagery and humour.

40	Responses could include: - some believe Cathy should have only carried the Australian flag because she was representing Australia - people from other cultural backgrounds would not carry their national flag.	make connections between ideas and information.  understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
41	admiration	locate directly stated information.
<b><i>Global Warming</i></b>		
42	1. welcome 2. orientation 3. recommendation 4. conclusion	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
43	a rhetorical question.	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
44	controlling greenhouse gases.	locate directly stated information.
45	should stop, think and act.	make connections between ideas and information.
46	a consequence of our current actions.	show knowledge and understanding of how word origins, syntax and semantics in a multi-strategy can be used to decode unfamiliar words.



## 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.

	<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 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.
<b>TEXT STRUCTURE</b>			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.
<b>IDEAS</b>		The narrative explores a theme. Ideas are complex and skillfully 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.
<b>CHARACTER AND SETTING</b>			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.
<b>VOCABULARY</b>		A wide range of figurative language is used appropriately to 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.

<b>COHESION</b>			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.
<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.