

YEAR 9 – PAPER ONE

LANGUAGE CONVENTIONS ANSWER SHEET

	ANSWER	LEARNING STATEMENT A student can
1	Papyrus	accurately spell an uncommon word, identifying the incorrect use of the vowel ‘i’.
2	Egyptians	accurately spell a word with an ‘-ia’ vowel combination.
3	cultivated	accurately spell a word with an ‘ed’ suffix.
4	wilderness	accurately spell a three syllable word with a double consonant suffix ‘-ness’.
5	frantically	accurately spell a word with a ‘-ly’ suffix.
6	recognise	accurately spell a three syllable word with a phonetically difficult ‘-g’ sound in the middle.
7	sounds	accurately spell a common word.
8	beautiful	accurately spell a common word with the ‘-ful’ suffix opposed to the homophone ‘fool’, or alternatively, ‘-full’.
9	contributed	accurately spell a word with a ‘-ed’ suffix.
10	princess	accurately spell a word with a double consonant ending ‘-cess’.
11	shadows	accurately spell a two syllable word with a phonemically difficult ending.
12	aloof	accurately spell an uncommon, one syllable word.
13	always	accurately spell a word which adopts the spelling rules of dropping the ‘l’ in ‘all’ when combined with ‘ways’.
14	pugnacious	accurately spell a word using an ‘ious’ suffix.
15	debaters	accurately identify the correct vowel as ‘e’ in the suffix.
16	rational	accurately identify and spell words in context.
17	necessary	accurately spell a commonly misspelt word.
18	sanctuary	accurately spell an uncommon word with the suffix ‘-uary’.

19	carnivorous	accurately spell a word with an ‘ou’ vowel combination.
20	priority	accurately spell a difficult word with an ‘io’ vowel combination.
21	antagonist	accurately spell an uncommon word with an ‘-ist’ suffix.
22	peacefully	accurately spell a word with a double consonant suffix ‘-lly’.
23	petite	accurately spell a word using the correct vowel sound.
24	infuriated	accurately spell a word using the correct vowel combination ‘-ia’.
25	merging	accurately spell a common word adhering to the spelling principles of removing the ‘e’ when adding the ‘-ing’ suffix.
26	scientific	accurately spell a word using the vowel combination ‘ie’.
27	detrimental	accurately spell a complex word with the ‘-al’ suffix.
28	campaign	accurately spell a word with two syllables, and recognise the absence of a silent ‘e’ at the end.
29	Violet admonished her younger sister for running away.	accurately identify correct punctuation in a complex sentence.
30	Eric’s/ dragon’s	accurately identify the use of an apostrophe to show possession.
31	because	accurately identify a correct conjunction used in the middle of a sentence.
32	It was as if the town of Nihilo had become mute.	accurately identify a setting clause in a paragraph.
33	It’s	accurately use a contraction verb combination in the correct context.
34	Despite	accurately use a preposition in the correct context.
35	question mark	identify the correct punctuation mark needed in the correct context.
36	The television series <i>Rising Stars</i> has been very successful.	accurately identify the correct usage of italics to indicate the title of a television series.
37	against	correctly identify the use of a preposition ‘against’ in a sentence.

38	firmly, delightfully, excitedly, sorrowfully	accurately identify a selection of adverbs.
39	terminating	accurately identify the participle in a sentence.
40	'Hey! Excuse me miss!'	accurately identify the correct use of an interjection in a sentence.
41	team's	accurately identify the correct use of an apostrophe to indicate possession.
42	The poem (written by Esther Howard) had been annotated thoroughly.	accurately identify the correct use of brackets to add meaning to a statement.
43	renown	accurately identify the use of tautology in a sentence.
44	"That's the will of my deceased aunt!" retorted the man.	accurately identify the correct use of punctuation in direct speech.
45	wrinkly hands, cracked and large,	accurately identify the use of an adjectival phrase in a sentence.
46	Thomas	accurately identify the subject in a sentence.
47	The plaque had been created to show the charity's appreciation of the school's generous contributions.	accurately identify the correct use of apostrophes in a sentence to indicate possession.
48	was an	accurately identify the correct verb phrase used in a sentence.
49	with	accurately identify the correct use of a preposition in a sentence to add meaning.
50	intricately	identify the correct adverb used in the text.
51	20 th century.	identify the 1900s as the 20 th century.
52	factual and descriptive.	identify the correct usage of language in a text.
53	nouns.	accurately identify the parts of speech being used in an extract.
54	past	identify the correct use of verb tense in the passage.

READING ANSWERS

<i>A Germ Utopia</i>		
	ANSWER	LEARNING STATEMENT A student can
1	a perfect environment that fosters the growth of germs	correctly identify the meaning of the title inferring information from the text. A Germ Utopia is to be interpreted as the fostering of germs in optimal conditions.
2	6000.	recall information from the text, making inferences using their skills in numeracy.
3	bacteria that is detrimental to human health	interpret details using textual information.
4	They minimise the chances of becoming infected with serious diseases.	identify information directly from the text.
5	to prove that antibacterial soap is no more effective than regular soap	identify the intended purpose of paragraphs to enhance meaning in a text.
6	factual and informative	correctly identify the tone of a text.
<i>Get in Touch</i>		
7	to persuade students in year 9 to organise their own youth camp	correctly identify the purpose of a text as being ‘persuasive’, recognising persuasive language devices used to attract the target audience.
8	the practical organisation of	correctly identify the meaning of a word.
9	imperatives.	correctly identify the meaning of ‘imperative’ and its use in persuasive texts.
10	to persuade students to think about organising their own youth camp	understand the function of rhetorical questions as effective persuasive devices in texts.

11	attract the target audience.	understand the use of visuals in persuasive texts.
12	nouns.	understand parts of speech and correctly identify how nouns function in texts.
<i>The Australian System of Government</i>		
13	confused and overpowered	identify the correct meaning of words using context.
14	Our system of government is democratic.	identify the difference between fact and opinion statements in texts used for persuasion.
15	two	identify simple information directly from the text.
16	the leader of the major party holding office in the House.	understand complex information using inferential skills to determine the answer.
17	They regularly communicate with people to determine laws.	identify and understand complex information from the text.
18	conversational and factual	understand the tone of texts created through language devices.
<i>Have you heard of the Maya people?</i>		
19	35	identify an answer using numeric skills to convert to centuries.
20	because of its sudden disappearance	correctly identify the meaning of a given statement.
21	archaeologists who study the Mayans.	infer information from details provided in a text.
22	the Mayans were much like the Egyptians, building pyramids for	correctly identify and make inferences using information from a text.

	the elite classes.	
23	<i>Magnificently opulent and precocious society...</i>	identify and understand the use of descriptive language in texts to help communicate meaning.
Some Say...		
24	Life is an unpredictable monster.	correctly identify the use of metaphor in a poem.
25	alliteration.	correctly identify a common poetic technique.
26	while others tell of fire and burning and hell	correctly identify the use of accumulation through the repetition of 'and'.
27	simile.	correctly identify the use of simile.
28	how much effort you put in will determine the end product	understand the meaning of reflective and philosophical statements often used in poetry.
29	anaphora.	correctly identify anaphora as the poetic device used when repeating phrases at the beginning of respective lines.
Detective Jargon		
30	it establishes a dark tone to the narrative	correctly identify and understand the use of repetition for effect.
31	a simile.	correctly identify a simile that is used to make comparisons.
32	crime fiction.	correctly recognise the genre of the short story.
33	disadvantage.	correctly identify the best synonym appropriate to the context of a text.
34	to add to the intense atmosphere of suspense.	correctly identify the use of short sentence structure in narratives, predominantly for emphasis and build up of effect.

35	The short story interchanges between past and present for effect, giving a perspective of what each character is thinking.	understand how composers use perspective in stories to communicate meaning more thoroughly.
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Mongoose

36	It is near evening.	correctly identify the setting of the text, recognising that the action is happening at dusk.
37	admiring the physical characteristics of the king cobra.	infer meaning through decoding information from the text.
38	onomatopoeia.	correctly identify the use of a poetic device used in texts other than poetry.
39	verbs.	correctly identify and recognise parts of speech in texts.
40	the present continuous tense	identify the correct verb tense.

“Life, Liberty and the Pursuit of Happiness”

41	a cliché.	correctly recognise a clichéd saying.
42	The scanners were competing with more advanced and economically effective machines.	infer information from the text, selecting the most appropriate answer.
43	commendatory.	correctly evaluate the tone of a text.
44	Answer could include: applying for a job at Dean Witter without a college degree; sleeping in the toilet with his son.	correctly interpret information from the text to make informed decisions.
45	Answer could include: events appear to be too farfetched and unrealistic, glamorised by Hollywood	correctly evaluate why Gardner’s story has been considered a ‘fairytale’.

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.

	6	5	4	3	2	1	0
AUDIENCE	Engages and influences the audience through skilful 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.
TEXT STRUCTURE			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.
IDEAS		The formal letter 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.
LANGUAGE FEATURES			Effective and skilful 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.	Students uses colloquial tone throughout with little or no evidence of formal letter devices.	There are no examples of formal letter devices in the text.

VOCABULARY		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.
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 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.
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