

YEAR 9 – PAPER TWO
LANGUAGE CONVENTIONS ANSWER SHEET

	ANSWER	LEARNING STATEMENT A student can
1	destinations	accurately spell a word with a 'tions' suffix.
2	popular	accurately spell a word with a 'lar' suffix.
3	renown	accurately spell a word with a silent 'k' sound.
4	dangerous	accurately spell a word with an 'er' vowel/consonant blend.
5	disease	accurately spell a word with an 'ea' vowel blend.
6	stomach	accurately spell a word with a silent 'e' sound at the end.
7	viral	accurately spell a word using the correct vowel sound 'a' opposed to 'e'.
8	illustrator	accurately spell a four syllable word.
9	picture	accurately spell a word with a vowel at the end.
10	famous	accurately spell a word with an 'ou' vowel blend.
11	patiently	accurately spell a phonetically difficult three syllable word.
12	struggled	accurately spell a word with double consonants in the middle.
13	screeched	accurately spell a word with double consonants in the middle.
14	delicious	accurately spell a word using an 'ious' suffix.
15	difficult	accurately spell a word with double consonants.
16	stimulating	accurately spell a word with a single consonant (t).
17	advanced	accurately spell a word with a vowel/consonant combination at the end.
18	properly	accurately spell a word with an 'rly' suffix.
19	foreign	accurately spell a word with an 'ei' vowel combination.

20	unfathomable	accurately spell a difficult word which has five syllables and difficult consonant blends.
21	vacant	accurately spell a phonetically difficult word.
22	compassion	accurately spell a word using double consonants.
23	arsons	accurately spell a word using the correct vowel sound.
24	chronologically	accurately spell a complex word with suffix 'ally'.
25	engineers	accurately spell a common word with double consonants.
26	wielded	accurately spell a word using the vowel combination 'ie'.
27	successful	accurately spell a complex word with two double consonants.
28	exiled	accurately spell a word with two syllables.
29	Sally drove straight past the sign.	accurately identify the correct past tense verb to use in a sentence.
30	farmer's, summer's	accurately identify the use of an apostrophe to show possession and contractions.
31	because	accurately identify a correct conjunction used in the middle of a sentence.
32	dragged himself out of bed	accurately identify a setting clause in a sentence.
33	they're	accurately use a contraction verb combination in the correct context.
34	Despite	accurately use a preposition in the correct context.
35	full stop	identify the correct punctuation mark needed in the correct context.
36	The premier of <i>The Hunger Games</i> was a success.	accurately identify the correct usage of italics to indicate the title of texts.
37	You and her are going to the concert.	demonstrate understanding of the correct use of the pronoun 'her'.
38	admonish, running, studying, talking	accurately identify a selection of verbs that have different verb tenses.

39	Walking through the terrain, Mary was terrified	accurately identify the correct use of third person.
40	The screen of my new phone cracked after I had dropped it clumsily.	accurately identify the correct use of a conjunction to create complex sentences.
41	beggar's	accurately identify the correct use of an apostrophe to indicate possession.
42	I had accidently ripped Ms Daupher's (my geography teacher) map of the world.	accurately identify the correct use of brackets to add meaning to a statement.
43	free of charge	accurately identify the use of tautology in a sentence.
44	"Welcome to the house of terrors!" proclaimed the man with the gold tooth. "You have come to the right place."	accurately identify the correct use of punctuation in direct speech.
45	dark, damp and dispiriting hallways	accurately identify the use of an adjectival phrase in a sentence.
46	Stacey	accurately identify the subject in a sentence.
47	The one-eyed black cat scurried away into the darkness, knowing that it had ruined its chances of getting the mouse.	accurately identify the correct use of commas in a sentence to indicate change in subject.
48	was where	accurately identify the correct verb phrase used in a sentence.
49	before	accurately identify the correct use of a preposition in a sentence to add meaning.
50	his wife,	identify the correct noun and appropriate comma usage.

51	past-continuous	identify the correct tense being used in a passage.
52	figurative and imaginative.	identify the correct usage of language in a text.
53	adjectives.	accurately identify the parts of speech being used in an extract.
54	the woman with the cracked, purple lips	identify the correct subject of direct speech in a text.

READING ANSWERS

<i>‘A thing of beauty is a joy forever...’</i>		
	ANSWER	LEARNING STATEMENT A student can
1	the eighteenth century	correctly identify 1795 as the eighteenth century.
2	attending Enfield School, a liberal institution	recall information directly from a text.
3	after his death in 1821	interpret details from textual information.
4	Keats died in Rome.	interpret details to make connections between ideas and information.
5	to emphasise the modesty of Keats	identify the intended purpose of paragraphs to enhance meaning in a text.
6	informative and admonishing	correctly identify the tone of a text.
<i>Grand Opening of The Eternal City</i>		
7	to persuade people to buy tickets for <i>The Eternal City’s</i> grand opening	recall detailed information from a text and infer intended meaning.
8	an idiom.	correctly identify an idiom as a figurative device.
9	buy tickets online	infer information from the text used to persuade people to buy tickets.
10	to persuade people to buy tickets to the museum by stimulating interest	understand the function of rhetorical questions as effective persuasive devices in texts.

11	school students.	infer information about the museum opening in the school holidays.
12	adjectives.	understand parts of speech and correctly identify how adjectives function in texts.
<i>Dump the Dump! and Finally, a solution that makes sense!</i>		
13	the destruction of natural habitats for native animals and toxic fumes emitted from the waste	recall detailed information from a persuasive text.
14	There will be less risks because no humans inhabit the area.	identify the difference between fact and opinion statements in texts used for persuasion.
15	because toxic waste dumps should be built in rural areas as opposed to urban	read and infer appropriate information from texts.
16	they appeal to the readers emotions	identify how language can be used to develop meaning and analyse how texts entertain, move and evoke emotion.
17	destruction of the Oakville community and a danger to local residents.	identify position in an argument and key points and evidence supporting an argument.
18	argumentative and emotive	understand the tone of texts created through language devices.
<i>You don't have to Ride, Jim Crow</i>		
19	She is standing in the very place where Irene Morgan alighted the bus.	infer and make connections between the composer and subject of a feature article.
20	to provokes an emotional response from the reader	correctly identify the use of emotive language to manipulate the feelings of the reader.
21	because laws in the South had deprived the African-American people of their rights	infer information from details provided in the text.
22	laws which reinstated a 'separate but equal' philosophy in the South	correctly identify and make inference using the context of the feature article.
23	<i>the spark that brought to life</i>	understand the use of figurative language in texts to help communicate meaning.

<i>The Felidae</i>		
24	the lion	infer directly stated information.
25	panthera tigris	identify the use of jargon in a text.
26	the tiger	make inferences using statistics given in a text.
27	saber-toothed cats no longer exist.	understand the inferential meaning of a statement.
28	domestic, unique, solitary	understand parts of speech and correctly identify how adjectives function in texts.
29	to provide factual information about the Felidae	identify the purpose as first and foremost, providing factual information.
<i>Courage</i>		
30	optimistic and sanguine	understand the use of language and tone to convey a certain attitude of a persona.
31	personification.	correctly identify personification- “courage” is being personified as a noble fighter.
32	signal a change in the mood of the poem.	identify the use of the imperative ‘turn’ and its use to signal a change in mood.
33	clamorous.	correctly identify the best synonym appropriate to the context of a text.
34	epistrophe	correctly identify the rhetorical device of ‘epistrophe’ as repetition at the end of a phrase.
35	Gives reasons for why/why not using textual information.	understand how composers use titles in poetry to make important inferences about the topic.
<i>Speech Extract</i>		
36	to celebrate the achievements of local athletes	make connections between ideas and information.

37	the winner of the 2012 <i>Sportsperson of the Year</i> award.	infer meaning through decoding information from a speech.
38	to emphasise the exceptional qualities of an excellent sportsperson	understand the use of repetition for emphatic purposes in texts.
39	someone expected to lose a game.	understand the correct usage of the word 'underdog', especially within the context of sports.
40	Correct answer will disagree with the question, using information from the text.	reflect comprehensively on the main thesis of a speech.
<i>Waiting for the Bell to Ring</i>		
41	It is used as a means to exaggerate the narrator's feelings.	recognise the effect of repetition to emphasise a persona's feelings.
42	a prison.	infer information from a short story, especially the use of jargon related to context.
43	sarcastic	evaluate authorial voice in a short story used to enhance meaning.
44	The student got into trouble from his/her Roll Call teacher.	make inferential meaning in comprehensive texts.
45	reluctant and agitated.	identify the use of language and tone to communicate the narrator's feelings.
46	because the narrator is walking out of Roll Call triumphantly	correctly identify the context of a narrative, as well as occurring events.

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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