

## YEAR 9 – PAPER THREE

### LANGUAGE CONVENTIONS ANSWER SHEET

	<b>ANSWER</b>	<b>LEARNING STATEMENT A student can</b>
1	entry	accurately spell a word with an 'ry' ending.
2	government	accurately spell a word with a 'ment' ending.
3	been	accurately spell a word with an 'ee' vowel blend.
4	legal	accurately spell a word with an 'al' ending.
5	forced	accurately spell a word with an 'ed' ending.
6	students	accurately spell a word with an 's' ending.
7	claim	accurately spell a word with an 'ai' vowel sequence.
8	minister	accurately spell a word with an 'is' vowel sequence.
9	decision	accurately spell a word with an 'e' sound.
10	promised	identify a mistake and accurately spell a word with an 'is' sequence.
11	looked	identify a mistake and accurately spell a word with an 'ed' ending.
12	February	identify a mistake and accurately spell a word with an 'ary' ending.
13	different	identify a mistake and accurately spell a word with an 'er' sequence.
14	cousins	identify a mistake and accurately spell a word using the correct vowel 'i'.
15	accidentally	identify a mistake and accurately spell a word with an 'en' sequence.
16	schedule	identify a mistake and accurately spell a word with a silent 'e' ending.

17	intelligence	identify a mistake and accurately spell a word with an 'en' sequence.
18	separate	identify a mistake and accurately spell a word with an 'ar' sequence.
19	manoeuvre	identify a mistake and accurately spell a word with an 'eu' sequence.
20	changeable	identify a mistake and accurately spell a word with an 'ea' sequence.
21	foreign	identify a mistake and accurately spell a phonetically difficult word.
22	seized	identify a mistake and accurately spell a word with an 'ei' sequence.
23	incredible	identify a mistake and accurately spell a word with an 'ib' sequence .
24	acquire	identify a mistake and accurately spell a word with an 'ui' sequence.
25	camouflage	identify a mistake and accurately spell a word with an 'ou' sequence.
26	continually	identify a mistake and accurately spell a word with a 'ual' sequence.
27	occurrences	identify a mistake and accurately spell a word with an 'en' sequence.
28	different	identify a mistake and accurately spell a word with an 'er' sequence.
29	This car belong to these and those girls.	accurately determine correct and incorrect grammar.
30	Dante's dogs danced for the six dinners at the table. The dogs' individual dinners were then delivered to Dante's room.	accurately identify the use of an apostrophe to show possession and contractions, and insert correct punctuation.
31	Furthermore	accurately choose a correct conjunction to use at the beginning of a sentence.

32	walked down to the beach	accurately identify a setting clause in a sentence.
33	They're	accurately choose a contraction verb combination for the correct context.
34	hadn't	accurately choose a contraction verb for the correct context.
35	question mark	identify the correct punctuation mark needed in the correct context.
36	The new book, <i>So Much Aid</i> , has been awarded a prize.	accurately identify the correct usage of italics to indicate the title of texts.
37	Bob likes bushwalking, dislikes politics and is going for a holiday.	accurately convert a simple sentence into a complex sentence.
38	walked, drove, flew, swam	accurately identify a group of verbs.
39	My hat is a very interesting one.	accurately identify the correct voice used in a sentence.
40	The car was found in the river, however, he had tried to drive it appropriately.	accurately identify the correct use of a conjunction to create complex sentences.
41	monarchies	accurately choose the correct use of a plural in a simple sentence.
42	We visited the N.T. (Northern Territory) as well as Victoria.	accurately identify the correct use of brackets to add meaning to a statement.
43	outside the middle	accurately identify the use of tautology in a sentence.
44	"Why do you look so sad?" the old man enquired. "I wish I really knew," I replied.	accurately identify the correct use of punctuation in direct speech.

45	horiffic, disruptive accident was tramatic, tragic	accurately choose the use of an adjectival phrase in a sentence.
46	Mr. Burke	accurately identify the subject in a sentence.
47	Since arriving to Australia in the early nineties, the family had achieved great success in everything they undertook.	accurately identify the correct use of commas in a sentence to indicate change in subject.
48	selected from	accurately choose the correct verb phrase used in a sentence.
49	which	accurately choose the correct use of a comma in a sentence to add meaning.
50	Once you	choose the correct verb and 'person' (voice) being used in a procedural text type.
51	past tense	identify the correct tense being used in a passage.
52	it shows it is a quotation from a text.	identify the correct usage of punctuation (speech marks) for a specific purpose.
53	adjectives.	accurately identify the parts of speech being used in an extract.
54	both those who were shipwrecked	identify the correct subject of direct speech in a text.

## READING ANSWERS

	<b>ANSWER</b>	<b>LEARNING STATEMENT</b> <b>A student can</b>
<b><i>Daniel, Bobby and Cook</i></b>		
1	an expert in historical materials.	infer information about a textual subject by using clues in a text.
2	generous and believed in education.	infer information about a textual subject by using clues in a text.
3	none of the above	interpret details from textual information.
4	about 17	interpret information given in different parts of a text.
5	developed a tourist attraction at Downset.	interpret details from textual information.
6	written the journal after he returned to England.	analyse information from textual information.
<b><i>Fluoride</i></b>		
7	a dentist.	directly identify information from a text.
8	should be slightly bendable.	identify meaning in a text.
9	there are two sides to the debate about adding fluoride to water.	infer meaning from a visual text and make links to written information.

10	believes fluoride is safe and effective.	identify meaning in text.
11	people were convinced by research.	interpret meaning in text.
12	fear and Chomski's on research.	identify and compare meaning in a text.
<b><i>From Russia with Love</i></b>		
13	merry	identify tone in a text.
14	symbolically famous.	identify word meaning.
15	dance	identify meaning in a text.
16	liked shopping more than art.	compare interpretations of a text.
17	economic differences.	interpret context from a text.
18	miss the way things used to be in Moscow.	identify or infer meaning of a text.
<b><i>My Book Review by Eric Bradbrook</i></b>		
19	all the above.	identify and analyse information in a review text type.
20	is proud of his cultural past.	identify and analyse information in a review text type.
21	changes in how the land is managed.	identify and analyse context and meaning.

22	availability and interpretation of evidence.	identify and analyse meaning of a text in relation to its cultural context.
23	the landscape was naturally managed and neat.	identify and analyse meaning in a review text type.
24	Aborigines' management of the land.	identify and analyse meaning and discourse in a review text type.
<b><i>Books or no books, is that the question?</i></b>		
25	digital books are replacing paper books.	understand an argument text and make conclusions.
26	first time authors can no longer afford to become quality authors.	understand an argument text.
27	adding a new perspective to the discussion.	comprehend the development in an argument text and make inferences.
28	lack of advances to authors	comprehend the development in an argument text.
29	1,2,3,4	sequence an argument.
30	they can make money with first time digital authors	infer meaning from a text by locating information.
<b><i>Steve Jobs and Apple</i></b>		
31	giving people quality products.	recall information from a report text type and make conclusions regarding discourse.
32	starting a new age for cartoons.	recall information from a report text type and make conclusions regarding discourse.

33	multifaceted and talented.	understand words used to describe character by making inferences from information in a text.
34	Steve Jobs' ability to innovate.	assess arguments in a report text type.
35	the company is no longer mainly about computers.	recall and locate information in a text.
36	Jemma Jade was fascinated by how Steve Jobs changed capitalism.	recall and locate information in a text.
<b><i>Sophie, Jed and Wily Old Grandpa</i></b>		
37	trees.	recall and locate information in a text.
38	was a stamp collector.	assess meaning in a narrative.
39	used to use computers.	infer meaning from narrative description.
40	more interested in computers.	infer meaning from a narrative.
41	A happy trip that resulted in a pleased trio purchasing the latest computer. <i>(Student answers will vary.)</i>	synthesise new ideas from a narrative.
<b><i>Australian Nobel Prize</i></b>		
42	1833 - 1896	locate and discern facts stated in a text.
43	the peaceful use of Physics, Chemistry, Medicine or Literature.	accurately identify meaning from a text.

44	wanted to be remembered for the positive aspects of his inventions.	analyse textual meaning in a text.
45	expansion forces were not stronger than gravitational forces.	infer meaning from a variety of sources within the same text.
46	measure the speed of stars through space.	infer meaning from text.
47	expansion of the Universe could be accelerating.	accurately understand a text summary.

## 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 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.
<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 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 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 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.