

**YEAR 9 – PAPER FIVE**  
**LANGUAGE CONVENTIONS ANSWER SHEET**

<b>QUESTION</b>	<b>ANSWER</b>	<b>LEARNING STATEMENT</b> <b>A student can</b>
1	abandoned	spell a three syllable word.
2	echoed	spell a challenging word with silent letters.
3	definitely	spell a challenging four syllable word.
4	nineteenth	spell a two syllable word with a double 'e'.
5	obstacles	spell a three syllable word.
6	primarily	spell a four syllable word ending in the suffix 'ily'.
7	urban	spell a two syllable word.
8	desperate	recognise the correct placing of 'a' in a three syllable word ending in the suffix 'ate'.
9	focused	spell a two syllable word, providing the correct use of 'c' and 's'.
10	discipline	correctly identify and provide the correct use of a silent 'c' in this word.
11	ecstatic	spell a challenging three syllable word with the blend 'ecs'.
12	applauded	correctly identify and spell a word which uses a 'pp' and the blend 'au' to make a 'w' sound.
13	discount	correctly identify and spell a word with the blend 'ou'.
14	ceasefire	correctly identify and spell a word where the 'e' is not dropped.
15	economy	correctly identify and use 'y' to denote the singular of a noun.

16	anxious	correctly identify and spell a word which uses an 'x' to make a 'sh' sound.
17	cancelled	correctly identify and spell a word which uses a 'll' and a 'c' to make a 's' sound.
18	experiment	correctly identify and spell a word which has three syllables.
19	controversy	correctly identify and spell a word which uses a 'v' and contains the blend 'ers'.
20	eager	correctly identify and spell a word which uses a silent 'a'.
21	disappointingly	correctly identify and spell a word with a 'pp' and the suffix 'ly'.
22	threatened	correctly identify and spell a word with the 'th' and 'ea' blends.
23	valuable	correctly identify and spell a difficult word.
24	sacrifice	correctly identify and spell a commonly misspelt word.
25	rhythm	correctly identify and spell a word which has no vowels and uses the 'rh' combination.
26	The doctor exclaimed, "Who needs help?"	accurately punctuate direct speech.
27	could've	correctly use the conditional tense.
28	shocked	correctly use the past tense of the verb 'to shock'.
29	We're	correctly spell the contraction for 'we are'.
30	their	correctly identify the possessive 'their'.
31	The dogs' tails were wagging as the boys approached.	correctly use the possessive case for a plural.
32	incredible	correctly identify and use 'an' when a word begins with a vowel.

33	My house, which was falling down, sold for a record price.	accurately identify and use the comma in a complex sentence.
34	fastest	correctly identify and use adverbial phrases.
35	breathe	identify the correct verb form (infinitive).
36	The students settled down, because they knew Mr. Roberts was watching them from the door.	correctly identify and punctuate a sentence with a causal conjunction.
37	swimmers'	correctly use the apostrophe in the possessive case for a plural.
38	"The monster was real," cried Jack. "Won't anyone believe me?"	correctly punctuate direct speech.
39	It was freezing cold, so I stayed home.	correctly punctuate a sentence with a causal conjunction.
40	"Do you have a pool?" Jonathan asked. "How often do you use it?"	correctly punctuate direct speech.
41	The car swerved, rattled and shook as it attempted to avoid the oncoming kangaroo.	correctly punctuate a complex sentence using a comma to separate adjectives in a list.
42	Before she was a doctor, the woman was frightened of blood, now she is a heart surgeon.	correctly punctuate a sentence using the comma to separate phrases.
43	third person.	accurately identify voice.
44	to indicate the names of places.	accurately identify the correct use of italics.
45	a verb.	accurately identify parts of speech correctly.
46	an adjective.	accurately identify parts of speech correctly.
47	present tense.	accurately identify tense.
48	it is a commonly used term.	accurately identify the correct use of inverted commas.
49	personification.	accurately identify figurative language.
50	onomatopoeia.	accurately identify a sound device.

## READING ANSWERS

<b><i>How to Survive in the Australian Bush</i></b>		
<b>QUESTION</b>	<b>ANSWER</b>	<b>LEARNING STATEMENT A student can</b>
1	lack of fresh water, lack of a continuous food supply and venomous snakes and spiders	recall information accurately from factual texts.
2	The human body will die without water.	recall information accurately from factual texts.
3	Toxic plants are poisonous to humans.	draw conclusions about assumptions made in texts.
4	<ul style="list-style-type: none"> <li>• Inform the reader how to go about extracting water in the Australian desert.</li> <li>• Reinforce/reiterate/strengthen the author's message that it is important to be prepared when travelling to the Australian outback.</li> </ul>	draw conclusions about the purpose of procedural texts and understand the way that such texts may be used to inform, instruct or educate.
5	6-8 glasses	recall information accurately from factual texts.
6	It will take up to 14 hours to collect the water.	recall information perceptively and accurately from factual texts.
7	inform.	identify the purpose of procedural texts.
8	travellers	draw conclusions about intended audiences of factual texts.
9	to attract the audience's attention	identify the way font and visual features may be used to gain and direct the reader's attention.
<b><i>The Capture of Ned Kelly and Advertisement.</i></b>		
10	He was stubborn and determined.	draw conclusions about characters from the particular adjectives and adverbs used to describe them.
11	because he fought against injustice.	draw conclusions about characters and major ideas from the information presented in factual texts.
12	He was hanged.	recall information from factual texts.

13	a verb.	identify the way in which verbs, adjectives and adverbs may be used for effect.
14	forget.	identify synonyms and antonyms for increasingly complex words, and understand how such words are used to construct meaning in a text.
15	historic.	understand that readers may be positioned to view people, places and ideas in particular ways and that these views may represent cultural values and can be questioned.
16	It is the place where Ned Kelly made his 'last stand'.	identify the ways texts use language to privilege or value certain ideas over others.
17	families.	understand how texts may be targeted towards particular audiences, and identify how the features of the text indicate this.
<b><i>In the Big Smoke</i></b>		
18	impressive.	understand that creators of texts select language to represent ideas, information and concepts in particular ways.
19	homesick	identify how emotive, evocative, formal and impersonal language creates tone, mood and atmosphere.
20	like colossal Titans fighting for some light	identify the use of figurative language in texts.
21	calm	draw on their knowledge of texts and language to clarify meaning.
22	vibrant and bustling	identify how adjectives and adverbs express attitudes and emotions.
23	the possibility of getting lost	understand that experiences created in texts can help readers understand themselves and others.
<b><i>Kangaroo Jack</i></b>		
24	a pun.	identify rhetorical features used to entertain and persuade.
25	predictable.	draw on their knowledge of texts and language to clarify meaning.
26	Australia.	recall information from opinion texts.

27	bitter and resentful taste in your mouth	understand that creators of texts select language to represent ideas, information and concepts in particular ways.
28	the film is not worth seeing	draw conclusions about the main idea, contention or view point.
29	off track.	draw on their knowledge of texts and language to clarify meaning.
<b><i>A Road to Nowhere</i></b>		
30	dry and barren	identify how imagery is used to establish mood and make feelings and ideas more concrete and powerful.
31	He was laughing at how unlucky they were.	draw conclusions about characters and major ideas making reference to particular moments and incidents.
32	It makes the narrative more intimate and personal.	understand that ideas are explored through the interplay of setting, plot and character and the actions, speech, thoughts and feelings of characters.
33	to develop the relationship between the father and child	identify how dialogue is used in narratives to develop relationships between characters and to develop conflict.
34	His father won't give him a serious response.	draw on their knowledge of texts and language to clarify meaning.
<b><i>To Cull or Not to Cull</i> and the <i>Letters to the Editor</i></b>		
35	verbs.	identify examples of strong verbs used in persuasive texts.
36	give different perspectives of the event.	understand how persuasive texts may use features such as eyewitness reports and reference to experts to show different perspectives and enhance the veracity of the text.
37	to prevent future culling	draw conclusions about the main idea, contention or view point.
38	the government condemns an act that they then commit.	draw on their knowledge of texts and language to clarify meaning.
39	protestors	understand how texts may present a variety of contentions or viewpoints, and be able to differentiate these from the views of the author.

40	for humans to live harmoniously with nature	draw on their knowledge of texts and language to clarify meaning.
41	an Australian farmer	understand that readers may be positioned to view people, places and ideas in particular ways and that these views may represent cultural values and can be questioned.
42	They don't consider the needs of farmers.	draw conclusions about the main idea, contention or view point.
<b><i>The Demise of the Unsinkable Ship</i></b>		
43	to give a context to the interview and the historical events that surround it.	understand that readers may need to develop knowledge about particular events, issues and content to interpret the subject matter of texts.
44	She was overwhelmed by its grandeur.	draw on their knowledge of texts and language to clarify meaning.
45	bedlam	identify how emotive, evocative, formal and impersonal language creates tone, mood and atmosphere.
46	it is here that Rose reveals that Steve died.	understand that creators of texts select language to represent ideas, information and concepts in particular ways.
<b><i>Junk Into Gold</i></b>		
47	scanty.	draw on their knowledge of texts and language to clarify meaning.
48	nonchalant and loquacious.	draw conclusions about characters and major ideas making reference to particular moments and incidents.
49	It is a rare antique and Geoff does not realise its value.	understand that ideas are explored through the interplay of setting, plot and character and the actions, speech, thoughts and feelings of characters.
50	One person's trash is another person's treasure.	understand that experiences created in texts can help readers understand themselves and others.

## 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
<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 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.
<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 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.
<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, 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.