

YEAR 9 – PAPER SIX
LANGUAGE CONVENTIONS ANSWER SHEET

| QUESTION | ANSWER | LEARNING STATEMENT A student can |
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| 1 | flapping | spell a two syllable word with a double 'p'. |
| 2 | neighbour's | spell a challenging word with silent letters. |
| 3 | hilarious | spell a three syllable word. |
| 4 | villages | spell a three syllable word with a double 'l'. |
| 5 | Unfortunately | spell a challenging five syllable word. |
| 6 | violence | spell a three syllable word ending in the suffix 'ence'. |
| 7 | innocence | spell a three syllable word ending the suffix 'ence' recognising the correct use of the 'c'. |
| 8 | discipline | recognise the correct use of the 'sc' blend. |
| 9 | conscientiously | recognise the correct use of the 'ous' suffix. |
| 10 | celebration | correctly identify and provide the correct use of 'c' for the [s] sound. |
| 11 | accommodation | correctly identify and provide the correct use of 'cc' and 'mm'. |
| 12 | courageously | correctly identify and spell a word where the 'e' is not dropped in attaching a suffix. |
| 13 | fascinating | correctly identify and spell a word with a silent 'c'. |
| 14 | generation | correctly identify and spell a word with the soft 'g'. |
| 15 | beautiful | correctly identify and spell a word with the blend 'eau'. |

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| 16 | appearance | correctly identify and spell a word with the suffix 'ance'. |
| 17 | accidentally | correctly identify and spell a word ending in 'ally'. |
| 18 | behaviours | correctly identify and spell the nominalised form of the verb 'behave'. |
| 19 | amateur | correctly identify and spell a word with the blend 'eur'. |
| 20 | thorough | correctly identify and spell a word with the 'ough' blend. |
| 21 | camouflage | correctly identify and spell a word with the 'ou' blend. |
| 22 | esteem | correctly identify and spell a word with double 'e' |
| 23 | library | correctly identify and spell a difficult word. |
| 24 | information | correctly identify and spell a word with the 'tion' suffix. |
| 25 | embarrassed | correctly identify and spell a word with repeated double letters. |
| 26 | "Who dropped that rubbish?" asked the principal. | accurately punctuate direct speech. |
| 27 | should have | correctly use the conditional tense. |
| 28 | came | correctly use the past tense of the verb 'to come'. |
| 29 | were | correctly spell the past tense of the verb 'to be'. |
| 30 | was running | correctly identify the past continuous tense. |
| 31 | men's | correctly use the possessive case. |
| 32 | incredibly | correctly identify and use adverbial phrases and the indefinite article. |
| 33 | Mum said we all had to come inside for dinner. | accurately punctuate indirect speech. |

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| 34 | really strong | correctly identify and use adverbial phrases. |
| 35 | disgusting | correctly identify and use the indefinite article. |
| 36 | The wizard, who was old and irritable, had not yet met his students. | correctly identify and use the comma in complex sentences. |
| 37 | singers' | correctly use the apostrophe in the possessive case for a plural. |
| 38 | "We should be leaving now," said Mrs Meadows, "so hop on the bus." | correctly punctuate direct speech. |
| 39 | I couldn't find my sister's toys; she had no idea where she left them. | correctly punctuate a sentence using the semi-colon. |
| 40 | Dad said, "It is time to cut the birthday cake." | correctly punctuate direct speech. |
| 41 | The horse bolted, galloped across the paddock and jumped the fence. | correctly punctuate a complex sentence using the comma. |
| 42 | Before she was a doctor, the woman was frightened of blood, now she is a heart surgeon. | correctly punctuate a complex sentence using the comma. |
| 43 | third person. | accurately identify voice. |
| 44 | to indicate the titles of texts. | accurately identify the correct use of italics. |
| 45 | an adjective. | accurately identify parts of speech correctly. |
| 46 | a noun. | accurately identify parts of speech correctly. |
| 47 | present tense. | accurately identify tense. |
| 48 | alliteration. | accurately identify figurative language |
| 49 | a rhyme. | accurately identify rhyme. |
| 50 | verb. | accurately identify a verb. |

READING ANSWERS

| <i>Address from the Australian Youth Ambassador to the United Nations</i> | | |
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| QUESTION | ANSWER | LEARNING STATEMENT A student can |
| 1 | the voice of Australian youth | draw conclusions about the main idea, contention or view point. |
| 2 | Education. | identify and evaluate the quality of the evidence used to support main ideas. |
| 3 | education and literacy are the way to reduce poverty. | understand that argument texts can advance opinions, justify positions and make judgments in order to persuade others. |
| 4 | passionate about the topic. | analyse how an issue is represented and discuss implications and possible impacts. |
| 5 | persuade the delegates to allocate funds. | understand that argument texts can advance opinions, justify positions and make judgments in order to persuade others. |
| 6 | to prevent poverty from becoming worse | understand that creators of texts select language to represent ideas, information and concepts in particular ways. |
| <i>Nefertiti</i> | | |
| 7 | duty to her husband | draw conclusions about characters and major ideas making reference to particular moments and incidents. |
| 8 | organised, beautiful and intelligent. | draw conclusions about characters and major ideas making reference to particular moments and incidents. |
| 9 | her children lived on after her death. | identify how word choices and symbols may have different connotations. |
| 10 | They showed everyday family life. | draw conclusions about characters and major ideas making reference to particular moments and incidents. |
| 11 | persuade people to travel to Egypt. | understand that imaginative texts can be created for multiple purposes (to move, to parody, to persuade, to explore ideas, issues and human relationships). |
| 12 | respect to Aten. | draw conclusions about characters and major ideas making reference to particular moments and incidents. |

| <i>Mary Celeste – Ghost Ship, Pirate Treasure or Just Bad Luck?</i> | | |
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| 13 | Answers could include: <ul style="list-style-type: none"> Natural phenomena including underwater earthquake or waterspout. Pirates. Sea monsters. | understand that information and argument texts can analyse and evaluate. |
| 14 | their disappearance is a mystery because the fate of the crew remains unsolved. | understand that readers may need to develop knowledge about particular events, issues and contents to interpret the subject matter of texts. |
| 15 | aliens kidnapped them | identify and evaluate the quality of the evidence used to support main ideas. |
| 16 | speculation. | identify that nominalization can be used to tightly compress ideas, information and concepts and to add formality to the argument. |
| 17 | The Amazon | understand that argument texts can advance opinions, justify positions and make judgments in order to persuade others. |
| 18 | informative. | identify how emotive, evocative, formal and impersonal language creates tone, mood and atmosphere. |
| <i>Salvador Dali</i> | | |
| 19 | knowledgeable and eager to please. | understand that readers may be positioned to view characters and ideas in particular ways and that these views may represent cultural values and be questioned. |
| 20 | an adjective. | identify techniques used to construct plot and create emotional responses e.g. comparison, contrast, exaggeration, chronology, expansion and compression of time. |
| 21 | formal. | identify how emotive, evocative, formal and impersonal language creates tone, mood and atmosphere. |
| 22 | response | draw on their knowledge of texts and language to clarify meaning. |
| 23 | enthusiasm for Dali's work. | identify how adjectives and adverbs express attitudes and emotions. |
| 24 | emotive and persuasive. | identify concrete, technical, abstract and emotive words that argue and persuade |

| <i>Journey of the Heart</i> | | |
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| 25 | Inspirational. | identify how degrees of certainty or obligation can be conveyed. |
| 26 | the young actresses are marvellous. | identify that different sentence and clause structures expand ideas and foreground information. |
| 27 | Complimentary. | draw conclusions about the main idea, contention or view point. |
| 28 | Australian film pulls all the right strings. | identify techniques used to construct and create emotional responses. |
| 29 | there was not enough depth to his character. | understand that creators of texts select language to represent ideas, information and concepts in particular ways. |
| 30 | a contrasting view. | identify that different sentence and clause structures expand ideas and foreground information. |
| <i>Your Guide to Nirvana Wildlife Sanctuary</i> | | |
| 31 | highlight the unique experiences offered by Nirvana Wildlife Sanctuary. | draw conclusions about the main idea, contention or view point. |
| 32 | adjectives. | identify concrete, technical, abstract and emotive words that argue and persuade. |
| 33 | the weather is fine for most of the year. | draw conclusions about the main idea, contention or view point. |
| 34 | technical language. | identify technical words. |
| 35 | seeing the features while protecting the environment | draw conclusions about the main idea, contention or view point. |
| 36 | helping in the animal hospital | understand that readers' interpretations are influenced by their own knowledge, values and practices. |
| <i>Other Worlds</i> | | |
| 37 | is at home in the natural world. | identify how imagery is used to establish mood and make feelings and ideas more concrete and powerful. |
| 38 | people can behave differently in different situations. | understand that responses to characters and situations may vary at different points within a text story. |

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| 39 | that it presents a deeper insight into both characters. | understand that particular features of settings, characters and plots associated with different forms and styles of imaginative texts e.g. horror, romance, adventure. |
| 40 | was often distracted. | understand that ideas are explored through the interplay of setting, plot and character and the actions, speech, thoughts and feelings of characters. |
| 41 | metaphor. | identify how imagery is used to establish mood and make feelings and ideas more concrete and powerful. |
| 42 | Marco had previously felt uncomfortable in the bush. | understand that experiences created in texts can help readers understand themselves and others. |
| <i>Dell High Newsletter</i> | | |
| 43 | Mr Tony Matthew's annual address | identify uses of references to other texts and how these contribute to meaning. |
| 44 | teams are like our bodies | understand that creators of texts select language to represent ideas, information and concepts in particular ways. |
| 45 | to invite the reader to participate. | identify that certain information can be emphasised by varying the patterns at the beginnings of sentences. |
| 46 | celebratory | identify how emotive, evocative, formal and impersonal language creates tone, mood and atmosphere. |
| 47 | metaphor | understand that creators of texts select language to represent ideas, information and concepts in particular ways. |
| 48 | known for catering for a variety of student needs and interests. | understand that readers may need to develop knowledge about particular events, issues and contents to interpret the subject matter of texts. |

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 |
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| AUDIENCE | 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. |
| TEXT STRUCTURE | | | 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. |
| IDEAS | | 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. |
| CHARACTER AND SETTING | | | 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. |
| VOCABULARY | | 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. |

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| 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. |