YEAR 7 – PAPER ONE

LANGUAGE CONVENTIONS ANSWER SHEET

	ANSWER	LEARNING STATEMENT A student can
1	nourishing	accurately spell an uncommon word, identifying the vowel combination 'ou'.
2	choose	accurately identify the correct homonym.
3	healing	accurately identify the correct homonym.
4	dinosaurs	accurately spell a three syllable word with the vowel combination 'au'.
5	archaeologists	accurately spell a difficult word that is commonly misspelt.
6	predictions	accurately spell a three syllable word with a phonemically difficult '-tions' sound.
7	species	accurately spell a common word.
8	rainbow	accurately spell a common word.
9	awkwardly	accurately spell a difficult word with silent '-w' sounds.
10	across	accurately spell a commonly misspelt word with one c and a double consonant ending.
11	arguing	accurately spell a word that follows the 'replace e with –ing' rule.
12	bizarre	accurately spell an uncommon word.
13	business	accurately spell a common word with a silent 'i'.
14	coming	accurately spell a common word.
15	definite	accurately spell a commonly misspelt word.
16	creatures	accurately spell a difficult word with a '-ures' sound.
17	embarrassed	accurately spell a commonly misspelt word with two double consonants.
18	familiar	accurately spell a four-syllable common word.

19	occasion	accurately spell a word with a '-sion' suffix.
20	forty	accurately spell a common word.
21	guard	accurately spell a word with a 'ua' vowel combination.
22	treasure	accurately spell a word with the vowel combination 'ea'.
23	excited	accurately spell a word with a '-ed' suffix.
24	height	accurately spell a word with a silent 'gh' sound.
25	villain	accurately spell a commonly misspelt word with vowel combination '-ai'.
26	on	accurately identify the correct preposition using the context of the sentence.
27	passes	accurately identify the correct word according to verb tense.
28	has	accurately identify the correct usage of the verb 'has' using the context of the sentence.
29	Wearing	accurately identify the correct usage of the word 'wearing'.
30	are you?	accurately identify the correct ending of a sentence.
31	were desperately, were hiding	accurately identify the correct usage of verb tense.
32	Everyone	accurately identify the correct pronoun.
33	Geoff's, he'd	accurately identify the use of apostrophe to show possession and contraction.
34	always	accurately select the most appropriate word.
35	Flies are a nuisance during summer.	identify the correct punctuation mark needed in the correct context.
36	its	accurately identify the correct use of 'its' as a pronoun.
37	"Make sure you drink lots of water," said Jack's mum.	identify the sentence that is punctuated correctly.
38	question mark	accurately identify correct punctuation.

39	*Samsung* and *LG* are Korean companies.	accurately identify the correct use of italics within a sentence.
40	your, you'll	accurately identify the correct pair of words to be used in the sentence including contracted words.
41	boldly, quickly, patiently, unfortunately	accurately identify a correct combination of adverbs.
42	walking	accurately identify the active participle in the sentence.
43	while	accurately identify the word that does not indicate time.
44	they	accurately identify a third-person pronoun.
45	The tiger's stripes always different.	accurately identify the answer as an incomplete sentence with no auxiliary verb.
46	are becoming	accurately identify the correct combination of words.
47	Jacqueline, quick! Run and get me the water now!"	accurately identify the correct use of punctuation in a sentence.
48	It's not fair to eat all the steak sandwiches by yourself!	accurately identify the use of apostrophe as a contraction.
49	Jamie	accurately identify which subject the pronoun is referring to.
50	Jacob's pants were suddenly too short after a sudden growth spurt.	can correctly place apostrophes and full stops in a sentence.
51	was	identify the use of past tense in a paragraph.
52	your	identify the correct usage of language in a text.
53	comma	accurately identify the use of comma in a sentence.
54	apostrophe	identify the correct use of apostrophe in a passage.
55	which	identify the correct use of a pronoun in a sentence.
56	full stop	identify the correct use of punctuation to complete a sentence.

READING ANSWERS

<table>
<tr><td colspan="3" align="center">***Help Save the Rhino***</td></tr>
<tr><td></td><td>**ANSWER**</td><td>**LEARNING STATEMENT**
A student can</td></tr>
<tr><td>1</td><td>The rhinoceros is facing extinction.</td><td>identify the correct statement using the information provided in the text.</td></tr>
<tr><td>2</td><td>the different species of rhinoceros</td><td>recall information from the text, understanding the use of brackets as a means of listing the different species of rhinoceros.</td></tr>
<tr><td>3</td><td>a protein found in the rhinoceros' horns.</td><td>interpret details using textual information.</td></tr>
<tr><td>4</td><td>not-for-profit organisations.</td><td>identify information directly from the text.</td></tr>
<tr><td>5</td><td>persuade the government to take action against the countries that make it legal to sell keratin.</td><td>identify information directly from the text.</td></tr>
<tr><td>6</td><td>poachers.</td><td>correctly identify the noun to which the pronoun 'who' is referring to.</td></tr>
<tr><td colspan="3" align="center">***Walking Through the Gobi Desert***</td></tr>
<tr><td>7</td><td>unfruitful</td><td>correctly identify the word closest in meaning to 'barren'.</td></tr>
<tr><td>8</td><td>a simile.</td><td>correctly identify simile as the figurative device making comparisons using 'like' or 'as'.</td></tr>
<tr><td>9</td><td>a train of camels.</td><td>correctly identify the collective noun used when describing camels.</td></tr>
<tr><td>10</td><td>The narrator is excited to see the camels.</td><td>correctly identify the answer using the last paragraph to interpret why the narrator's heart leapt.</td></tr>
<tr><td>11</td><td>Mongolia</td><td>use inferential meaning to locate the Gobi desert. The guide and nomad speak in Mongolian, alerting readers that the Gobi is in Mongolia.</td></tr>
</table>

12	adjectives.	understand parts of speech and correctly identify how nouns function in texts.

Tyrian Purple

13	the Phoenicians	identify information directly from the text.
14	twelve centuries	identify information from the text, using their numeracy skills to determine the duration of time in decades.
15	because it would take many snails to make one garment	identify simple information directly from the text.
16	over five thousand	identify simple information directly from the text.
17	left to rot	understand the meaning of 'decompose' using information from the text.
18	a synthetic Tyrian purple	infer information from the text.

Too much time in front of the screen?

19	*Adolescent Blues*	identify an answer using information given in the text.
20	defensive	correctly identify a speaker's tone.
21	Refer to learning statement.	explain how Taylor is making the connection between using technology in moderation and enriching learning experiences.
22	children are spending too much time in front of screens, which is affecting their eyesight.	correctly identify and make inferences using information from the text.
23	it is the name of a newspaper.	identify and understand the use of italics in texts.

The Smell of Grass

24	The monster's engine begins to scream	correctly identify the use of metaphor in a poem.
25	auditory imagery.	correctly identify a common poetic technique.
26	loving.	correctly identify the mood of the persona's experiences.
27	because they were imaginary play friends	correctly make inferences from the text.
28	repetition.	correctly identify the use of repetition in a poem.
29	the smell of the freshly cut grass	correctly identify the use of synaesthesia in a poem.

A Foreign World

30	50	correctly identify information from the text.
31	to leave on the surface.	correctly identify the meaning of the unusual word 'adsorb'.
32	science fiction.	correctly recognise the genre of the short story.
33	completely eradicate harmful nuclear energy.	correctly identify information given in the text.
34	a simple sentence.	correctly identify the use of short sentence structure in narratives, predominantly for emphasis and build up of effect.
35	The short story warns about the dangers of nuclear energy as the world continues to rely on it as an energy resource.	understand how composers of sci-fi genre usually write to make readers aware of environmental issues.

The Hobbit: An Unexpected Journey

36	a discussion.	correctly identify the text type as 'discussion'.
37	a series of three related stories.	correctly identify the meaning of 'trilogy'.
38	Bilbo Baggins.	correctly identify information given in the text.
39	verbs.	correctly identify the verbs in the text.
40	conversational.	identify the appropriate mood of the text communicated through rhetorical questions and colloquialisms 'pretty cool'.

The Cackle of the Kookaburra

41	personification.	correctly recognise the subtle use of personification.
42	top.	infer information from the text, making connections between the canopy and crown.
43	present tense.	correctly identify the verb tense of the creative piece as 'present'.
44	to mark its territory	correctly interpret information from the text.
45	Its colours indicate that it is a male.	correctly infer information given in the text. The persona asserts that it is a male kookaburra only after its colour is described.

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.
PARAG-RAPHING					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 gram-matically 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 punc-tuation.	No punctuation is used.
SPELLING	Accurate spelling of simple and compound and difficult words. Attempts some challen-ging 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.