

YEAR 7 – PAPER THREE
LANGUAGE CONVENTIONS ANSWER SHEET

	ANSWER	LEARNING STATEMENT A student can
1	comfortable	accurately spell a word ending in the “able” suffix.
2	backyard	accurately spell a compound word.
3	whole	accurately spell a word using “wh”.
4	plumber	accurately spell a word with a silent consonant.
5	scattered	accurately spell a word using a double consonant.
6	diamond	accurately spell a word using “ia”.
7	knew	accurately spell a word with a silent letter in first position.
8	overwhelming	accurately spell a four syllable word with “wh” consonant.
9	steak	accurately spell a homophone using “ea”.
10	lateness	accurately spell a word beginning with a consonant retaining a silent “e” when adding a suffix.
11	cents	accurately spell a word using a “c” for the “s” sound.
12	incense	accurately spell a word with difficult phonetic spelling using a “sc” consonant blend.
13	thesaurus	accurately spell a word with the “au” blend and suffix “us”.
14	threatening	accurately spell a word that uses the “ea” blend.
15	development	accurately spell a difficult four syllable word.
16	questions	accurately spell a word ending in “tion”.
17	station	accurately spell a word ending in “tion”.
18	litres	accurately spell a word using “l” as a long “e”.

19	happier	accurately spell a word that ends in “y” that drops to add “ier” when using the superlative.
20	juice	accurately spell a word using “ui” as “oo”.
21	piano	accurately spell a word using “ia” as a long “e”.
22	competition	accurately spell a word ending in “tion”.
23	millions	accurately spell a word using the double consonant “ll” in the middle of a word.
24	dollars	accurately spell a word using the double consonant “ll” in the middle of a word.
25	friendly	accurately spell a word ending in the “ly” suffix.
26	confident	accurately spell a word that ends in “ent”.
27	happiest	accurately spell a word that ends in “y” and adds “iest” when using the superlative.
28	participant	accurately spell a word with an “s” sound using a “c” in the middle of a word.
29	unfortunately	accurately spell a word that is has many syllables and an “ly” suffix.
30	biology	accurately spell a complex three syllable word.
31	We	accurately identify the correct pronoun.
32	heavily	accurately identify the correct adverb to use in a sentence.
33	have been	accurately identify the correct verb form used in a sentence.
34	wrote	accurately identify the correct verb form (past tense) to use in a sentence.
35	however	accurately identify the correct conjunction.
36	lazier	accurately identify the correct comparison verb to use in a sentence.
37	Why did he do it?	accurately identify the sentence that requires a question mark.

38	Whose idea was it to move houses again?	accurately identify the sentence that uses punctuation appropriately with a contraction.
39	Although	accurately identify the correct adverb.
40	through	accurately identify the correct use of a homophone.
41	There	accurately identify the correct use of a homophone.
42	straight	accurately identify the correct use of a homophone.
43	Pamela and I are going bushwalking	accurately identify the correct use of a personal pronoun in a sentence.
44	“When are we leaving?” she asked.	accurately identify the correct punctuation of direct speech including appropriate use of quotation marks.
45	They’re	accurately identify the correct use of a contraction pronoun.
46	I’ll	accurately identify the correct use of a contraction personal pronoun.
47	to	accurately identify the correct use of prepositions of place.
48	I knew today would be good because it was hot and sunny.	accurately identify the correct use of the conjunction.
49	He washed his jumper, tops and pants.	accurately identify the correct use of commas in a sentence.
50	child’s	accurately identify the correct use of a possessive case.
51	“It’s not fair!” Johnny exclaimed. “When can I go?”	accurately identify the correct punctuation for direct speech.
52	would have	accurately identify the correct use of tense.
53	“What? Are you asking me dress as a monster for the play? Cool!”	accurately identify the correct use of punctuation.
54	families	accurately identify the correct use of a plural.
55	“I love the ocean,” he said quietly. “It makes me feel peaceful.”	accurately identify the correct use of punctuation for direct speech.

READING ANSWERS

	ANSWER	LEARNING STATEMENT A student can
<i>Student Forum, Hot Topics</i>		
1	There is a variety of opinions on the student forum.	understand and identify the purpose of discussion texts as stated in the text.
2	date posted.	identify textual patterns in a text by interpreting information.
3	Candystudy and Surferboy99	identify textual patterns in a text by interpreting information.
4	His parents come from a different generation before mobile phones.	analyse information and use clues in a text that relate to young adolescents of today and generational issues.
5	Sportsboy95	hypothesise about the opinions and values in a text.
<i>Stir it Up this Summer!</i>		
6	to persuade	read and view texts that evaluate and persuade.
7	exotic	identify how food and culture is correlated using adjectives.
8	personally.	interpret the meaning of a term by indentifying a synonym.
9	it is an image of a child wearing a chef's hat and cooking	interpret and understand a text to show the relationship between visual and written information.
10	cooks of all levels	understand the roles and functions of specific features in a text.

Diary Entries: Family Holiday		
11	in Tucuman, Argentina	recall information from a text.
12	he felt it was boring and old fashioned	infer information from the text.
13	The first writer appreciated new things, and the second was uninterested in change. <i>(Any similar answer is acceptable.)</i>	identify meaning and context in a text.
14	to indicate their excitement towards the holiday.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
15	There is a really exciting feeling and electric atmosphere.	infer information from a written text.
16	I've already picked up a few words to say in rhythmic Spanish.	evaluate a character's attitude through examining figurative language.
The Life-Cycle of A Lady Bird		
17	a factual report.	identify a text type.
18	a scientific investigation.	recall information from a written text.
19	the life-cycle of a ladybird.	infer meaning from a text's structure.
20	that ladybirds go through stages that all are steps in a process called 'metamorphosis'	identify relevant factual information in a text.
21	nouns.	identify nouns from other word groups.
22	Schools are encouraged to conduct this experiment.	make connections between ideas and information.

<i>A Cold Winter's Day</i>		
23	the sound of the wind	identify how figurative language can be used to create imagery in a text.
24	something to drink to warm him up	identify metaphoric expression.
25	because they are soaked wet and feel like two heavy weights	make connections between ideas and information.
26	tired, yet a little nervous and excited	understand the meaning and tone of a text through analysing written language.
27	Josh's excitement would have made him feel energetic again when he arrived at the farm. (<i>Any similar answer is acceptable.</i>)	identify meaning and context in a text.
28	frost and snow.	decipher clues to identify how appearance is developed using adjectives and identify how verbs and adjectives express opinions.
29	he loves them and they are worth the effort of a long walk	decipher clues in a text to understand characters' feelings and attitudes.
<i>The History of the Rubik's Cube</i>		
30	1980	locate directly stated information.
31	the Magic Cube.	locate directly stated information.
32	orange, yellow, white, blue, green and red.	locate directly stated information.
33	each side consists of six colours on it	locate directly stated information.
34	see who can solve the puzzle the fastest.	make connections between ideas and information.
35	fans of the cube who enter competitions to solve it the fastest.	make connections between ideas and information.

<i>An Interview with International Soccer Legend – David Peckhurst</i>		
36	because of the fact that he was too small	make connections between ideas and information.
37	his dad	infer meaning from written text by deciphering clues in a text.
38	He believes they made him stronger.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
39	He wanted teenagers to believe in themselves and improve their self-esteem.	analyse a text to interpret opinions and values in a text.
40	saying positive things to yourself everyday and believing them	discern between objective and subjective information.
<i>The Haircut</i>		
41	that Auntie Lorraine loves her nephews and nieces and enjoys being able to cut and style their hair for them.	understand and identify the main message of a written, imaginative text.
42	The children have been given love and affection by their family.	infer meaning from written text by deciphering language clues in text.
43	onomatopoeia.	interpret the meaning of a term by identifying an onomatopoeia.
44	it tells the reader what he can hear	identify forms, features and structures used in an imaginative text.
45	a simile.	correctly identify figurative language.
46	she is quick and skilful.	make connections between ideas and information.

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 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.

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 speech devices.	There are no examples of speech 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.