

YEAR 7 – PAPER FOUR

LANGUAGE CONVENTIONS ANSWER SHEET

QUESTION	ANSWER	LEARNING STATEMENT A student can
1	insight	spell a two syllable word using the consonant pattern 'gh'.
2	patients	spell a word using the 'ie' vowel pattern.
3	yelled	accurately spell a word using a double consonant 'l' in the middle of the word.
4	almost	accurately spell a compound word, dropping the second consonant.
5	autograph	accurately spell a compound word with a 'ph' consonant blend.
6	numb	accurately spell a word with a silent consonant.
7	coward	accurately spell a two syllable word using a 'w' consonant.
8	annually	accurately spell a word with double consonants and ending with an 'ally' suffix.
9	underwhelming	accurately spell a three syllable word with 'wh' consonant.
10	energetically	accurately spell a word with an 'ally' suffix.
11	daughter	accurately spell a word using an 'au' vowel pattern combined with a consonant pattern 'gh'.
12	labour	accurately spell a word using 'ou'.
13	dictionary	accurately spell a word with three syllables and an 'ary' suffix.
14	lightning	accurately spell a word with silent consonants.
15	property	accurately spell a word with a 'ty' suffix.
16	jewellery	accurately spell a word with a double consonant.

17	recommend	accurately spell a word with a double consonant.
18	temperature	accurately spell a difficult four syllable word.
19	descendant	accurately spell a word with difficult phonetic spelling using a 'sc' consonant blend.
20	journal	accurately spell a compound word using an 'ou' vowel blend.
21	quarrel	accurately spell a word in the correct context, using 'qu' as a prefix.
22	vicious	accurately spell a word with the 'ci' blend and suffix 'ous'.
23	fighting	accurately spell a word with 'gh' blend in the correct context.
24	victory	accurately spell a word that uses a 'ry' suffix.
25	parliament	accurately spell a three syllable word with complex phonetics.
26	judgement	accurately spell a complex three syllable word.
27	mistreatment	accurately spell a compound word that drops the double consonant.
28	refugees	accurately spell a complex three syllable word using an 'es' suffix.
29	unfortunately	accurately spell a complex four syllable word.
30	theatre	accurately spell a word using a 'th' prefix and a 're' suffix.
31	We	accurately identify the correct pronoun.
32	quickly	accurately identify the correct adverb to use in a sentence.
33	had 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	better	accurately identify the correct comparison verb to use in a sentence.
37	How do you know	accurately identify the sentence that requires a question mark.
38	Who's doing the dishes tonight?	accurately identify the sentence that uses punctuation appropriately with a contraction.
39	the	accurately identify the correct article.
40	is	accurately identify the correct verb form.
41	They	accurately identify the correct pronoun in context.
42	Francis and I are going shopping.	accurately identify the correct use of a personal pronoun in a sentence.
43	The aeroplane to Sydney Airport had been delayed.	accurately identify the correct punctuation for proper nouns and correct punctuation to use at the beginning and end of sentences.
44	"Where are we going?" she asked.	accurately identify the correct punctuation for direct speech including appropriate use of punctuation 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	stop	accurately identify the correct use of a verb form.
48	I knew today would be great, because the sun was shining.	accurately identify the correct use of the conjunction.
49	He packed his jumper, shirts and pants.	accurately identify the correct use of commas in a sentence.

50	girl's	accurately identify the correct use of a possessive case.
51	"It's not alright!" Johnny exclaimed. "When can I go?"	accurately identify the correct punctuation for direct speech.
52	The winner's prize, which he won by entering a raffle, was waiting for him at the company's office.	accurately identify the correct use of commas.
53	The boy was very tired as he had been swimming, jogging, cycling and sprinting in preparation for the triathlon.	accurately identify the correct use of punctuation.
54	I always find it difficult to locate an ATM (Automatic Teller Machine) when I am in a small country town.	accurately identify the correct use of brackets in a sentence.
55	"I love the outback," he said quietly. "It makes me feel adventurous."	accurately identify the correct use of punctuation for direct speech.

READING ANSWERS

<i>My Learning, Our Learning</i>		
QUESTION	ANSWER	LEARNING STATEMENT A student can
1	engage students in their own learning.	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	Sallyspider58, Freddy1, Surfinwiz	identify textual patterns in a text by interpreting information.
4	Her clothes show her personality and values.	analyse information and use clues in a text that relate to young adolescent issues and identities.
5	Freddy1	hypothesise about the opinions and values in a text.
<i>Diary Entries: School Camp</i>		
6	in a National Park	recall information from a text.
7	the sound of the birds singing	infer information from the text about the actions and observations of the character.
8	Explains the differences in attitudes and opinions of the two different characters presented.	evaluate characters' motives, behaviours and feelings.
9	to emphasise what they miss while at camp	understand the role and function of specific features in a text.

10	simile	identify how figurative language can be used to create imagery in a text.
11	<i>...we were explorers on a quest to find lost treasures.</i>	evaluate a character's attitude through examining figurative language.
<i>Where the city meets the sea</i>		
12	to persuade	read and view texts that evaluate and persuade.
13	elegant	identify how appearance is developed using adjectives.
14	famous.	interpret the meaning of a complex term by indentifying a synonym.
15	it is an image of the ocean and the city buildings.	interpret and understand a text to show the relationship between visual and written information.
16	on a cruise ship	infer information from a written text.
<i>Breathing life into school</i>		
17	a news story.	read and analyse information texts such as articles, feature articles, letters to the editor, documentaries.
18	an experiment.	recall information from a written text.
19	the life-cycle of a plant.	interpret and understand a text to show the relationship between visual and written information.

20	an understanding about nature is needed by human beings.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
21	nouns.	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
22	All students learn from science experiments.	make connections between ideas and information.
<i>Moving on</i>		
23	the ripping of the masking tape	identify how appearance, actions and attitudes are developed using written and visual language.
24	hopeful they would see Jason again.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
25	it has all Jason's memories in it	make connections between ideas and information.
26	reflective	understand the meaning and tone of a text through analysing written language.
27	Description of Jason's disappointment at moving out of home. He is sad and reflective about the memories he has had in the room.	make connections between ideas and information. infer opinion, attitudes and values from written text.
28	an explanation of the dream.	infer meaning from a text's structure.

29	his friends	decipher clues in a text to understand characters' feelings and attitudes.
<i>The Invention of the Printing Press</i>		
30	1455	locate directly stated information.
31	scribes.	locate directly stated information.
32	you could print quickly and effectively.	identify cause and effect.
33	abundant.	interpret the meaning of a complex term by indentifying a synonym.
34	type	locate directly stated information.
35	the printing press published books quickly and sent them worldwide.	make connections between ideas and information.
<i>Interview with Children's book author Francis Littleton</i>		
36	first person.	understand characteristic language features of texts.
37	Children are great because they are still young and unbiased.	infer meaning from written text by deciphering clues in a text.
38	He was trying to teach others about the importance of family.	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.
39	She is going to become a sister.	make connections between ideas and information.

40	Reading can teach you to connect a text with an image.	discern between objective and subjective information.
<i>The Jacaranda Tree</i>		
41	that Jacaranda trees are an important part of the town.	understand and identify the main message of a written, imaginative text.
42	The trees are elegant and dominant.	decipher clues to identify how appearance is developed using adjectives and identify how verbs and adjectives express opinions.
43	onomatopoeia	identify forms, features and structures used in an imaginative text.
44	<p>Possible solutions could be:</p> <ul style="list-style-type: none"> - Her lilac limbs stretch out towards the sky. - She is left with scars from the playground that she once enlivened. - The twilight reveals itself in her annual cleansing. 	identify forms, features and structures used in an imaginative text.
45	children playing.	make connections between ideas and information.
46	they are great because they hold the memories of the people in the town	analyse a text to interpret opinions and values in a text.

MARKING CRITERIA Writing: Persuasive Writing

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, persuasive devices, vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling.

	6	5	4	3	2	1	0
AUDIENCE	Engages and persuades the audience through skilful manipulation of language and persuasive devices.	Engages and persuades the audience through purposeful control of language and/or persuasive devices.	Clearly attempts to engage and persuade the audience through persuasive language choices.	Attempts to engage and persuade the audience with developing control of language.	Shows a developing awareness of audience through some use of simple/formulaic persuasive language signals.	Attempts to compose a persuasive text using some simple language.	There is no awareness of audience.
TEXT STRUCTURE			Confidently organises the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.	Composes a persuasive text using an effective introduction, body and conclusion.	Attempts to compose a structured and persuasive text using a basic introduction, body and conclusion.	Text demonstrates limited use of the structural elements of a persuasive text.	There is no use of structural devices to organise the text.
IDEAS		The persuasive text explores a central idea/thesis. Ideas are complex, relevant and the elaboration of ideas is skilful.	Ideas are well-developed and relevant and there is an attempt at elaboration of ideas.	Ideas are coherent and show some elaboration.	Ideas are predictable, undeveloped and clichéd.	Ideas are simplistic and may be irrelevant to the argument.	There are no clear ideas evident in the text.

PERSUASIVE DEVICES			Confidently uses a range of persuasive devices and language features to privilege the writer's position and persuade the reader.	Uses a range of effective persuasive devices to support the writer's position and persuade the reader.	Attempts to use persuasive devices to support the writer's ideas and makes some attempts to persuade the reader.	Text demonstrates limited awareness of persuasive language with little recognition of the audience.	There is no use of persuasive devices in the text.
VOCABULARY		Language choices are precise and contextually appropriate in developing arguments and ideas. The text shows precision and flair in language choices and is fluent and cohesive.	Sustained and appropriate vocabulary is used to create persuasion. There is significant use of persuasive language.	Vocabulary choices are purposeful and may include some persuasive language.	Vocabulary choices are simple but appropriate.	Vocabulary is limited in range and the text is very brief.	Vocabulary is irregular / student may draw their ideas.
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 ten 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.