YEAR 9 – PAPER FOUR

LANGUAGE CONVENTIONS ANSWER SHEET

QUESTION	ANSWER	LEARNING STATEMENT A student can
1	restaurant	accurately spell a word with a 'au' vowel blend.
2	delicious	accurately spell a word with a 'ious' suffix.
3	guaranteed	accurately spell a word with an unusual vowel blend 'ua' and a double vowel at the end of the word.
4	enthusiasm	accurately spell a word with an 'ia' vowel blend.
5	quest	accurately spell a word with a 'qu' word blend.
6	terrain	accurately spell a word with a double consonant in the middle of the word.
7	substantial	accurately spell a three syllable word with a 'ial' suffix.
8	pedestrian	accurately spell a three syllable word.
9	autumn	accurately spell a word with a silent letter at the end of the word.
10	whispered	accurately spell a word with a 'wh' consonant blend.
11	technology	accurately spell a phonetically difficult three syllable word.
12	properly	accurately spell a word with a 'ly' suffix.
13	Paralysed	accurately spell a word with a 'ly' consonant blend.
14	companies	accurately spell a word using the correct plural 'ie' vowel blend.
15	repetitively	accurately spell a complex five syllable word.
16	immunity	accurately spell a word with a double consonant.
17	controlled	accurately spell a word with a double consonant.
18	successfully	accurately spell a word with numerous double consonants.
19	mortgage	accurately spell a word with silent consonants.

20	carbohydrates	accurately spell a technical word which has four syllables and difficult consonant blends.
21	fictitious	accurately spell a phonetically difficult word.
22	scenarios	accurately spell a word using the 'sc' consonant blend.
23	irreversible	accurately spell a four syllable word with a double consonant and 'ble' suffix.
24	amazement	accurately spell a compound word that ends in an 'e' and suffix 'ment'.
25	ecosystem	accurately spell a compound word in the correct context.
26	observatory	accurately spell a word with a 'ory' suffix.
27	extends	accurately spell a complex word in the correct context.
28	unravelling	accurately spell a complex word with an 'un' prefix and double consonant.
29	Tom bought this dinner with his own money.	accurately identify the correct past tense verb to use in a sentence.
30	The doctor's cabinets were full of important medicinal products. It's important that the doors are locked to avoid robberies and thefts.	accurately identify the use of an apostrophe to show possession and contractions.
31	Although	accurately identify a correct conjunction used at the beginning of a sentence.
32	met in a secret location	accurately identify a setting clause in a sentence.
33	They're	accurately use a contraction verb combination in the correct context.
34	haven't	accurately use a contraction verb in the correct context.
35	question mark	identify the correct punctuation mark needed in in the correct context.
36	The student's play, *Witch*, was applauded by the crowd.	accurately identify the correct usage of italics to indicate the title of texts.

37	Sandra is travelling to the Himalayan mountains because she loves the great outdoors, hiking and climbing.	accurately convert a simple sentence into a complex sentence.
38	swimming, ran, canoeing, cycled	accurately identify a selection of verbs that have different verb tenses.
39	The boys and their coaches feared the final decision.	accurately identify the correct tense used in a sentence.
40	The large framed picture was titled sideways, however, they had tried to place it correctly.	accurately identify the correct use of a conjunction to create complex sentences.
41	corporation's	accurately identify the correct use of an apostrophe to indicate possession.
42	The video game I had bought was unusable, (the disk had snapped), so I quickly returned it to the store.	accurately identify the correct use of brackets to add meaning to a statement.
43	side of the wall	accurately identify the use of tautology in a paragraph.
44	"What has this event got to do with me?" the young man exclaimed. "Why are you still bothering me?"	accurately identify the correct use of punctuation in direct speech.
45	elegant, well equipped desk was functional, sleek	accurately identify the use of an adjectival phrase in a sentence.
46	John Brown	accurately identify the subject in a sentence.
47	Although the time had come, she was in no rush to get to the appointment on time as she had been dreading the results.	accurately identify the correct use of commas in a sentence to indicate change in subject.

48	made from	accurately identify the correct verb phrase used in a sentence.
49	, which	accurately identify the correct use of a comma in a sentence to add meaning.
50	Once you	identify the correct verb and 'person' (voice) being used in a procedural text type.
51	past tense	identify the correct tense being used in a passage.
52	it shows it is a quotation from a text.	identify the correct usage of punctuation (speech marks) for a specific purpose.
53	adjectives.	accurately identify the parts of speech being used in an extract.
54	the father	identify the correct subject of direct speech in a text.

READING ANSWERS

	Emergency Fire Procedures	
QUESTION	**ANSWER**	**LEARNING STATEMENT** **A student can**
1	to inform employees of how they should act if a fire occurs	understand and identify the purpose of an information text (to report, present a point of view).
2	any employee	recall information directly from a text.
3	calmly and as soon as possible	interpret details from textual information.
4	The fire may interfere with the functioning of the elevator.	interpret details to make connections between ideas and information.
5	to emphasise the importance of understanding the procedures	identify the intended purpose of paragraphs to enhance meaning in a text.
6	fire alarms on every level	interpret details from textual information.

	The Journey	
7	an old, unstable boat with small rooms	recall detailed information from a text and infer intended meaning.
8	sunset.	recall detailed information from a text and infer intended meaning.
9	personification.	identify how figurative language can be used to develop imagery.
10	Life is about following orders and instructions.	compare information and ideas to identify different emphases and the influence of these on the student's own perceptions.
11	the narrator is on a holiday	infer information about textual subject by using clues in a text.
12	differences include: - he acts politely but is resentful and disappointed.	identify how appearance and actions are developed using written and visual language. compare different character representations in a text.
	Readers' Opinions	
13	not allowing 'P' platers to drive on certain roads	recall detailed information from a persuasive text.
14	pointless.	identify gaps, omissions and silences in texts.
15	there is increasing pressure to be great at sport	read and analyse information and argument texts such as articles, feature articles, letters to the editor, documentaries and interviews.
16	they appeal to the readers emotions	identify how language can be used to develop, view and analyse how texts entertain, move and evoke emotion.

17	the roads have become hazardous and road fatalities are increasing	identify position in an argument and key points and evidence supporting the argument.
18	providing a consequence of the new tax.	understand characteristics of organising structures and features of texts.

Advertising Flyer		
19	tagline should be persusive and relate specially to the purpose and context	understand the purpose and context of a persuasive text through composition of a statement that reflects the ideas in a text.
20	adventure.	make connections between ideas and information.
21	to provide enjoyable and affordable ways to learn	read and view texts that evaluate and persuade.
22	colonial museums	infer information from the details provided in a text.
23	*…forged the Australian identity.*	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.

	Ask a Mad Scientist	
24	the climate and humidity	infer directly stated information.
25	students	identify the intended audience of a text using clues from the information, structure of the text and purpose.
26	jargon.	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
27	compares a sun to a mirror	identify how figurative language can be used to develop imagery.
28	water is made up of two separate elements	discern between fact and opinion in an information text.
29	4th question	make connections between ideas and information.
	The Village	
30	its traditional practices	make connections between ideas and information.
31	dangerous to adventurers.	identify how figurative language can be used to develop imagery and enhance meaning.
32	observing the activities of the people in the village	evaluate character's movements, motives, behaviours and feelings.
33	doubt.	show knowledge and understanding of how word origins, syntax and semantics in a multi-strategy can be used to decode unfamiliar words.

34	mystery	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
35	two quotes to evoke atmosphere Examples: *the chatter of the women as they prepare the fruit and vegetables* *luscious green, rolling hills and small primitive huts*	understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values held by a group and by the individual.

Eddie Mabo

36	through the courts he had the concept of *Terra Nullius* made void	make connections between ideas and information.
37	the timeline shows the development of Indigenous land rights	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views. identify the relationship between visual and written text.
38	to demonstrate the impact Eddie Mabo had on the Indigenous population	identify how composers use a range of forms, features and structures to engage the reader's interest and influence their views.
39	the Government.	infer meaning through decoding clues used in the text.

40	what land inheritance and land ownership are	identify gaps, omissions and silences in texts.

Editorial

41	indicate a comparison between the past and the present.	identify and analyse subject matter related to persuasive techniques.
42	the economy	make connections between ideas and information.
43	sarcastic	evaluate authorial voice in a text used to enhance meaning.
44	shows an understanding of why environmental issues reflect the same concepts of war	identify how argument texts require a position supported by a line of reasoning. read and view texts that argue, evaluate and persuade.
45	The writer's argument lacks statistics about the decrease in numbers of natural resources.	identify how argument texts require a position supported by a line of reasoning.
46	to show the change of focus from space and technology to nature	read and view texts that argue, evaluate and persuade.

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.
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.