

ENGLISH

Australian Curriculum

YEAR

5

TEST



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Australian Curriculum Test with detailed suggested answers

- 30 multiple choice questions
- 20 one mark short answer questions
- 10 two mark short answer questions
- 10 three mark short answer questions
- Australian Curriculum references
- Weblinks for further study

Subject	Year Level	Author
English	5	Marianne Wakim Antonine College Vic

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While every care has been taken, no guarantee is given that these questions and answers are free from error.
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Question	Curriculum reference	Elaboration
MC1	ACELA1506	Understand how the grammatical category of possessives is signaled through apostrophes and how to use apostrophes with common and proper nouns.
MC2	ACELA1514	Recognize uncommon plurals, for example ‘foci’
MC3	ACELT1611	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
MC4	ACELA1504	Understand how texts vary in purpose, structure and topic as well as the degree of formality
MC5	ACELA1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts
MC6	ACELT1609	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
MC7	ACELT1610	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
MC8	ACELY1702	Interpreting, analysing, evaluating - Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning.
MC9	ACELA1508	Expressing and developing ideas- Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea
MC10	ACELA1501	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships
MC11	ACELA1502	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view
MC12	ACELA1504	Understand how texts vary in purpose, structure and topic as well as the degree of formality
MC13	ACELA1523	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials
MC14	ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
MC15	ACELT1615	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts
MC16	ACELY1713	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
MC17	ACELY1801	Analyse strategies authors use to influence readers

MC18	ACELA1505	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold
MC19	ACELA1797	Investigate how the organization of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation
MC20	ACELA1508	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea
MC21	ACELA1513	Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words
MC22	ACELA1507	Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas
MC23	ACELT1610	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
MC24	ACELT1608	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts
MC25	ACELA1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts
MC26	ACELT1609	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
MC27	ACELY1702	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning
MC28	ACELT1604 ACELY1687	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information
MC29	ACELY1690	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
MC30	ACELY1695	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure

Question	Curriculum reference	Elaboration
SA1-1	ACELA1504	Understand how texts vary in purpose, structure and topic as well as the degree of formality
SA1-2	ACELA1506	Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns
SA1-3	ACELA1507	Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas
SA1-4	ACELA1508	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea
SA1-5	ACELA1514	Recognise uncommon plurals, for example ‘foci’
SA1-6	ACELT1608	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts
SA1-7	ACELT1795	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences
SA1-8	ACELT1610	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
SA1-9	ACELT1798	Create literary texts that experiment with structures, ideas and stylistic features of selected authors
SA1-10	ACELY1702	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning
SA1-11	ACELA1508	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea
SA1-12	ACELA1514	Recognise uncommon plurals, for example ‘foci’
SA1-13	ACELY1703	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources
SA1-14	ACELY1705	Reread and edit student's own and others’ work using agreed criteria for text structures and language features
SA1-15	ACELY1704	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience

SA1-16	ACELA1507	Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas
SA1-17	ACELA1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts
SA1-18	ACELA1513	Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words
SA1-19	ACELA1513	Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words
SA1-20	ACELT1608	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts

Question	Curriculum reference	Elaboration
SA2-1-A	ACELA1507	Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas
SA2-1-B	ACELA1508	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea
SA2-2-A	ACELY1698	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context
SA2-2-B	ACELY1698	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context
SA2-3-A	ACELA1504	Understand how texts vary in purpose, structure and topic as well as the degree of formality
SA2-3-B	ACELA1505	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold
SA2-4-A	ACELA1506	Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns
SA2-4-B	ACELA1508	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea
SA2-5-A	ACELA1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts
SA2-5-B	ACELT1609	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
SA2-6-A	ACELT1611	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
SA2-6-B	ACELT1611	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

SA2-7-A	ACELY1698	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context
SA2-7-B	ACELY1698	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context
SA2-8-A	ACELT1610	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
SA2-8-B	ACELT1610	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
SA2-9-A	ACELY1701	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
SA2-9-B	ACELY1701	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
SA2-10-A	ACELY1705	Reread and edit student's own and others' work using agreed criteria for text structures and language features
SA2-10-B	ACELY1705	Reread and edit student's own and others' work using agreed criteria for text structures and language features

Question	Curriculum reference	Elaboration
SA3-1-A	ACELA1502	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view
SA3-1-B	ACELA1504	Understand how texts vary in purpose, structure and topic as well as the degree of formality
SA3-1-C	ACELA1505	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold
SA3-2-A	ACELT1609	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
SA3-2-B	ACELT1795	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences
SA3-2-C	ACELT1610	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
SA3-3-A	ACELT1611	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
SA3-3-B	ACELT1612	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced
SA3-3-C	ACELT1798	Create literary texts that experiment with structures, ideas and stylistic features of selected authors
SA3-4-A	ACELY1698	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context
SA3-4-B	ACELY1698	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context
SA3-4-C	ACELY1698	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context

SA3-5-A	ACELY1701	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
SA3-5-B	ACELY1701	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
SA3-5-C	ACELY1701	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
SA3-6-A	ACELY1702	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning
SA3-6-B	ACELY1702	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning
SA3-6-C	ACELY1702	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning
SA3-7-A	ACELT1611	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
SA3-7-B	ACELT1611	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
SA3-7-C	ACELT1611	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
SA3-8-A	(ACELT1611)	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
SA3-8-B	(ACELT1611)	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
SA3-8-C	(ACELT1611)	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

SA3-9-A	ACELY1708	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches
SA3-9-B	ACELY1708	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches
SA3-9-C	ACELY1708	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches
SA3-10-A	ACELY1713	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
SA3-10-B	ACELY1713	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
SA3-10-C	ACELY1713	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

End of Summary Australian Curriculum
References and Elaborations
English Year 5 Test

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Australian Curriculum

30 MULTIPLE CHOICE QUESTIONS

English Year 5



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Answer **all** questions in this section. *Write the letter for the correct answer in the box.*
A correct answer scores 1 mark, an incorrect answer scores 0. No mark will be given for a question if two or more letters are written in the box. Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1

All the customers orders were ready.

Which of the answers below apply the correct apostrophe for the sentence above?

- A. All the customer's orders' were ready.
- B. All the customers' orders' were ready.
- C. All the customers' orders were ready.
- D. All the customers orders' were ready.

Write the letter for the correct answer in this box.

Australian Curriculum

20 ONE MARK SHORT ANSWER QUESTIONS

English
Year 5



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There are 20 one mark short answer questions in this section. Answer **all** questions.
Write your answer in the box.
A correct answer scores 1 mark, an incorrect answer scores 0.
Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1

What form of writing would a brochure on Turkey use?

Write your answer in this box.

Australian Curriculum

10 TWO MARK

SHORT ANSWER

QUESTIONS

English

Year 5



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There are 10 short answer questions in this section each worth 2 marks. Answer **all** questions.
Write your answers in the spaces provided.
Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1

Zane's sensitive feelings were deeply hurt as a result of the mean, snide and insulting remarks made by his bitter best friend.

A. What phrase indicates the reason behind Zane's hurt feelings?

B. List this sentence's six adjectives.

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DETAILED ANSWERS TO 30 MULTIPLE CHOICE QUESTIONS

English Year 5



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Answer Summary for Multiple-Choice Questions
English Year 5

Q1	C	Q11	D	Q21	C
Q2	A	Q12	C	Q22	D
Q3	C	Q13	C	Q23	C
Q4	A	Q14	B	Q24	B
Q5	D	Q15	A	Q25	D
Q6	D	Q16	D	Q26	D
Q7	B	Q17	C	Q27	B
Q8	C	Q18	C	Q28	B
Q9	D	Q19	A	Q29	D
Q10	A	Q20	C	Q30	C

Question 1 C

Option 'c' – “all the customers’ orders were ready” is accurate as the word customers indicates the plural form and the “ ’ ” after the “ s” is accurately placed demonstrating the possessive form. The other options fail to recognize that ‘orders’ does not need any apostrophe.

Understand how the grammatical category of possessives is signaled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)

<http://bit.ly/JY3TNT>

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DETAILED ANSWERS TO

20 ONE MARK

SHORT ANSWER

QUESTIONS

English

Year 5



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Answer Summary for 1 Mark Short Answer Questions English Year 5

Q1	Informative	Q11	Eight
Q2	The children's school	Q12	Bacteria
Q3	Andrew stayed in bed and did not go to work because he was sick.	Q13	Search the internet for information /Interview people involved in the club
Q4	Multicolored/Wide/Green	Q14	Bob knew that his hat would fly away in the strong gale.
Q5	Mice	Q15	We must change the rule!
Q6	Dreamtime	Q16	as a result
Q7	Fair/ Just/ Rational	Q17	Significant
Q8	Third person narrator	Q18	email
Q9	simile	Q19	salespeople
Q10	Hesitation/ Uncertainty/ Insecurity/ Nervousness	Q20	Respect/ Reverence/ Worship/ Faith/ Belief

Question 1

There are three main types of writing styles; imaginative, persuasive and expository. A brochure on Turkey would involve information about the country- its sites, geography, history and people for example. Hence, it is an expository (informative) piece of writing which may use subheadings to clearly categorize various areas of factual information being presented. This brochure would also require images in it as means of visually depicting the information included in the text. Certainly, a brochure would not be written in the first person narrative form nor would it be imaginative (written in the form of a story) in style. Of course, considering that the brochure would be trying to promote Turkey, it is rather likely that the information included would be persuasively appealing using positive images and words to invite people who use the brochure to think about visiting Turkey for their next holiday.

Understand how texts vary in purpose,
structure and topic as well as the
degree of formality (ACELA1504)

<http://www.education.gov.qa/CS/en/5.pdf>

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DETAILED ANSWERS TO

10 TWO MARK

SHORT ANSWER

QUESTIONS

English

Year 5



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Question 1

A.

There are different ways to express the idea of cause and effect. The word because is one way. The phrase 'as a result of' is another way. Therefore, Zane's sensitive feelings were deeply hurt as a result of the mean, snide and insulting remarks made by his bitter best friend. Therefore the remarks caused the hurt feelings; it is because of them that Zane was hurt.

Understand the difference between
main and subordinate clauses and how
these can be combined to create
complex sentences through
subordinating conjunctions to develop
and expand ideas (ACELA1507)

<http://education.yourdictionary.com/worksheets/sentence-combining-worksheets.html>



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AUSTRALIAN CURRICULUM

Comprehensive Tests and Mark Books

ENGLISH

Years 5, 6, 7, 8, 9, 10

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