

ENGLISH

Australian Curriculum

YEAR

6

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	6	Kirsten Dunsby Dandenong High School Vic

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Question	Curriculum reference	Elaboration
MC1	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	<ul style="list-style-type: none">recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia
MC2	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	<ul style="list-style-type: none">recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia
MC3	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)	<ul style="list-style-type: none">identify and appreciate differences in language used in diverse family settings
MC4	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)	<ul style="list-style-type: none">identify and appreciate differences in language used in diverse family settings
MC5	Understand the uses of objective and subjective language and bias (ACELA1517)	<ul style="list-style-type: none">differentiating between reporting the facts (for example in a news story) and providing a commentary (for example in an editorial)

MC6	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	<ul style="list-style-type: none">identifying (for example from reviews) the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question
MC7	Understand the uses of objective and subjective language and bias (ACELA1517)	<ul style="list-style-type: none">understanding when it is appropriate to share feelings and opinions (for example in a personal recount) and when it is appropriate to remain more objective (for example in a factual recount)
MC8	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)	<ul style="list-style-type: none">observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams, and icons
MC9	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)	<ul style="list-style-type: none">observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, lifecycle diagrams, and the flow of images in picture books
MC10	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)	<ul style="list-style-type: none">observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, lifecycle diagrams, and the flow of images in picture books

MC11	Understand the uses of commas to separate clauses (ACELA1521)	<ul style="list-style-type: none"> identifying different uses of commas in texts
MC12	Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas (ACELA1522)	<ul style="list-style-type: none"> knowing that a complex sentence typically consists of an independent clause and a dependent clause connected by a subordinating conjunction (for example 'because', 'when', 'after', 'if', 'while', 'although'). Note: Dependent clauses of time, purpose, reason, concession, condition and so on are referred to as adverbial clauses'
MC13	Understand the uses of commas to separate clauses (ACELA1521)	<ul style="list-style-type: none"> identifying different uses of commas in texts
MC14	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials (ACELA1523)	<ul style="list-style-type: none"> knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid (for example 'She ate her lunch' compared to 'She gobbled up her lunch')
MC15	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	<ul style="list-style-type: none"> recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events
MC16	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	<ul style="list-style-type: none"> making connections between the text and students' own experience or other texts making connections between information in print and images finding specific literal information using prior knowledge and textual information to make inferences and predictions asking and answering questions finding the main idea of a text summarising a text or part of a text

MC17	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	<ul style="list-style-type: none">recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms
MC18	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	<ul style="list-style-type: none">exploring a range of everyday, community, literary and informative texts discussing elements of text structure and language features and comparing the overall structure and effect of authors' choices in two or more texts
MC19	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	<ul style="list-style-type: none">exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books
MC20	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)	<ul style="list-style-type: none">adopting a range of spelling strategies to recall and attempt to spell new words

MC21	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	<ul style="list-style-type: none"> noting how degrees of possibility are opened up through the use of modal auxiliaries (for example 'It may be a solution'; 'It could be a solution.') as well as through other resources such as adverbs (for example 'It's possibly/probably/certainly a solution.'); adjectives (for example 'It's a possible/probable/certain solution'); and nouns (for example 'It's a possibility/probability.')
MC22	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials (ACELA1523)	<ul style="list-style-type: none"> knowing that adverbials can provide important details about an action (for example 'At nine o'clock the buzzer rang loudly throughout the school.')
MC23	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials (ACELA1523)	<ul style="list-style-type: none"> knowing that adverbials can provide important details about an action (for example 'At nine o'clock the buzzer rang loudly throughout the school.')
MC24	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials (ACELA1523)	<ul style="list-style-type: none"> knowing the difference between the simple present tense (for example 'Pandas eat bamboo.') and the simple past tense (for example 'She replied.')
MC25	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	<ul style="list-style-type: none"> recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms
MC26	Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	<ul style="list-style-type: none"> editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience

MC27	Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	<ul style="list-style-type: none">• editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience
MC28	Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	<ul style="list-style-type: none">• selecting and combining software functions as needed to create texts
MC29	Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	<ul style="list-style-type: none">• selecting and combining software functions as needed to create texts
MC30	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)	<ul style="list-style-type: none">• using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks

Question	Curriculum reference	Elaboration
SA1-1	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	<ul style="list-style-type: none"> noting how writers often leave out words that have already been mentioned (for example 'Tina ate three apples and Simon ate two. [apples]')
SA1-2	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials (ACELA1523)	<ul style="list-style-type: none"> knowing that there are various ways in English to refer to future time (for example 'She will call you tomorrow'; 'I am going to the movies tomorrow'; 'Tomorrow I leave for Hobart')
SA1-3	Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas (ACELA1522)	<ul style="list-style-type: none"> knowing that the function of complex sentences is to make connections between ideas, such as: to provide a reason (for example 'He jumped up because the bell rang'); to state a purpose (for example 'She raced home in order to confront her brother'); to express a condition (for example 'It will break if you push it'); to make a concession (for example 'She went to work even though she was not feeling well'); to link two ideas in terms of various time relations (for example 'Nero fiddled while Rome burned')
SA1-4	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials (ACELA1523)	<ul style="list-style-type: none"> knowing that adverbials can provide important details about an action (for example 'At nine o'clock the buzzer rang loudly throughout the school.')
SA1-5	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	<ul style="list-style-type: none"> observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class/subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities

SA1-6	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)	<ul style="list-style-type: none">• using display advertising as a topic vehicle for close analysis of the ways images and words combine for deliberate effect including examples from the countries of Asia (for example comparing Hollywood film posters with Indian Bollywood film posters)
SA1-7	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	<ul style="list-style-type: none">• recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information
SA1-8	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	<ul style="list-style-type: none">• exploring personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses
SA1-9	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	<ul style="list-style-type: none">• using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions

SA1-10	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)	<ul style="list-style-type: none">• choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as recounting an excursion to a younger class or welcoming a visitor to a school function
SA1-11	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)	<ul style="list-style-type: none">• experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement
SA1-12	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)	<ul style="list-style-type: none">• participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations

SA1-13	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)	<ul style="list-style-type: none"> • using effective strategies for dialogue and discussion in range of familiar and new contexts, including speaking clearly and coherently and at appropriate length, acknowledging and extending the contributions of others, asking pertinent questions and answering others' questions
SA1-14	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	<ul style="list-style-type: none"> • examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare
SA1-15	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	<ul style="list-style-type: none"> • identifying and using texts for a wide range of purposes, selecting texts by favourite authors and trying new ones
SA1-16	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials (ACELA1523)	<ul style="list-style-type: none"> • knowing the difference between the simple present tense (for example 'Pandas eat bamboo.') and the simple past tense (for example 'She replied.')

SA1-17	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	<ul style="list-style-type: none">Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
SA1-18	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	<ul style="list-style-type: none">selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form
SA1-19	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	<ul style="list-style-type: none">exploring texts on a similar topic by authors with very different styles, for example comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice and language style and register
SA1-20	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	<ul style="list-style-type: none">exploring texts on a similar topic by authors with very different styles, for example comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice and language style and register

Question	Curriculum reference	Elaboration
SA2-1-A	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	<ul style="list-style-type: none"> examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare
SA2-1-B	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	<ul style="list-style-type: none"> examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare
SA2-2-A	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	<ul style="list-style-type: none"> observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class/subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities
SA2-2-B	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	<ul style="list-style-type: none"> observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class/subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities
SA2-3-A	Analyse strategies authors use to influence readers (ACELY1801)	<ul style="list-style-type: none"> identify how authors use language to position the reader and give reasons
SA2-3-B	Analyse strategies authors use to influence readers (ACELY1801)	<ul style="list-style-type: none"> identify how authors use language to position the reader and give reasons

SA2-4-A	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)	<ul style="list-style-type: none"> identifying how language choice and imagery build emotional connection and engagement with the story or theme
SA2-4-B	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)	<ul style="list-style-type: none"> describing how a character's experience expressed through a verse novel impacts on students personally, how the author controls the revelation of the experiences and how the verse story builds meaning to its climax when we understand the whole
SA2-5-A	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	<ul style="list-style-type: none"> Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)
SA2-5-B	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	<ul style="list-style-type: none"> using word identification, self-monitoring and self-correcting strategies

SA2-6-A	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	<ul style="list-style-type: none">• using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information
SA2-6-B	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	<ul style="list-style-type: none">• bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information

SA2-7-A	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	<ul style="list-style-type: none"> • making connections between the text and students' own experience or • other texts • making connections between information in print and images • finding specific literal information • using prior knowledge and textual information to make inferences and • predictions • asking and answering questions • finding the main idea of a text • summarising a text or part of a text
SA2-7-B	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	<ul style="list-style-type: none"> • bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information
SA2-8-A	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	<ul style="list-style-type: none"> • comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic
SA2-8-B	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	<ul style="list-style-type: none"> • comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic

SA2-9-A	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	<ul style="list-style-type: none">• comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic
SA2-9-B	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	<ul style="list-style-type: none">• comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic
SA2-10-A	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)	<ul style="list-style-type: none">• Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
SA2-10-B	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)	<ul style="list-style-type: none">• identifying and exploring news reports of the same event, and discuss the language choices and point of view of the writers

Question	Curriculum reference	Elaboration
SA3-1-A	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)	<ul style="list-style-type: none">• observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, lifecycle diagrams, and the flow of images in picture books
SA3-1-B	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)	<ul style="list-style-type: none">• observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, lifecycle diagrams, and the flow of images in picture books
SA3-1-C	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	<ul style="list-style-type: none">• creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features

SA3-2-A	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	<ul style="list-style-type: none">• selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form
SA3-2-B	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	<ul style="list-style-type: none">• selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form
SA3-2-C	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	<ul style="list-style-type: none">• selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form

SA3-3-A	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	<ul style="list-style-type: none">• Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
SA3-3-B	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	<ul style="list-style-type: none">• Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
SA3-3-C	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	<ul style="list-style-type: none">• Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)

SA3-4-A	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none">Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
SA3-4-B	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none">Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
SA3-4-C	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	<ul style="list-style-type: none">planning and creating texts that entertain, inform, inspire and/or emotionally engage familiar and less familiar audiences

SA3-5-A	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)	<ul style="list-style-type: none"> • using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as ‘Kids should be allowed to read and view what they like,’ to be presented to teachers and parents
SA3-5-B	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)	<ul style="list-style-type: none"> • using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as ‘Kids should be allowed to read and view what they like,’ to be presented to teachers and parents
SA3-5-C	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)	<ul style="list-style-type: none"> • using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as ‘Kids should be allowed to read and view what they like,’ to be presented to teachers and parents

SA3-6-A	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none"> using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities
SA3-6-B	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none"> using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities
SA3-6-C	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none"> using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities

SA3-7-A	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none"> Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
SA3-7-B	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none"> creating informative texts for two different audiences, such as a visiting academic and a Year 3 class, that explore an aspect of biodiversity
SA3-7-C	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none"> creating informative texts for two different audiences, such as a visiting academic and a Year 3 class, that explore an aspect of biodiversity

SA3-8-A	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none"> Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
SA3-8-B	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none"> creating informative texts for two different audiences, such as a visiting academic and a Year 3 class, that explore an aspect of biodiversity
SA3-8-C	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none"> creating informative texts for two different audiences, such as a visiting academic and a Year 3 class, that explore an aspect of biodiversity

SA3-9-A	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	<ul style="list-style-type: none">Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
SA3-9-B	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	<ul style="list-style-type: none">comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic
SA3-9-C	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	<ul style="list-style-type: none">comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic

SA3-10-A	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	<ul style="list-style-type: none"> Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
SA3-10-B	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	<ul style="list-style-type: none"> exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books
SA3-10-C	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	<ul style="list-style-type: none"> exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books

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Australian Curriculum

30 MULTIPLE CHOICE

QUESTIONS

English

Year 6



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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

There are many different dialects and accents in use in Australia. In addition to Standard Australian English, there are also many Aboriginal and Torres Strait Islander languages.

Approximately how many Aboriginal and Torres Strait Islander languages are in use in Australia?

- A.** In Australia, there are approximately 25 Aboriginal languages and 2 Torres Strait Islander languages in use.
- B.** In Australia, there are more than 500 Aboriginal languages and only 1 Torres Strait Islander languages in use.
- C.** In Australia, there are approximately 150 Aboriginal languages and 2 Torres Strait Islander languages in use.
- D.** In Australia, there are approximately 50 Aboriginal languages and 10 Torres Strait Islander languages in use.

Write the letter for the correct answer in this box.

Australian Curriculum

20 ONE MARK

SHORT ANSWER

QUESTIONS

English

Year 6



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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

First, crack two eggs in a small bowl then whisk the eggs until the eggs are creamy. Second, combine the eggs with a cup of sugar then beat the eggs and the sugar together.

To make this sentence less wordy, what word/s do you think could be removed or replaced with another more general word such as ‘them’?

Write your answer in this box.

Australian Curriculum

10 TWO MARK

SHORT ANSWER

QUESTIONS

English

Year 6



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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

Read the following excerpt from *The Leap-Frog* written by Hans Christian Andersen:

“Then came the Grasshopper. He was considerably heavier, but he was well-mannered, and wore a green uniform, which he had by right of birth; he said, moreover, that he belonged to a very ancient Egyptian family, and that in the house where he then was, he was thought much of. The fact was, he had been just brought out of the fields, and put in a pasteboard house, three stories high, all made of court-cards, with the colored side inwards; and doors and windows cut out of the body of the Queen of Hearts. "I sing so well," said he, "that sixteen native grasshoppers who have chirped from infancy, and yet got no house built of cards to live in, grew thinner than they were before for sheer vexation when they heard me." It was thus that the Flea and the Grasshopper gave an account of themselves, and thought they were quite good enough to marry a Princess.”

Hans Christian Andersen describes the Grasshopper at first in a very majestic way: *by birth right...ancient Egyptian family*. Then Andersen contrasts this description with the reality of the Grasshopper’s home in the fields under a pack of playing cards. How does this humorous contrast provide insight into the character of the Grasshopper and the message that the author is telling the reader about pride and being humble?

A. How does this humorous contrast provide insight into the character of the Grasshopper?

Australian Curriculum

DETAILED ANSWERS TO

30 MULTIPLE CHOICE

QUESTIONS

English

Year 6



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Answer Summary for Multiple-Choice Questions English Year 6

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

Question 1 C - In Australia, there are more than 150 Aboriginal languages and 2 Torres Strait Islander languages in use.

- A. *In Australia, there are approximately 25 Aboriginal languages and 2 Torres Strait Islander languages in use.* This answer is **incorrect** because it grossly under-estimates the number of Aboriginal languages.
- B. *In Australia, there are more than 500 Aboriginal languages and only 1 Torres Strait Islander languages in use.* This answer is **incorrect** because it grossly over-estimates the number of Aboriginal languages.
- C. *In Australia, there are approximately 150 Aboriginal languages and 2 Torres Strait Islander languages in use.* This answer is **correct**.
- D. *In Australia, there are approximately 50 Aboriginal languages and 10 Torres Strait Islander languages in use.* This answer is **incorrect** because is grossly under-estimates the number of Aboriginal languages and over-estimates the number of Torres Strait Islander languages.

Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515).

<http://www.creativespirits.info/aboriginalculture/language/>

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DETAILED ANSWERS TO

20 ONE MARK

SHORT ANSWER

QUESTIONS

English

Year 6



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Answer Summary for 1 Mark Short Answer Questions English Year 6

Q1	Eggs	Q11	The volume (loud) and tone of your voice.
Q2	Tomorrow	Q12	To allow a person to participate effectively in the discussion
Q3	(2) I knew I would be in trouble if I didn't hand in my homework.	Q13	Agree and extend the point with your own ideas or reasons
Q4	Incredibly clumsy	Q14	Puns
Q5	To show relationships or causes between concepts.	Q15	Instruction manuals
Q6	Together the caption and the image create an emotional appeal to write a letter to someone special.	Q16	The brown dog chased the blue ball.
Q7	To get specific information in a one or two word response .	Q17	Metaphor
Q8	The question allows you to explore your personal reasons about how you feel about the topic.	Q18	Unhappy or sad .
Q9	To have the information repeated to help clarify what was said.	Q19	Narrator
Q10	Chuffed	Q20	Denouement

Question 1

First, crack two eggs in a small bowl then whisk the eggs until the eggs are creamy. Second, combine the eggs with a cup of sugar then beat the eggs and the sugar together.

Eggs is the **correct** answer because the word 'eggs' had been clearly established in the sentence. It was unnecessary to continue using the word 'eggs' each time in the instructions. The sentences become dull and wordy when the same word is repeated continuously in the one sentence. Substituting the word 'eggs' with a more general term would have maintained the integrity of the sentence. For example, *First, crack two eggs in a small bowl then whisk **them** until **they** are creamy.*

Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520).

http://writingfix.com/6_traits/word_choice.htm

Australian Curriculum

DETAILED ANSWERS TO

10 TWO MARK

SHORT ANSWER

QUESTIONS

English

Year 6



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Question 1

"Then came the Grasshopper. He was considerably heavier, but he was well-mannered, and wore a green uniform, which he had by right of birth; he said, moreover, that he belonged to a very ancient Egyptian family, and that in the house where he then was, he was thought much of. The fact was, he had been just brought out of the fields, and put in a pasteboard house, three stories high, all made of court-cards, with the colored side inwards; and doors and windows cut out of the body of the Queen of Hearts. "I sing so well," said he, "that sixteen native grasshoppers who have chirped from infancy, and yet got no house built of cards to live in, grew thinner than they were before for sheer vexation when they heard me." It was thus that the Flea and the Grasshopper gave an account of themselves, and thought they were quite good enough to marry a Princess."

A.

The effect of using humour in this excerpt shows that the Grasshopper thinks he is better than he actually is. The answer to this question should talk about how author's use humour to expose a character's flaws to offer insights about the character's feelings and actions.

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518).

<http://www.microsoft.com/education/en-us/teachers/plans/Pages/character-mapping.aspx>

B.

The contrast exaggerates the snobbery of the Grasshopper and reveals the author's message that being humble is a desirable trait. The answer to this question should demonstrate an understanding of why exaggeration and humour to expresses the author's values about a particular trait.

Examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare (ACELA1518).

<http://www.microsoft.com/education/en-us/teachers/plans/Pages/character-mapping.aspx>



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