ENGLISH

Australian Curriculum

YEAR

8

TEST

Kilbaha Multimedia Publishing

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	8	Goff Ripoli Reservoir High School Vic

Question	Curriculum reference	Elaboration
MC1	Language	Understand the use of punctuation conventions, including colons, semi colons, dashes and brackets in formal and informal texts. (ACELA1544)
MC2	Language	Understand the use of punctuation conventions, including colons, semi colons, dashes and brackets in formal and informal texts. (ACELA1544) - creating dialogue in drama showing interruptions, asides and pauses for effect.
MC3	Language	Understand the use of punctuation conventions, including colons, semi colons, dashes and brackets in formal and informal texts. (ACELA1544)
MC4	Language	Understand the use of punctuation conventions, including colons, semi colons, dashes and brackets in formal and informal texts. (ACELA1544)
MC5	Language	Understand the use of punctuation conventions, including colons, semi colons, dashes and brackets in formal and informal texts. (ACELA1544)
MC6	Language	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return. (ACELA1540) - exploring examples of Singlish (Singapore English) from a Singlish dictionary.
MC7	Language	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return. (ACELA1540)
MC8	Language	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return. (ACELA1540)
MC9	Language	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts. (ACELA1547) - experimenting with vocabulary choices in a range of written and spoken texts and assessing different effects these choices generate.
MC10	Language	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts. (ACELA1547) - experimenting with vocabulary choices in a range of written and spoken texts and assessing different effects these choices generate.
MC11	Literacy	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate. (ACELY1736) - selecting vocabulary to influence meaning and to position and persuade the audience, for example adjusting language to show or acknowledge power.

MC12	Literacy	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate. (ACELY1736) - selecting vocabulary to influence meaning and to position and persuade the audience, for example adjusting language to show or acknowledge power.
MC13	Literacy	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for special effects. (ACELY1808) - choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, …
MC14	Literacy	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for special effects. (ACELY1808) - choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, …
MC15	Language	Understand the effect of nominalisation in the writing of informative and persuasive texts. (ACELA1546) - analysing formal and persuasive texts to identify and explain language choices such as nominalisation.
MC16	Language	Understand the effect of nominalisation in the writing of informative and persuasive texts. (ACELA1546) - analysing formal and persuasive texts to identify and explain language choices such as nominalisation.
MC17	Literacy	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives. (ACELY1730) - exploring values in texts that are explained in terms of other values, for example the relationship between beautiful and good, or good and happiness.
MC18	Literacy	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives. (ACELY1730) - exploring values in texts that are explained in terms of other values, for example the relationship between beautiful and good, or good and happiness.
MC19	Literacy	Apply increasing knowledge of vocabulary, text structures and language features to understand the context of texts. (ACELY1733) - identify the meaning of a wide range of words, including technical and literary language in various contexts.
MC20	Literacy	Apply increasing knowledge of vocabulary, text structures and language features to understand the context of texts. (ACELY1733) - identify the meaning of a wide range of words, including technical and literary language in various contexts.

MC21	Literacy	Apply increasing knowledge of vocabulary, text structures and language features to understand the context of texts. (ACELY1733) - identify the meaning of a wide range of words, including technical and literary language in various contexts.
MC22	Literacy	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text. (ACELY1732) - making assertions about the sufficiency and adequacy of information or evidence and the credibility of sources.
MC23	Literacy	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text. (ACELY1732) - making assertions about the sufficiency and adequacy of information or evidence and the credibility of sources.
MC24	Language	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542). - identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in ways that cause laughter or amusement, for example by making a statement but implying/meaning the opposite (irony); exaggerating or overstating something (hyperbole); imitating or sending up something (parody), and making something appear less serious than it really is (understatement).
MC25	Language	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542). - identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in ways that cause laughter or amusement, for example by making a statement but implying/meaning the opposite (irony); exaggerating or overstating something (hyperbole); imitating or sending up something (parody), and making something appear less serious than it really is (understatement).
MC26	Language	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542). - identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in ways that cause laughter or amusement, for example by making a statement but implying/meaning the opposite (irony); exaggerating or overstating something (hyperbole); imitating or sending up something (parody), and making something appear less serious than it really is (understatement).

MC27	Language	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542). - identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in ways that cause laughter or amusement, for example by making a statement but implying/meaning the opposite (irony); exaggerating or overstating something (hyperbole); imitating or sending up something (parody), and making something appear less serious than it really is (understatement).
MC28	Language	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542). - identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in ways that cause laughter or amusement, for example by making a statement but implying/meaning the opposite (irony); exaggerating or overstating something (hyperbole); imitating or sending up something (parody), and making something appear less serious than it really is (understatement).
MC29	Literature	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts. (ACELT1630) - understand that tone (serious, bitter, sincere, amused) indicates attitude to the subject and to readers/listeners, who can identify or judge tone through past experience and language clues in the text.
MC30	Literature	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts. (ACELT1630) - understand that tone (serious, bitter, sincere, amused) indicates attitude to the subject and to readers/listeners, who can identify or judge tone through past experience and language clues in the text.

Question	Curriculum reference	Elaboration
SA1-1	Literacy	Apply increasing knowledge of vocabulary, text structures and language features to understand the context of texts. (ACELY1733) - identifying the meaning of a wide range of words, including technical and literary language in various contexts. - using print and digital/online thesauruses and dictionaries of synonyms, antonyms and homonyms and subject-specific dictionaries.
SA1-2	Literacy	Apply increasing knowledge of vocabulary, text structures and language features to understand the context of texts. (ACELY1733) - identifying the meaning of a wide range of words, including technical and literary language in various contexts. - using print and digital/online thesauruses and dictionaries of synonyms, antonyms and homonyms and subject-specific dictionaries.
SA1-3	Literacy	Apply increasing knowledge of vocabulary, text structures and language features to understand the context of texts. (ACELY1733) - identifying the meaning of a wide range of words, including technical and literary language in various contexts. - using print and digital/online thesauruses and dictionaries of synonyms, antonyms and homonyms and subject-specific dictionaries.
SA1-4	Language	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations. (ACELA1549) - understand the different ways complex words are constructed and when spelling these words, drawing on morphemic knowledge and knowledge of unusual letter combinations.
SA1-5	Language	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations. (ACELA1549) - understand the different ways complex words are constructed and when spelling these words, drawing on morphemic knowledge and knowledge of unusual letter combinations.
SA1-6	Language	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations. (ACELA1549) - understand the different ways complex words are constructed and when spelling these words, drawing on morphemic knowledge and knowledge of unusual letter combinations.

SA1-7	Language	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations. (ACELA1549) - understand the different ways complex words are constructed and when spelling these words, drawing on morphemic knowledge and knowledge of unusual letter combinations.
SA1-8	Literacy	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication. (ACELY1729) - identifying and explaining how mobile technologies are influencing language uses and structures. - identifying how meanings or words change or shift depending on context, for example the word 'cool' is used to describe temperature or to express approval when used in informal contexts.
SA1-9	Literacy	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication. (ACELY1729) - identifying and explaining how mobile technologies are influencing language uses and structures. - identifying how meanings or words change or shift depending on context, for example the word 'cool' is used to describe temperature or to express approval when used in informal contexts.
SA1-10	Language	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipses, grammatical theme and text connectives. (ACELA1809) - using cohesive devices when writing complex texts.
SA1-11	Language	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipses, grammatical theme and text connectives. (ACELA1809) - using cohesive devices when writing complex texts.
SA1-12	Language	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause. (ACELA1545) - evaluating how speechmakers influence audiences through specific language features such as the use of embedded clauses to add information.
SA1-13	Language	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning. (ACELA1548) - comprehending a series of static images and combinations of language and images in a picture book, for example title, setting, characters, actions, as well as technical elements including position, size, colour, angle, framing, point of view.

SA1-14	Language	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication. (ACELA1543) - discussing how particular perspectives of the same event are portrayed through the combination of images and words in various media texts.
SA1-15	Literacy	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view. (ACELY1734) - explaining whether the author conveys meaning adequately, particularly in distinguishing fact from opinion.
SA1-16	Language	Understand how conventions of speech adopted by communities influence the identities of people in those communities. (ACELA1541) - understand that our use of language helps to create different identities, for example teenage groups and sports people have adopted particular words or ways of speaking.
SA1-17	Language	Understand how conventions of speech adopted by communities influence the identities of people in those communities. (ACELA1541) - understand that our use of language helps to create different identities, for example teenage groups and sports people have adopted particular words or ways of speaking.
SA1-18	Literacy	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts. (ACELY1810) - experimenting with text structures and language features, for example paragraph order and content, language choices or mode of delivery, to refine and clarify ideas to improve text effectiveness. - ordering paragraphs to best support and sustain an argument and to organise and convey information clearly.
SA1-19	Literacy	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts. (ACELY1810) - experimenting with text structures and language features, for example paragraph order and content, language choices or mode of delivery, to refine and clarify ideas to improve text effectiveness. - ordering paragraphs to best support and sustain an argument and to organise and convey information clearly.
SA1-20	Language	Understand how cohesion in texts is improved by strengthening the internal structures of paragraphs through the use of examples, quotations and substantiation of claims. (ACELA1766) - writing paragraphs of extended length that explain and substantiate a particular personal viewpoint.

Question	Curriculum reference	Elaboration
SA2-1-A	Literature	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects. (ACELT1632) - creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure (including the twist at the end), layers of meaning, themes, point of view and style.
SA2-1-B	Literature	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects. (ACELT1632) - creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure (including the twist at the end), layers of meaning, themes, point of view and style.
SA2-2-A	Literature	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects. (ACELT1632) - combining visual and digital elements to create layers of meaning for serious and humorous purposes.
SA2-2-B	Literature	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects. (ACELT1632) - combining visual and digital elements to create layers of meaning for serious and humorous purposes.
SA2-3-A	Literature	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts. (ACELT1768)
SA2-3-B	Literature	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts. (ACELT1768)
SA2-4-A	Literature	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts. (ACELT1768)
SA2-4-B	Literature	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts. (ACELT1768)

SA2-5-A	Literacy	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints. (ACELY1731) - create texts that express views and values other than students' own. - research subject matter on social issues and/or relationships and presenting ideas in particular ways to appeal to different audiences.
SA2-5-B	Literacy	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints. (ACELY1731) - create texts that express views and values other than students' own. - research subject matter on social issues and/or relationships and presenting ideas in particular ways to appeal to different audiences.
SA2-6-A	Literacy	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints. (ACELY1731) - create texts that express views and values other than students' own. - research subject matter on social issues and/or relationships and presenting ideas in particular ways to appeal to different audiences.
SA2-6-B	Literacy	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints. (ACELY1731) - create texts that express views and values other than students' own. - research subject matter on social issues and/or relationships and presenting ideas in particular ways to appeal to different audiences.
SA2-7-A	Literature	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups. (ACELT1626) - comparing attitudes and ideas in texts drawn from contexts that are different to the students' own.
SA2-7-B	Literature	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups. (ACELT1626) - comparing attitudes and ideas in texts drawn from contexts that are different to the students' own.

SA2-8-A	Literature	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups. (ACELT1626) - comparing attitudes and ideas in texts drawn from contexts that are different to the students' own.
SA2-8-B	Literature	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups. (ACELT1626) - comparing attitudes and ideas in texts drawn from contexts that are different to the students' own.
SA2-9-A	Literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. (ACELT1628) - recognising the similarities and differences between text types (for example a complex picture book and a feature film) in order to appraise how readers are influenced to interpret visual texts in particular ways, according to audience, purpose and context.
SA2-9-B	Literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. (ACELT1628) - recognising the similarities and differences between text types (for example a complex picture book and a feature film) in order to appraise how readers are influenced to interpret visual texts in particular ways, according to audience, purpose and context.
SA2-10-A	Literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. (ACELT1628) - recognising the similarities and differences between text types (for example a complex picture book and a feature film) in order to appraise how readers are influenced to interpret visual texts in particular ways, according to audience, purpose and context.
SA2-10-B	Literature	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. (ACELT1628) - recognising the similarities and differences between text types (for example a complex picture book and a feature film) in order to appraise how readers are influenced to interpret visual texts in particular ways, according to audience, purpose and context.

Question	Curriculum reference	Elaboration
SA3-1-A	Literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts. (ACELT1807) - analysing arguments for and against a particular issue in current community debates and justifying a personal stance.
SA3-1-B	Literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts. (ACELT1807) - analysing arguments for and against a particular issue in current community debates and justifying a personal stance.
SA3-1-C	Literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts. (ACELT1807) - analysing arguments for and against a particular issue in current community debates and justifying a personal stance.
SA3-2-A	Literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts. (ACELT1807) - analysing arguments for and against a particular issue in current community debates and justifying a personal stance.
SA3-2-B	Literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts. (ACELT1807) - analysing arguments for and against a particular issue in current community debates and justifying a personal stance.
SA3-2-C	Literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts. (ACELT1807) - analysing arguments for and against a particular issue in current community debates and justifying a personal stance.

SA3-3-A	Literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities. (ACELT1629) - explaining how some writers use terse and relatively simple language choices while others use more elaborate and complex syntax.
SA3-3-B	Literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities. (ACELT1629) - explaining the language patterns, including sentence patterns, in a range of short texts and discussing the effect on readers' interpretations of these choices.
SA3-3-C	Literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities. (ACELT1629) - writing or speaking about a living text and outlining the impact of the text on a listener, viewer or reader, for example in a journal in which students reflect on their personal responses and on how language and structural features in the text contribute to its impact.
SA3-4-A	Literature	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts. (ACELT1627) - discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts.
SA3-4-B	Literature	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts. (ACELT1627) - discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts.
SA3-4-C	Literature	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts. (ACELT1627) - discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts.
SA3-5-A	Literature	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts. (ACELT1627) - discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts.
SA3-5-B	Literature	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts. (ACELT1627) - discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts.
SA3-5-C	Literature	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts. (ACELT1627) - discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts.

SA3-6-A	Literacy	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener. (ACELY1736) - comparing representations of different social groups in texts drawn from different contexts, for example comparing contemporary representations of homeless people with romantic representations of the swagman.
SA3-6-B	Literacy	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener. (ACELY1736) - comparing representations of different social groups in texts drawn from different contexts, for example comparing contemporary representations of homeless people with romantic representations of the swagman.
SA3-6-C	Literacy	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener. (ACELY1736) - comparing representations of different social groups in texts drawn from different contexts, for example comparing contemporary representations of homeless people with romantic representations of the swagman.
SA3-7-A	Literacy	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener. (ACELY1736) - comparing representations of different social groups in texts drawn from different contexts, for example comparing contemporary representations of homeless people with romantic representations of the swagman.
SA3-7-B	Literacy	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener. (ACELY1736) - comparing representations of different social groups in texts drawn from different contexts, for example comparing contemporary representations of homeless people with romantic representations of the swagman.
SA3-7-C	Literacy	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener. (ACELY1736) - comparing representations of different social groups in texts drawn from different contexts, for example comparing contemporary representations of homeless people with romantic representations of the swagman.

SA3-8-A	Literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays. (ACELT1767)
SA3-8-B	Literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays. (ACELT1767)
SA3-8-C	Literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays. (ACELT1767)
SA3-9-A	Literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays. (ACELT1767)
SA3-9-B	Literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays. (ACELT1767)
SA3-9-C	Literature	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays. (ACELT1767)
SA3-10-A	Literature	Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors. (ACELT1806) - explaining how individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions.
SA3-10-B	Literature	Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors. (ACELT1806) - explaining how individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions.
SA3-10-C	Literature	Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors. (ACELT1806) - selecting an aspect of a text and adapting it for a new context.

**End of Summary Australian Curriculum
References and Elaborations
English Year 8 Test**

Australian Curriculum

30 MULTIPLE CHOICE QUESTIONS
English
Year 8

Kilbaha Multimedia Publishing

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

———

Choose the statement that highlights the correct use of dashes to indicate the speaker's thoughts
about the movie.

A.   I went to the cinema – on Monday.

B.   The film I saw – *The Fright* – was popular.

C.   *The Fright* – a spine tingling, edge of your seat movie – was well worth the money.

D.   I like going out with my friends – usually to the movies – as we have so much fun.

Write the letter for the correct answer in this box.

http://bit.ly/xufSjC

The image was taken from the page on "dash" in Wikipedia.

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20 ONE MARK SHORT ANSWER QUESTIONS English Year 8

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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

Words that have the same meaning but are spelt differently are called _____ .

Write your answer below.

Write your answer in this box.

Australian Curriculum

10 TWO MARK SHORT ANSWER QUESTIONS English Year 8

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 fifty word story and answer the following questions.

I hesitatingly lurch into the darkness. My dancing shadow imprints itself against my side. Artfully avoiding detection I persevere. A pause here – a pause there. My heart beats wildly against the unknown. And then – a blinding flash. Checkpoint! I triumphantly reach into the fridge for the extra slice of cheesecake.

A.   What might the reader think the story is about before the twist at the end?

Write about one other theme the story could be about before the twist is revealed.

_____

_____

_____

B.   How is tension and suspense created in this fifty word story?

_____

_____

_____

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DETAILED ANSWERS TO 30 MULTIPLE CHOICE QUESTIONS English Year 8

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Answer Summary for Multiple-Choice Questions
English Year 8

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

Question 1 C

——

The correct answer to this question is **C**.

Response C is the correct answer because the dashes are used to separate one particular thought related to the film from another which is made about the film.

The Fright **– a spine tingling, edge of your seat movie – was well worth the money.**

In the sentence provided we can see there are two thoughts related to the same topic. One thought is: The Fright was well worth the money. The other thought is: The Fright is a spine tingling, edge of your seat movie.

The dashes are used to highlight the two interconnected thoughts to the reader.

The other choices are incorrect because the placement of the dashes is not correct. They are either placed in illogical positions, as in response A and B that does not need to use dashes because there aren't two different thoughts being expressed or in the case of response D; the two thoughts are not logically linked in relation to being about the same topic.

Language: Understand the use of punctuation conventions, including colons, semi colons, dashes and brackets in formal and informal texts. (ACELA1544)

http://bbc.in/w0rg2e

The information comes from the BBC Learning English website and discusses the use of colons, semicolons, dashes and brackets in writing.

Australian Curriculum

DETAILED ANSWERS TO 20 ONE MARK SHORT ANSWER QUESTIONS English Year 8

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Answer Summary for 1 Mark Short Answer Questions
English Year 8

Q1	synonyms	Q11	pronoun
Q2	homonyms	Q12	clauses
Q3	antonyms	Q13	wary
Q4	receive	Q14	True
Q5	Greek	Q15	False
Q6	un	Q16	adult
Q7	ity	Q17	informal
Q8	cool	Q18	False
Q9	later	Q19	topic
Q10	ellipsis	Q20	True

Question 1

Words that have the same meaning but are spelt differently are called **synonyms**.

"Synonyms" is the correct word to complete the sentence. The word correctly identifies the meaning of that particular word in the sentence.

Literacy: Apply increasing knowledge of vocabulary, text structures and language features to understand the context of texts. (ACELY1733)
- identifying the meaning of a wide range of words, including technical and literary language in various contexts.
- using print and digital/online thesauruses and dictionaries of synonyms, antonyms and homonyms and subject-specific dictionaries.

http://bit.ly/A923fE

This is an online resource to find synonyms for words searched in the database.

http://bit.ly/ykT3sE

This is an online thesaurus to find synonyms and antonyms for words searched in the database.

Australian Curriculum

DETAILED ANSWERS TO 10 TWO MARK SHORT ANSWER QUESTIONS English Year 8

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Question 1

A.
Answers may vary for this response. Responses may include any of the following ideas but there might be others:
- *the character is avoiding capture by enemies in the time of war.*
- *the character is a prisoner escaping from a jail.*
- *the character is a hostage escaping from a group of kidnappers.*
- *the character is a robber avoiding being discovered by guards at a bank.*

A correct response for this question would need to state a plausible account of what might be taking place in the story before the twist at the end of the story is revealed. As such, it would need to take into account the stated impression that the main character is facing imminent danger or that there is a general sense of peril. The examples given as possible responses to this question take into account the basis for the dangerous element described in the fifty word story, as well as a brief explanation. For example: "the character is avoiding capture" = basis for danger + "by enemies in the time of war" = a further explanation of the initial idea.

Literature: Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects. (ACELT1632)
- creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure (including the twist at the end), layers of meaning, themes, point of view and style.

http://bit.ly/ynIOwf

The information on this web page covers the different ways a short story can be interpreted.

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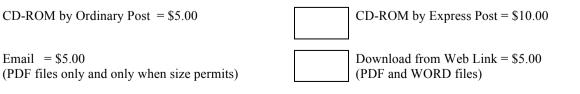- Sample questions can be downloaded at http://kilbaha.com.au

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