

ENGLISH

Australian Curriculum

YEAR

9

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 | 9 | 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 | ACELA1550 | Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing |
| MC2 | ACELA1552 | Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor |
| MC3 | ACELA1770 | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas |
| MC4 | ACELA1559 | Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text |
| MC5 | ACELA1556 | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes |
| MC6 | ACELA1557 | Explain how authors experiment with the structures of sentences and clauses to create particular effects |
| MC7 | ACELA1557 | Explain how authors experiment with the structures of sentences and clauses to create particular effects |
| MC8 | ACELT1638 | Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink |
| MC9 | ACELY1739 | Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts |
| MC10 | ACELA1551 | Understand that roles and relationships are developed and challenged through language and interpersonal skills |
| MC11 | ACELY1743 | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension |
| MC12 | ACELA1770 | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas |
| MC13 | ACELA1556 | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes |
| MC14 | ACELA1552 | Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor |
| MC15 | ACELA1562 | Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech |

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|------|-----------|---|
| MC16 | ACELT1771 | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text |
| MC17 | ACELT1634 | Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context |
| MC18 | ACELT1771 | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text |
| MC19 | ACELT1637 | Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes |
| MC20 | ACELY1742 | Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts |
| MC21 | ACELY1743 | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension |
| MC22 | ACELA1557 | Explain how authors creatively use the structures of sentences and clauses for particular effects |
| MC23 | ACELY1811 | Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects |
| MC24 | ACELA1559 | Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text |
| MC25 | ACELA1552 | Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor |
| MC26 | ACELA1556 | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes |
| MC27 | ACELT1636 | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style |
| MC28 | ACELT1771 | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text |
| MC29 | ACELT1637 | Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes |
| MC30 | ACELY1739 | Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts |

| Question | Curriculum reference | Elaboration |
|-----------------|-----------------------------|---|
| SA1-1 | ACELA1770 | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas |
| SA1-2 | ACELY1743 | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension |
| SA1-3 | ACELY1745 | Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts |
| SA1-4 | ACELA1559 | Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text |
| SA1-5 | ACELA1561 | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness |
| SA1-6 | ACELT1633 | Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts |
| SA1-7 | ACELT1771 | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text |
| SA1-8 | ACELT1634 | Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context |
| SA1-9 | ACELY1739 | Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts |
| SA1-10 | ACELA1556 | Understand how punctuation is used along with layout and font constructing texts for different audiences and purposes |

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| SA1-11 | ACELA1553 | Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes |
| SA1-12 | ACELA1770 | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas |
| SA1-13 | ACELT1771 | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text |
| SA1-14 | ACELT1636 | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style |
| SA1-15 | ACELT1635 | Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts |
| SA1-16 | ACELA1553 | Understand that authors innovate with text structures and language for specific purposes and effects |
| SA1-17 | ACELT1636 | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style |
| SA1-18 | ACELA1562 | Understand how spelling is used creatively in texts for particular effects, for example characterization and humor and to represent accents and styles of speech |
| SA1-19 | ACELT1636 | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style |
| SA1-20 | ACELY1742 | Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts |

| Question | Curriculum reference | Elaboration |
|-----------------|-----------------------------|---|
| SA2-1-A | ACELA1770 | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas |
| SA2-1-B | ACELA1770 | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas |
| SA2-2-A | ACELA1556 | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes |
| SA2-2-B | ACELA1556 | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes |
| SA2-3-A | ACELA1557 | Explain how authors experiment with the structures of sentences and clauses to create particular effects |
| SA2-3-B | ACELA1557 | Explain how authors experiment with the structures of sentences and clauses to create particular effects |
| SA2-4-A | ACELA1559 | Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text |
| SA2-4-B | ACELA1559 | Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text |
| SA2-5-A | ACELA1561 | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness |
| SA2-5-B | ACELA1561 | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness |

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| SA2-6-A | ACELA1560 | Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning |
| SA2-6-B | ACELA1560 | Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning |
| SA2-7-A | ACELT1633 | Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts |
| SA2-7-B | ACELT1633 | Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts |
| SA2-8-A | ACELT1634 | Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context |
| SA2-8-B | ACELT1634 | Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context |
| SA2-9-A | ACELT1772 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts |
| SA2-9-B | ACELT1772 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts |
| SA2-10-A | ACELT1638 | Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink |
| SA2-10-B | ACELT1638 | Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink |

| Question | Curriculum reference | Elaboration |
|-----------------|-----------------------------|---|
| SA3-1-A | ACELA1552 | Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor |
| SA3-1-B | ACELA1552 | Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor |
| SA3-1-C | ACELA1552 | Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor |
| SA3-2-A | ACELA1770 | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas |
| SA3-2-B | ACELA1770 | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas |
| SA3-2-C | ACELA1770 | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas |
| SA3-3-A | ACELT1772 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts |
| SA3-3-B | ACELT1772 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts |
| SA3-3-C | ACELT1772 | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts |
| SA3-4-A | ACELY1739 | Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts |
| SA3-4-B | ACELY1739 | Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts |
| SA3-4-C | ACELY1739 | Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts |
| SA3-5-A | ACELY1742 | Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts |
| SA3-5-B | ACELY1742 | Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts |
| SA3-5-C | ACELY1742 | Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts |

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| SA3-6-A | ACELT1635 | Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts |
| SA3-6-B | ACELT1635 | Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts |
| SA3-6-C | ACELT1635 | Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts |
| SA3-7-A | ACELT1638 | Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink |
| SA3-7-B | ACELT1638 | Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink |
| SA3-7-C | ACELT1638 | Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink |
| SA3-8-A | ACELY1744 | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts |
| SA3-8-B | ACELY1744 | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts |
| SA3-8-C | ACELY1744 | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts |

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| SA3-9-A | ACELT1637 | Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes |
| SA3-9-B | ACELT1637 | Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes |
| SA3-9-C | ACELT1637 | Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes |
| SA3-10-A | ACELT1771 | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text |
| SA3-10-B | ACELT1771 | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text |
| SA3-10-C | ACELT1771 | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text |

End of Summary Australian Curriculum
References and Elaborations
English Year 9 Test

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Australian Curriculum

**30 MULTIPLE CHOICE
QUESTIONS**

English

Year 9



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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

"O Romeo, Romeo! wherefore art thou Romeo?
Deny thy father and refuse thy name.
Or if thou wilt not, be but sworn my love
And I'll no longer be a Capulet."
- William Shakespeare, *Romeo and Juliet*, 2.2

These lines indicate

- A. Juliet's search for Romeo -
She is looking for him; where are you Romeo?
- B. Juliet's promise to Romeo -
She is promising him to stop being a Capulet.
- C. Juliet's demand of Romeo -
She is insisting that he leaves his family and name for her.
- D. Juliet's wish that she and Romeo came from different families -
She is perplexed as to why Romeo must be who he is; Why are you Romeo?

Write the letter for the correct answer in this box.

Australian Curriculum

20 ONE MARK

SHORT ANSWER

QUESTIONS

English

Year 9



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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

“We needed a holiday desperately (subsequent/since) to the drama we went through.”

Choose the word that correctly completes the sentence above.

Write your answer in this box.

Australian Curriculum

10 TWO MARK

SHORT ANSWER

QUESTIONS

English

Year 9



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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

“Marla had been through this before. This is why she jumped out of the plane without a second thought. The first time she had tried parachuting her heart had been thumping at a million miles an hour because she was too scared because she had never taken such a scary leap before in her life.”

- A.** Re-write the second sentence replacing the ‘this is why’ introductory phrase with one synonymous word that could begin the sentence.

- B.** The second sentence uses the word ‘because’ repeatedly. Re-write this sentence replacing the second ‘because’ with a synonymous word that will be grammatically accurate.

Australian Curriculum

**DETAILED ANSWERS TO
30 MULTIPLE CHOICE
QUESTIONS**

**English
Year 9**



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Answer Summary for Multiple-Choice Questions English Year 9

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

Question 1 D

Juliet speaks these lines, perhaps the most famous in the play, in the balcony scene (2.1.74–78). Leaning out of her upstairs window, unaware that Romeo is below in the orchard, she asks why Romeo must be Romeo—why he must be a Montague, the son of her family’s greatest enemy “wherefore” means “why,” not “where”; Juliet is not, asking where Romeo is. Still unaware of Romeo’s presence, she asks him to deny his family for her love. She adds, however, that if he will not, she will deny her family in order to be with him if he merely tells her that he loves her.

Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)

<http://englishatwalkden.edublogs.org/2010/03/30/romeo-and-juliet-with-miss-fegans-year-9-class/>

Australian Curriculum

DETAILED ANSWERS TO

20 ONE MARK

SHORT ANSWER

QUESTIONS

English

Year 9



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Answer Summary for 1 Mark Short Answer Questions English Year 9

| | | | |
|-----|---|-----|--|
| Q1 | Subsequent | Q11 | Hope as a bird. |
| Q2 | Contrast | Q12 | Because of / As a result of |
| Q3 | Angry/Resentful/Assertive/ Demanding/forceful | Q13 | Simon appears to be involved in some sort of illegal feat |
| Q4 | Courage and resilience | Q14 | As a hero |
| Q5 | She does not permanently work for Mr. Johnson | Q15 | Discrimination |
| Q6 | She refuses to be held captive to other's decision- making she wishes to be free to make her own decisions. | Q16 | By using her own personal experience, appealing to parents fears and employing factual evidence |
| Q7 | A work of fiction based on real events | Q17 | Religion/Faith |
| Q8 | The universal themes of friendship, loyalty, cruelty, longing for acceptance, redemption and survival. | Q18 | It's a humorous way of writing 'nude' which is what the poem is about. |
| Q9 | Onya, dinkum, Aussie, Barbie, yarns | Q19 | A lesson of objectivity |
| Q10 | "To lose one parent, Mr. Worthing, may be regarded as a misfortune; to lose both looks like carelessness." (Oscar Wilde) | Q20 | The issue of bike registration is the subject of both these headlines. |

Question 1

The required word is '**subsequent**' which means coming after something in time or following. The sentence states that "we needed a holiday desperately subsequent (or following) to the drama we went through."

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)

<http://www.language-worksheets.com/support-files/grammar-worksheets-secondary.pdf>

Australian Curriculum

DETAILED ANSWERS TO

10 TWO MARK

SHORT ANSWER

QUESTIONS

English

Year 9



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Question 1

A. Consequently, she jumped out of the plane without a second thought.

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)

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

B. The first time she had tried parachuting her heart had been thumping at a million miles an hour because she was too scared as she had never taken such a scary leap before in her life.

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)

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



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Use for the new Australian Curriculum and the current State Curricula



AUSTRALIAN CURRICULUM

Comprehensive Tests and Mark Books

ENGLISH

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

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