Calling all swashbucklers

So you think it’s time to weigh anchor and sail the seven seas? Why not join our pirate crew? There are many jobs onboard and each offers fresh air, adventure and the possibility of great riches. Take a look!

Positions Vacant

Captain

Being the captain is a rewarding but dangerous job. You have first pick of all the treasure. You must be brave and fearless. You need to be a good leader to keep control of your motley crew. If you aren’t, they might make you to walk the plank.

Carpenter

Maybe using a saw is your style. As the ship’s carpenter, you will repair the masts and sails, keep all the planks of the ship sealed and fix any leaks. Your sawing and sewing skills will also be useful if the crew are injured in the line of duty.

A.B.S. (Able bodied sailor)

Able bodied sailors are the backbone of any pirate ship. To apply, you will need to know how to read the stars and skies and work out the wind and weather patterns. Other skills you need are rigging the sails, steering the ship and being able to read a compass.

Gunner

Here’s an exciting job. To be a gunner you must be an expert shot. Your life may depend on it. As a gunner you also need to have a good head for organisation because you will be responsible for all the ammunition and weapons onboard. You bring them onto the ship, you store them and make sure they are all ship-shape and ready for use whenever the need arises. A pirate never knows when the next battle will come.

Powder monkey

This is the perfect job for younger lads wanting to run away to sea. Most of the time you will learn the ropes of being a pirate while working in the safety of the lower decks. You will be in great demand during battles, as you run gunpowder from below decks up to the cannon crew. But remember, when things are quiet at sea, you are likely to be asked to swab the decks.

As you can see, there are plenty of jobs available. So apply now.
# Captain’s Chronicle

1. This page from the *Captain’s Chronicle* is
   - [ ] a story.
   - [ ] a procedure.
   - [X] a persuasive text.
   - [ ] an information report.

This question requires students to evaluate the information in the text, specifically the opening and closing sections of the text which seek to persuade the reader to apply for one of the positions. Students who reflect on the purpose of the text, which is to have the vacant positions filled, will be more likely to select the correct answer.

Teaching tip: Familiarise students with language and textual features found in a range of texts. Encourage them to construct different text types (e.g. an advertisement, a news report, a narrative and a poem) which focus on the same subject.

Key: C

2. The first paragraph, under the heading *Calling all swashbucklers*,
   - [X] invites you to read on.
   - [ ] lists the positions vacant.
   - [ ] tells you what a swashbuckler is.
   - [ ] explains how to become a swashbuckler.

This question requires students to interpret the information in the relevant section and make an inference based on their understanding. Specifically, students need to recognise the significance of “Take a look!”. Other textual clues are provided such as “the opening questions and the attractive description of adventure and wealth.”

Teaching tip: Re-reading purposefully is an important skill for students to learn and use during tests. Prompt them to re-read sections of a text with a focus on key words or phrases from a question in order to identify significant parts of a text.

Key: A
3   The captain is the leader of the ship as long as
   O   he is brave.
   O   he is dangerous.
   O   his treasure lasts.
   O   his crew is under control.

This question requires students to integrate information from the relevant section and interpret the language that has been used to describe the necessary qualities of a captain. In this instance students need to recognise the significance of “You need to be a good leader to keep control of your motley crew. If you aren’t, they might make you walk the plank”, in which case the captain would no longer be the leader of the ship.

Teaching tip: Encourage students to approach such questions logically, by locating points of information which could be relevant, restating them in order to gauge if they offer the correct answer and eliminating those which are not in accord with the stem.

Key: D

4   A ship’s carpenter should expect to
   O   steer the ship.
   O   walk the plank.
   O   stitch wounds.
   O   swab the decks.

This question requires students to interpret the information in the relevant section in order to make an inference. Students must recognise that only one of the possible activities listed as responses above are present within the “Carpenter” paragraph. Students who answer incorrectly may be misled by the use of particular words in each response in the actual text, for example, “plank” is seen in the text in connection with sealing them.

Teaching tip: Challenge students to create questions for their peers based on a shared text. Share with them the differences between questions that require the reader to locate and retrieve answers and questions which require the reader to integrate several elements of the text in order to determine a correct answer.

Key: C
5 A.B.S. has a capital for each letter with a full stop following because

- it is an important job.
- the letters spell a word.
- each letter stands for a word.
- the writer expects you to know that the job is.

This question requires students to translate information in the text and apply their knowledge of conventions pertaining to the way acronyms are used within a text, particularly the first instance of their use (i.e., explanation of the acronym in full in brackets). This will enable them to infer the correct response.

Teaching tip: Discuss the types of conventions seen in different texts, such as the inclusion of current place names in historical texts, use of italics for stage directions in playscripts, bolding of words in science texts indicating glossary definitions and labelling of problems by either numeric or alphabetical order in mathematics texts.

Key: C

6 *Able bodied sailors are the backbone of any pirate ship.*

The word *backbone* in this sentence means that these sailors

- stand with a straight back.
- bend their backs to hoist sails.
- are essential for running the ship.
- are the strongest pirates onboard.

This question requires students to translate the information in the text which details the various duties of the sailors and then infer how that part of the crew related to the metaphor of a backbone.

Teaching tip: Discuss the uses and effects of metaphor in texts by deconstructing examples in shared texts. Challenge students to create their own metaphors to describe the role of different groups of people in society.

Key: C
7  Which of the following is not a job for the gunner?

- store ammunition
- carry guns onboard
- use weapons during battle
- bring ammunition to pirates during battle

This question requires students to interpret the information contained within the text and use their understanding to make an inference about the nature of the gunner’s jobs. Students may select an incorrect response if they did not read the question carefully and take note of the word “not”. Those who select the response “use weapons during battle” may not have correctly interpreted “To be a gunner you must be an excellent shot”. This requirement infers that the gunner would be using that skill to advantage during battles. Students who recognise the importance of reading the whole text (i.e. the “Powder monkey” section) will be more likely to select the correct answer.

Teaching tip: Prompt students to re-read the text to logically verify or eliminate options rather than reading only once and making their best guess.

Key: D

8  The writer suggests being a powder monkey is a perfect job for younger lads because the work they mostly do is

- quiet.
- unskilled.
- swabbing.
- dangerous.

This question requires students to integrate several points of information from the relevant section and interpret them, such as the reference to “younger lads” who by virtue of their age would not yet have a trade and the disclosure that “Most of the time you will learn the ropes”, further reinforcing that the young lads will not yet have the necessary skills.

Teaching tip: Encourage students to double check their answers by re-reading the question, possible responses and the relevant section of the text. Model answering with a “talk aloud” that explains your thought processes and then ask students to do the same in response to another question.

Key: B
9  *But remember*

These words are used to signal

- a memory from the past.
- a reflection of good times.
- a final encouraging thought.
- a warning of things to come.

This question requires students to interpret information from the text, most notably the sentence from which the quote in the stem originates. Students should recognise that the activity of swabbing the decks is not a pleasurable one and thus interpret “But remember” as a warning.

Teaching tip: Discuss the idea of textual clues which act as harbringers with students and share examples such “little did they know...” and “it seemed like a good idea at the time”. Ask students to speculate about what could follow these phrases in a story.

Key: D

10  *As you can see, there are plenty of jobs available.*

Why might there be plenty of jobs available on a pirate ship?

- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________

This question requires students to interpret the information contained within the text and synthesise their understandings in order to draw out distinct reasons. Students may be able to point out the wide range of positions vacant, the dangerous nature of engaging in battles and the perils associated with leadership.

Teaching tip: Teaching tip: Use the question above as an example for students of how to interpret information from several locations in the text to in order to infer the correct response. Provide alternative questions and ask them to highlight the relevant sections of the text which they believe provides evidence and explain verbally the reasoning for their selected answer.

Key: Open ended