

Year 5 Marking Guides Term 4



Storm Boy

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	ENGLISH	Subject	Informative Text: Written
Technique	Extended Response: Extended Comparison		
Purpose	Create a written comparison that includes an opinion (preference film vs novel) for peers.		

	A	B	C	D	E
	Create written comparison that includes an opinion (preference film vs novel) for peers, developing and expanding on ideas such as characterisation, an event and an important issue with supporting details from texts (the film and the novel).	Create written comparison that includes an opinion (preference film vs novel) for peers, developing and expanding on ideas such as characterisation and an event with supporting details from texts (the film and the novel).	Create written comparison that includes an opinion (preference film vs novel) for peers, developing and expanding on ideas such as characterisation, with supporting details from texts (the film and the novel).	Creates a written text for an audience sharing an opinion (preference film vs novel). Explores ideas such as setting, characterisation or figurative language of the text.	Shares an opinion about a text.
	use well-sequenced and cohesive paragraphs to organise, develop and link ideas, including a concluding statement.	use well sequenced paragraphs to organise, develop and link ideas.	use paragraphs to organise, develop and link ideas.	Uses aspects of paragraphs to organise and link ideas.	experimenting with paragraphs.
	Use language features including complex sentences that makes connections between ideas, tenses, topic-specific vocabulary to suit purpose and context, literary devices, and/or multimodal features for effective descriptions.	Use language features including Appropriate verb tense and adverbs, complex and compound sentences, consistent tense, topic-specific vocabulary and literary devices, and/or multimodal features.	Use language features including noun group/phrases, complex sentences, tenses, topic-specific vocabulary including appropriate pronoun references, literary devices, and/or multimodal features.	Use language features including compound sentences Uses topic specific vocabulary.	Uses simple sentences. Uses vocabulary such as words and phrases from the text.

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Leadership Speech

Student		Teacher	
Learning area	ENGLISH	Subject	Informative Text: Written
Technique	Presentation		
Purpose			
To deliver a persuasive speech convincing an audience to vote for them in the upcoming school captain nomination process.			

Speaking and Listening	Interact with others, listen to, create and deliver a spoken text on your suitability as a school leader.			Listen to, create and deliver a spoken text on your suitability as a school leader.	Listen to and create a spoken text on your suitability as a school leader.
	Use language features including topic-specific vocabulary and literary devices, and/or multimodal features and varies features of voice such as volume, pace, tone and pitch to enhance audience engagement and understanding.	Use language features including topic-specific vocabulary, elaborated ideas and literary devices, and/or multimodal features and varies features of voice such as volume and pace.	Use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.	Uses topic specific vocabulary and features of voice	Uses topic specific vocabulary or features of voice

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Matter Matters

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	SCIENCE	Subject	Information Report
Technique	Experimental Investigation- Investigating Evaporation		
Purpose	[Enter the task details.]		

	A	B	C	D	E
Science Understanding and Science as a Human Endeavour	<p>Relate the particulate arrangement of solids, liquids and gases to their observable properties.</p> <ul style="list-style-type: none"> Classify substances as solids, liquids and gases and investigate their properties (venn diagram) <p>Q1C</p>	<p>Relate the particulate arrangement of solids, liquids and gases to their observable properties</p> <ul style="list-style-type: none"> Classify substances as solids, liquids and gases Explain observable properties <p>Q1B</p>	<p>Relate the particulate arrangement of solids, liquids and gases to their observable properties.</p> <ul style="list-style-type: none"> Model the motion and arrangement of particles to represent solids, liquids or gases <p>Q1A</p>	<p>Relate the particulate arrangement of solids, liquids or gases to their observable properties.</p>	<p>Identify solids, liquids and gases.</p>
Skills	Plan safe investigations to identify patterns and relationships and make reasoned predictions. Part B				
	<p>Identify precise variables to be changed, measured and controlled in a scientific investigation.</p> <p>Part B</p>	<p>Identify relevant variables to be changed, measured and controlled in a scientific investigation.</p> <p>Part B</p>	<p>Identify variables to be changed and measured in a scientific investigation.</p> <p>Part B</p>	<p>Recognise variables to be changed and measured in a scientific investigation.</p> <p>Part B</p>	<p>Recognise variables in a scientific investigation.</p>
	Use equipment to generate data with appropriate precision. Part B				
	<p>Construct representations to organise data and information and describe patterns, trends and relationships in a scientific investigation.</p>	<p>Construct representations to organise data and information and describe patterns trends and relationships in a scientific investigation.</p>	<p>Construct representations to organise data and information and describe patterns, trends and relationships in a scientific investigation.</p>	<p>Construct representations to organise data and information in a scientific investigation.</p>	<p>Construct representations to organise data.</p>

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Democracy: Unit 4

Year 5

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	HASS	Subject	Description: Written
Technique	Test: Democracy Part A: Identifying values Part B: Identifying features Part C: Explain how citizens work together to achieve a civic goal Part D: Responding to an issue		
Purpose	To investigate democratic values and features of Australia's democracy. Consider criteria for proposing actions or responses when responding to an issue.		

	A	B	C	D	E
Knowledge and Understanding	<p>Explain the key values and features of Australia's democracy and how people achieve civic goals. Exploring the secret ballot, compulsory voting and preferential as key features of Australian democracy. Recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair.</p> <p>Part A Q3</p>	<p>Explain the key values and features of Australia's democracy and how people achieve civic goals.</p> <ul style="list-style-type: none"> Identifying the characteristics that would make for a good representative. <p>Part A Q2</p>	<p>Explain the key values and features of Australia's democracy and how people achieve civic goals. Explain the importance of the key values.</p> <p>Part A Q1 Part B Q1 Part C Q2</p>	<p>Identify a key value or feature of Australia's democracy and how people achieve civic goals.</p>	<p>Identify a key value or feature of Australia's democracy or how people achieve civic goals.</p>
Skills	<p>Consider criteria in proposing actions or responses to identified challenge or issue and consider potential effects. Consider the environmental factors that may influence the actions or outcomes.</p> <p>Part D Q4</p>	<p>Consider criteria in proposing actions or responses to identified challenge or issue and consider potential effects.</p> <p>Part D Q3</p>	<p>Consider criteria in proposing actions or responses to identified challenge or issue.</p> <ul style="list-style-type: none"> students identify an issue that needs attention at Talara Primary College. <p>Part D Q2</p>	<p>Identify criteria in proposing actions or responses to an identified issue.</p>	<p>Identify an action or response to an issue.</p>

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Year 5 Mathematics: Unit 4 — Describing chance and probability (Adjusted 17/09/20)

Name:

Purpose of assessment: To mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes.

Understanding and Fluency	Problem-solving and Reasoning	
List outcomes of chance experiments and assign probabilities to events using fractions.	Explain likelihood, using mathematical language and representations.	
<ul style="list-style-type: none"> Identifies the mathematical chance of spinning purple. (Q5a) Creates a spinner to meet chance criteria. (Q4) 	<ul style="list-style-type: none"> Explains the relationship between scores and target, using the language of probability. (Q6) 	A
<ul style="list-style-type: none"> Matches the likelihood of events to a continuum ranging from zero to one. (Q3) 	<ul style="list-style-type: none"> Explains chance of spinning purple. (Q5b) 	B
<ul style="list-style-type: none"> Lists all possible outcomes of chance experiments. (Q1) Assigns probabilities to events using fractions. (Q2a) 	<ul style="list-style-type: none"> Explains likelihood of an event occurring, using mathematical data. (Q2b) 	C
<ul style="list-style-type: none"> Records a probability of an event occurring. 	<ul style="list-style-type: none"> Writes an event likely to occur. 	D
<ul style="list-style-type: none"> Lists a possible outcome of a chance experiment. 	<ul style="list-style-type: none"> Writes a sentence about probability. 	E

Feedback:

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Year 5 Mathematics: Unit 4 — Calculating time

Name:

Purpose of assessment: To convert between 12-hour and 24-hour time.

Understanding and Fluency		Problem-solving and Reasoning	
Convert between 12-hour and 24-hour time systems.		Solve authentic 12-hour and 24-hour time systems problems.	
<ul style="list-style-type: none"> Calculates time elapsed between two digital 24-hour clocks. (Q4) 		<ul style="list-style-type: none"> Shows working to solve a multi-step problem to calculate the time to leave for the airport. (Q7) 	A
<ul style="list-style-type: none"> Accurately matches a variety of time expressions to 24-hour time system. (Q3) 		<ul style="list-style-type: none"> Shows working to converts between 12-hour and 24-hour time systems to calculate duration of tennis practice. (Q6) 	B
<ul style="list-style-type: none"> Converts between 12-hour and 24-hour time. (Q1, Q2) 		<ul style="list-style-type: none"> Solves a problem about TV viewing involving 12-hour and 24-hour time systems.(Q5) 	C
<ul style="list-style-type: none"> Writes a time in 12-hour and 24-hour notation. (Q1, Q2) 		<ul style="list-style-type: none"> Shows some working out in 12-hour or 24-hour time systems. 	D
<ul style="list-style-type: none"> Writes a time in 12-hour time 		<ul style="list-style-type: none"> Selects a time system. 	E

Feedback:

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Year 5 Mathematics: Unit 4 —Identifying factors and multiples

Name:

Purpose of assessment: To identify and describe factors and multiples of whole numbers.

Understanding and Fluency	Problem-solving and Reasoning	
Identify and write factors and multiples of whole numbers.	Describe factors and multiples of whole numbers and use them to solve problems. Explain the characteristics of factors and multiples.	
<p>◀ Writes multiples larger than 1 000. (Q5)</p>	<p>◀ Explains a generalisation using knowledge of factors and multiples.(Q9)</p>	A
<p>◀ Selects a number greater than 7 with only two factors.(Q6)</p>	<p>◀ Sorts numbers into appropriate categories. (Q8)</p>	B
<p>◀ Identifies all accurate statements about multiples and factors. (Q2,3) Writes factors and multiples for whole numbers. (Q1a, 1b)</p>	<p>◀ Describes properties of the multiples of 5.(Q4)</p>	C
<p>◀ Identifies a true statement about multiples. (Q2) Identifies a correct statement about factors. (Q3)</p>	<p>◀ Describes multiples of 2. (Q7)</p>	D
<p>◀ Identifies a factor or multiple.</p>	<p>◀ Identifies some multiples.</p>	E

Feedback: