

# Year 6 Marking Guides Term 4



Dear Future Me

<b>Student</b>		<b>Teacher</b>	
<b>Learning area</b>	ENGLISH	<b>Subject</b>	Imaginative Text: Written
<b>Technique</b>	Extended Response: Letter to Future Self		
<b>Purpose:</b> To write a letter to your future self which evokes a sense of time and place.			

	A	B	C	D	E
<b>WRITING AND CREATING</b>	Create a cohesive letter using an informal letter structure for particular purposes and audiences, developing, explaining and elaborating on relevant historical, social or cultural ideas.	Create a detailed letter using an informal letter structure for particular purposes and audiences, developing, explaining and elaborating on relevant historical, social or cultural ideas.	Create a letter using an informal letter structure for particular purposes and audiences, developing and elaborating on relevant historical, social or cultural ideas.	Create a letter using a simple letter structure for particular purposes and audiences.	Create a letter for particular purposes and audiences.
	Use and vary language features including sentence structures, topic-specific vocabulary and literary devices - Vivid emotive vocabulary - use <b>adverbials</b> to represent a greater range of circumstances (eg. to create time and place) - use cohesive devices to alert the reader how the text is unfolding (eg. signalling sequence of time, looking ahead, progression of thoughts, feelings and experiences)	Use and vary language features including sentence structures, topic-specific vocabulary and literary devices - Adjusts <b>tense</b> appropriately. - A variety of extended simple sentences - Include precise <b>verbs</b> for particular effect - Complex <b>noun groups</b> to create more accurate descriptions	Use and vary language features including sentence structures, topic-specific vocabulary and literary devices - Simple, compound and complex <b>sentences</b> to explain ideas - Uses subordinating <b>conjunctions</b> to create complex sentences - <b>Commas</b> to separate clauses - <b>Paragraphs</b>	Use sentence structures and simple vocabulary.	Use sentence fragments and simple vocabulary.
	Spell complex words with uncommon letter patterns using phonic, morphemic and grammatical knowledge.	Spell using phonic, morphemic and grammatical knowledge. Uses uncommon grapheme-phoneme-relationships to write increasingly complex words.	Spell using phonic, morphemic and grammatical knowledge	Spell using phonic and/or some grammatical knowledge	Spell using phonic knowledge

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## It's Electrifying

<b>Student</b>		<b>Teacher</b>			
<b>Learning area</b>	SCIENCE	<b>Subject</b>	Procedure: Practical and Written		
<b>Technique</b>	Experimental Investigation: Circuits				
<b>Purpose</b>					
Identify the role of circuit components in the transfer and transformation of electrical energy					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Science Understanding</b>	identify the role of circuit components, including conductors and insulators in the transfer and transformation of electrical energy describe and why they may be used 3b	identify the role of circuit components, including conductors and insulators in the transfer and transformation of electrical energy 3b	identify the role of circuit components in the transfer and transformation of electrical energy. 1a, 1b, 3a,	identify the role of circuit components in the transfer OR transformation of electrical energy	
	describe how individuals and communities use scientific knowledge to identify problems and consider responses to complete the circuit 2c	describe how individuals and communities use scientific knowledge to identify problems and make decisions to complete the circuit 2b	describe how individuals and communities use scientific knowledge to identify problems 2a	describe how individuals and communities use scientific knowledge	
<b>Science Inquiry</b>	describe risks associated with investigations and key intercultural considerations when planning field work. 4, 5			Identify risks associated with investigations	
	Identify variables to be changed, measured and controlled to improve the data collected. 8			Identify a variable to be changed, measured or controlled to improve the data collected.	Identify a variable to be changed to improve the data collected.
	Identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. 7	Identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. 6	Identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. 9, 10	Identify a possible source of error in their own methods and findings.	Identify an error.
	Select and use precise scientific language features effectively for purpose and audience when communicating ideas and findings.	Select and use topic specific language features effectively for purpose and audience when communicating ideas and findings.	Select and use language features effectively for purpose and audience when communicating ideas and findings. ALL	Choose language features when communicating their ideas and findings.	Communicate their ideas and findings.

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<b>Student</b>					<b>Teacher</b>	
<b>Learning area</b>	HASS				<b>Subject</b>	
<b>Technique</b>	Investigation: How does tourism at the Great Barrier Reef affect people and places? Part A: Collecting and representing data Part B: Evaluating strategies and proposing action Part C: Influences on consumer choices					
<b>Purpose: conduct an inquiry to answer the question: <i>How does tourism at the Great Barrier Reef affect people and places?</i></b>						
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
	<b>Explain in detail (finding more information) and compare</b> influences on consumers and strategies for informed consumer and financial choices based on value for money, environmentally sound, convenience and luxury referring to relevant sources <b>Part C: 1, 2</b>	<b>Explain in detail (finding more information)</b> influences on consumers and strategies for informed consumer and financial choices based on value for money, environmentally sound, convenience and luxury referring to relevant sources <b>Part C: 1, 2</b>	<b>Explain</b> influences on consumers and strategies for informed consumer and financial choices based on value for money, environmentally sound, convenience and luxury referring to relevant sources <b>Part C: 1, 2</b>	<b>Identifies</b> influences on consumers and strategies for informed consumer and financial choices based on value for money, environmentally sound, convenience and luxury referring to relevant sources <b>Part C: 1, 2</b>		
<b>Skills</b>	<b>Develop</b> questions, and <b>locate</b> , collect and <b>organise</b> information and data from a range of primary and secondary sources <b>Q1, 2</b>				<b>Develop</b> questions, and <b>locate</b> , collect and <b>organise</b> information and data from <b>some</b> primary <b>and/or</b> secondary sources <b>Q1, 2</b>	
	<b>Evaluate and compare sources to determine origin, purpose and perspectives and reasons for different perspectives</b> <b>Part C: 3</b>	<b>Evaluate and compare sources to determine origin, purpose and perspectives</b> <b>Part C: 3</b>	<b>Evaluate</b> sources to <b>determine</b> origin, purpose and perspectives <b>Part C: 3,</b>	<b>Examine</b> sources to <b>determine</b> origin, and/or purpose and/or perspectives <b>Part C: 3,</b>		
	<b>Propose detailed actions or responses and use criteria to assess the possible social, environmental and economic effects including advantages and disadvantages</b> <b>Part B</b>	<b>Propose detailed actions or responses and use criteria to assess the possible social, environmental and economic effects</b> <b>Part B</b>	<b>Propose</b> actions or responses and use criteria to assess the possible effects <b>Part B</b>	<b>Consider</b> actions or responses and use criteria to <b>identify</b> the possible effects <b>Part B</b>		
	<b>Select and organise ideas and findings from sources including visual materials, and use a range of relevant terms and conventions, to present descriptions and explanations supported by evidence.</b>	<b>Select and organise ideas and findings from sources including visual materials, and use a range of relevant terms and conventions, to present descriptions and explanations.</b>	<b>Select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations</b> <b>ALL</b>	<b>Select findings from sources and use relevant terms to present descriptions</b>	<b>Select findings from sources and present descriptions</b>	

# Year 6 Marking Guides Term 4

Year 6 Mathematics: Unit 4 — Describing probabilities and comparing frequencies

Name:

**Purpose of assessment:** To compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages.

Understanding and Fluency	Problem-solving and Reasoning	
Describe probabilities using simple fractions, decimals and percentages.	Compare observed and expected frequencies.	
<ul style="list-style-type: none"> <li>◀ Accurately collects, records and represents data of expected frequencies in a graph and table Q7, 8, 10</li> </ul>	<ul style="list-style-type: none"> <li>◀ Explains the difference between observed and expected frequencies for 36 trials of 'Dice Difference', including valid reasons why they are different. Q14a Proposes a rule change to make the game fair. Q14b</li> </ul>	<b>A</b>
<ul style="list-style-type: none"> <li>◀ Uses information from a graph to record observed frequency and calculate relative frequency as a fraction. Q5a, b, c</li> </ul>	<ul style="list-style-type: none"> <li>◀ Explains why the game is not fair using mathematical language and information. Q11</li> </ul>	<b>B</b>
<ul style="list-style-type: none"> <li>◀ Writes probabilities using simple fractions, a decimal and a percentage. Q10 a, b, c Lists possible outcomes Q7</li> </ul>	<ul style="list-style-type: none"> <li>◀ Compares observed frequencies with expected frequencies. Q9</li> </ul>	<b>C</b>
<ul style="list-style-type: none"> <li>◀ Lists some possible outcomes. Q7 Writes a probability as a fraction. Q10a</li> </ul>	<ul style="list-style-type: none"> <li>◀ States a reason why the graphs are not the same. Q9</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>◀ Records observed frequency on a table. Q3</li> </ul>	<ul style="list-style-type: none"> <li>◀ Determines how many possible outcomes have a difference of one. Q6</li> </ul>	<b>E</b>

Feedback:

# Year 6 Marking Guides Term 4

## Year 6 Mathematics: Unit 3 — Locating integers and describing transformations

Name: \_\_\_\_\_

**Purpose of assessment:** To describe the use of integers in everyday contexts, locate integers on a number line, locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.

Understanding and Fluency	Problem-solving and Reasoning	
Identify everyday situations that use integers. Locate and represent integers on a number line. Locate ordered pairs in any one of the four quadrants of the Cartesian plane. Identify a transformation.	Solve problems involving ordered pairs on a Cartesian plane. Use mathematical language and diagrams to explain combinations of translations, reflections and rotations.	
<ul style="list-style-type: none"> <li>◀ Plots and labels ordered pairs in all four quadrants on a Cartesian plane to create a rectangle. (Q6A)</li> <li>◀ Locates and represents integers on a number line which does not have a scale. (Q3)</li> </ul>	<ul style="list-style-type: none"> <li>◀ Explains reasoning used to decide if a set of ordered pairs meets criteria. (Q6B)</li> <li>◀ Justifies and explains combinations of transformations. (Q8A,B)</li> </ul>	<b>A</b>
<ul style="list-style-type: none"> <li>◀ Locates and represents integers on a number line where the intervals are more than one. (Q2B)</li> </ul>	<ul style="list-style-type: none"> <li>◀ Solves problems by plotting points in all four quadrants of the Cartesian plane. (Q5)</li> </ul>	<b>B</b>
<ul style="list-style-type: none"> <li>◀ Writes an everyday context that uses integers. (Q1)</li> <li>◀ Locates integers on a number line. (Q2A)</li> <li>◀ Plots and labels ordered pairs in a quadrant of the Cartesian plane. (Q4A)</li> <li>◀ Correctly writes ordered pairs. (Q4B)</li> </ul>	<ul style="list-style-type: none"> <li>◀ Describes combinations of transformations. (Q7B)</li> </ul>	<b>C</b>
<ul style="list-style-type: none"> <li>◀ Identifies a single transformation or writes a missing integer. (Q2A, Q7A)</li> </ul>	<ul style="list-style-type: none"> <li>◀ Creates a shape on a Cartesian plane.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>◀ Writes an ordered pair. (Q4B)</li> </ul>	<ul style="list-style-type: none"> <li>◀ Describes a transformation.</li> </ul>	<b>E</b>

**Feedback:** \_\_\_\_\_