

# Year 5 Marking Guides Term 2

## English Information Report

	A	B	C	D	E
Speaking and Listening	<p>interact with others, listen to, create and deliver a spoken text on the management of a severe weather event, experimenting with features of voice such as volume, pace, tone and pitch to enhance audience engagement and understanding</p> <p>I can adjust my tone and pitch when presenting to engage the audience</p>	<p>interact with others, listen to, create and deliver a spoken text on the management of a severe weather event, experimenting with features of voice such as volume and pace</p> <p>I can adjust my volume and pace when presenting</p>	<p>interact with others, listen to, create and deliver a spoken text on the management of a severe weather event, experimenting with features of voice (Part B)</p> <p>I can actively listen</p> <p>I can experiment with my voice when presenting</p>	<p>listen to, create and deliver a spoken text on the management of a severe weather event</p> <p>I can deliver my presentation</p>	<p>listen to and create a spoken text on a severe weather event</p>
	<p>for particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts on severe weather event presentations by asking peers specific questions to clarify meaning and deepen understanding</p> <p>I can pose a specific question to gain deeper understanding</p>	<p>for particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts on severe weather event presentations by questioning peers to clarify meaning</p> <p>I can pose a question to clarify meaning</p>	<p>for particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts on severe weather event presentations by questioning peers (Part B)</p> <p>I can pose a question for a peer to expand and develop ideas.</p>	<p>for particular purposes and audiences, they share and develop ideas and opinions on severe weather event presentations by questioning peers</p> <p>I can pose a question for a peer about a severe weather event</p>	<p>they share and develop ideas and opinions on severe weather event presentations</p> <p>I can share ideas and opinions about a severe weather event.</p>
Writing and Creating	<p>create written and/or multimodal informative texts including topic specific language features, on the management of a severe weather event, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts</p> <ul style="list-style-type: none"> <li>adverbs for effective descriptions</li> <li>Subject specific vocabulary</li> </ul> <p>I can use adverbs for effective descriptions</p> <p>I can use subject specific vocabulary</p>	<p>create written and/or multimodal informative texts including language features, on the management of a severe weather event, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts</p> <ul style="list-style-type: none"> <li>Appropriate verb tense and adverbs</li> </ul> <p>I can use appropriate verb tense</p> <p>I can use adverbs</p>	<p>create written and/or multimodal informative texts on the management of a severe weather event, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts</p> <ul style="list-style-type: none"> <li>Appropriate pronoun references, noun group/phrases</li> </ul> <p>I can use appropriate pronouns.</p> <p>I can use noun groups/phrases.</p> <p>(Part A)</p>	<p>create written and/or multimodal informative texts on the management of a severe weather event</p>	<p>create written and/or multimodal informative texts on a severe weather event</p>
	<p>use paragraphs to organise, develop and link ideas on the management of a severe weather event</p> <ul style="list-style-type: none"> <li>Starting point of paragraphs and sentences to give prominence to the message and the rest of the sentence elaborates providing new informative</li> </ul> <p>I can make sure the information in my paragraph links to my topic sentence.</p> <p>Example</p> <p><i>Floods can have severe consequences. The paragraph then describes the topic sentence</i></p>	<p>use paragraphs to organise, develop and link ideas on the management of a severe weather event</p> <ul style="list-style-type: none"> <li>Starting point of paragraphs to give prominence to the message</li> </ul> <p>I can ensure the topic sentence is the most important part of the paragraph</p> <p>Example</p> <p><i>Floods can have severe consequences</i></p>	<p>use paragraphs to organise, develop and link ideas on the management of a severe weather event (Part A)</p> <ul style="list-style-type: none"> <li>Starting point of paragraphs signals topic to be developed</li> </ul> <p>I can use subtitles to organise my paragraphs</p> <p>Example</p> <p><i>(use of a subtitle)</i></p> <p><i>Impact of severe weather event</i></p>	<p>use paragraphs to develop and link ideas on the management of a severe weather event</p> <p>I can organise my ideas into paragraphs</p>	<p>develop ideas on a severe weather event</p>

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## Humanities and Social Sciences

		A	B	C	D	E
Knowledge and Understanding	Geography	<p><b>explain</b> the management of severe weather events and their consequences in Australian spaces <b>such as the practices and laws that aim to manage and mitigate human impact.</b></p> <p>(Mitigate means to make something less severe, intense. eg. Mitigate through building codes, zoning, firebreaks and controlled burns.)</p>	<p><b>explain</b> the management of severe weather events and their consequences in Australian spaces <b>such as the practices and laws that aim to manage human impact.</b></p> <p>(Manage means to handle or control a situation. eg. manage local environments, creation of wildlife corridors and national parks)</p>	<p><b>explain</b> the management of severe weather events and their consequences in Australian spaces</p>	<p><b>explain</b> severe weather events and their consequences in Australian spaces</p>	<p><b>identify</b> a severe weather event in Australian spaces</p>
	Questioning and researching	<p><b>develop</b> <b>useful</b> questions to <b>elicit</b> <b>more ideas</b> and <b>locate</b>, collect and <b>organise</b> information and data from primary and secondary sources <b>about severe weather events</b></p>	<p><b>develop</b> <b>useful</b> questions and <b>locate</b>, collect and <b>organise</b> information and data from primary and secondary sources <b>about severe weather events</b></p>	<p><b>develop</b> questions and <b>locate</b>, collect and <b>organise</b> information and data from primary and secondary sources <b>about severe weather events</b></p>	<p><b>develop</b> questions, <b>locate</b> and collect information and data <b>about a severe weather event</b></p>	<p><b>Discuss</b> information <b>about a severe weather event</b></p>
	Concluding and decision-making	<p><b>suggest</b> conclusions <b>about the</b> management of severe weather events based on <b>valid</b> evidence <b>that consider differing information.</b></p>	<p><b>suggest</b> conclusions <b>about the</b> management of severe weather events based on <b>valid</b> evidence</p>	<p><b>suggest</b> conclusions <b>about the</b> management of severe weather events based on evidence</p>	<p><b>suggest</b> conclusions <b>about</b> severe weather events</p>	<p><b>suggest</b> conclusions <b>about</b> weather events</p>
Skills	Communicating	<p><b>select</b> and <b>referencing</b> ideas and findings from sources and <b>use</b> relevant terms and conventions, to present descriptions and explanations <b>about severe weather events using accurate and subject-appropriate terms</b> (E.g., terms such as; "characteristics", "environmental", "human", "ecosystems", "sustainable", "settlement" and "management"; "scarcity", "choices", "resources", and "needs and wants")</p>	<p><b>select</b> and <b>referencing</b> ideas and findings from sources and <b>use</b> relevant terms and conventions, to present descriptions and explanations <b>about severe weather events</b></p>	<p><b>select</b> ideas and findings from sources and <b>use</b> relevant terms and conventions, to present descriptions and explanations <b>about severe weather events</b></p>	<p><b>select</b> ideas from sources and present descriptions <b>about severe weather events</b></p>	<p><b>select</b> sources and present descriptions <b>about weather events</b></p>

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## Science Coast to Coast

		A	B	C	D	E
Knowledge and Understanding	Earth and Space Sciences	<p>describe key processes that cause slow or rapid change to change Earth's surface on the Sunshine Coast's waterways and coastline. Predict the effect these changes will have in the future (Q3)</p> <ul style="list-style-type: none"> <li>Community</li> <li>Environment</li> <li>Weathering</li> <li>Erosion</li> <li>Transportation</li> <li>Deposition</li> </ul>	<p>describe key processes that cause slow or rapid change to change Earth's surface on the Sunshine Coast's waterways and coastline. Identify measures that could minimise further negative effects (Q1d, Q2d)</p> <ul style="list-style-type: none"> <li>Environment</li> <li>Weathering</li> <li>Erosion</li> <li>Transportation</li> <li>Deposition</li> </ul>	<p>describe key processes that change Earth's surface on the Sunshine Coast's waterways and coastline (Q1b, c, 2b, c)</p> <ul style="list-style-type: none"> <li>Weathering</li> <li>Erosion</li> <li>Transportation</li> <li>Deposition</li> </ul>	<p>describe processes that change Earth's surface (Q1a, 2a)</p>	<p>describe a process related to a change on Earth</p>
	Use and influence of Science	<p>identify examples where scientific knowledge (facts) informs the actions of individuals and communities. Identify factors that influence individual group decision making (Q1e, 2e, 4)</p> <ul style="list-style-type: none"> <li>Cultural Knowledge</li> <li>Sustainability</li> </ul>	<p>identify examples where scientific knowledge (facts) informs the actions of individuals and communities. Identify factors that influence individual group decision making (Q1e, 2e, 4)</p> <ul style="list-style-type: none"> <li>Sustainability</li> </ul>	<p>identify examples where scientific knowledge (facts) informs the actions of individuals and communities (Q1e, 2e, 4)</p> <ul style="list-style-type: none"> <li>Decision Making</li> <li>Rules and Regulations</li> <li>Built features</li> </ul>	<p>identify examples of an action or rule to be followed (park ranger sign, barrier around cliff)</p>	<p>identify an action</p>
Science Inquiry	Processing, modelling and analysing	<p>construct representations to organise data and information and describe patterns, trends and relationships over time using maps and aerial photographs associated with the local waterways and coastline of the Sunshine Coast (5a, b ICT, 6a)</p> <ul style="list-style-type: none"> <li>Digital Software</li> </ul>	<p>construct representations to organise data and information and describe patterns using maps and photographs, trends and relationships associated with the local waterways and coastline of the Sunshine Coast (5a, b ICT, 6b)</p> <ul style="list-style-type: none"> <li>Digital Software</li> </ul>	<p>construct representations to organise data and information and describe patterns, trends and relationships associated with the local waterways and coastline of the Sunshine Coast (5a, b Hard Copy)</p> <ul style="list-style-type: none"> <li>Visual/physical Models</li> <li>Tables</li> <li>Graphs</li> </ul>	<p>construct representations to organise data and information associated with the local waterways and coastline of the Sunshine Coast</p> <ul style="list-style-type: none"> <li>Visual/physical Models</li> <li>Tables</li> <li>Graphs</li> </ul>	<p>construct representations to organise data</p>

# Year 5 Marking Guides Term 2

## Unit 2: Number and Algebra

### Assessment task 2.1 — Finding unknowns, using estimation strategies and planning an event using mathematical modelling

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	<p>Checks and explains the reasonableness of calculations using estimation, including which type of rounding gives the best approximation in a financial context.</p> <p>Applies knowledge of equivalence, properties of numbers and inverse operations to find unknown values in numerical equations involving multiplication and division. Explains whether equations are equivalent using the commutative and associative properties.</p> <p>Part A Q1 Q3 Q4</p> <p>Part B Q2</p>	<p>Checks and explains the reasonableness of calculations using estimation strategies.</p> <p>Applies properties of numbers and operations to find unknown values in numerical equations involving multiplication and division and explains whether equations are equivalent.</p> <p>Part A Q1 Q2 Q5</p>	<p>Checks the reasonableness of calculations using estimation.</p> <p>Applies properties of numbers and operations to find unknown values in numerical equations involving multiplication and division.</p> <p>Part A Q1</p> <p>Part B Q1</p>	<p>Rounds numbers in different ways to estimate answers.</p> <p>Identifies equivalence in a numerical equation.</p>	<p>Rounds a number to estimate an answer.</p> <p>Finds an unknown value in a multiplication fact.</p>
Problem-solving, Reasoning	<p>Uses sequenced and selective information to formulate and solve a financial problem using chosen arithmetic operations, efficient strategies and digital tools when following the mathematical modelling process.</p> <p>Compares and explains results of fundraising activity profits using findings and explains choice of operations, digital tools and strategies. Describes how to increase the profit of a chosen fundraising activity using calculations.</p> <p>Part C Q 1</p>	<p>Uses mathematical modelling to formulate and solve a financial problem using chosen arithmetic operations, digital tools and efficient strategies.</p> <p>Interprets and compares results of fundraising activity profits and describes choice of operations, digital tools and strategies. Part C Q 1</p>	<p>Uses mathematical modelling to solve financial problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation.</p> <p>Part C Q 1</p>	<p>Uses mathematical modelling to make planning decisions, represent the problem, solve calculations using chosen strategies and describes results of a fundraising activity.</p>	<p>Uses mathematical modelling to make planning decisions, represent the problem and solve simple calculations using chosen strategies.</p>
Feedback:					

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## Unit 2: Measurement (Time)

### Assessment task 2.2 — Converting between 12- and 24- hour time

**Purpose:** To convert between 12- and 24- hour time and solve practical multi-step problems involving duration of time.

**Student Name:**

**Teacher Name:**

	A	B	C	D	E
Fluency	Applies knowledge of time conversions to convert between 12- and 24-hour time and solve practical multi-step problems involving duration. <b>Q6</b>	Applies knowledge of time conversions to convert between 12- and 24-hour time and solve a practical problem involving duration. <b>Q5</b>	Converts between 12- and 24-hour time. <b>Q3 &amp; Q4</b>	Recognises the same times in 12- and 24-hour time. <b>Q2.</b>	Identifies time of day related to 24-hour time. <b>Q1</b>
Feedback:					