

Year 6 Term 2 Marking Guides

Dilemma, Dilemma! - Imaginative text

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	English	Subject	Imaginative Text
Technique	Extended Response: Narrative Short Story		
Purpose	To write an imaginative and entertaining short story about a character who faces a dilemma.		

	A	B	C	D	E
Writing and Creating	Create a cohesive short story using a narrative structure for a particular purpose to entertain an audience, developing and elaborating on relevant ideas from topics or texts.	Create a short story using a narrative structure for a particular purpose to entertain an audience, developing and elaborating on relevant ideas from topics or texts.	Create a short story using a narrative structure for a particular purpose and audience, developing and elaborating on relevant ideas (character, setting and events) from topics or texts.	create a narrative short story for an audience, including a simple orientation, complication and resolution.	
	Use a variety of vivid language features including sentence structures, topic-specific vocabulary and deliberate literary devices for an effect. - A variety of elaborated simple, compound complex sentences - Adverbials to represent time, manner, place and reason - Vivid emotive and figurative language and vocabulary	Use a variety of expanded and sharpened language features including sentence structures, topic-specific vocabulary and literary devices. - A variety of extended simple, compound complex sentences - Deliberate choice of precise verbs for particular effect (e.g., characterisation "howls") - Elaborated noun groups to build richer descriptions - A variety figurative language – metaphors, similes, personification, imagery or hyperbole - Commas to separate clauses and dialogue	Use and vary language features including sentence structures, topic-specific vocabulary and literary devices. - Simple, compound and complex sentences to explain ideas - Simple figurative language – e.g., metaphor, simile, personification, imagery or hyperbole - Paragraphs - Consistent tense	use language features including simple sentence structures and topic-specific vocabulary.	
	Spell using phonic, morphemic and grammatical knowledge.			spell using phonic and/or some grammatical knowledge	

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Unit 2: Reading Comprehension

Student		Teacher	
Learning area	English	Subject	Informative Text
Technique	Reading Comprehension- Written response		
Purpose	To read, view and comprehend informative texts		

	A	B	C	D	E
Reading and Viewing	Reads, views and comprehends different texts created to inform audiences, summarising the main idea and related ideas, drawing inferences and verifying using textual evidence.	Reads, views and comprehends different texts created to inform audiences, identifying the main idea and related ideas, and drawing inferences and verifying using textual evidence.	Reads, views and comprehends different texts created to inform audiences.	Reads words, phrases and sentences and views visual and/or multimodal features in different texts created to inform audiences, identifying literal or simple inferred meaning about the text.	Attempts to read and view visual and/or multimodal features in different texts created to inform audiences, making a statement about the text.
	Compares and explains similarities and differences in how ideas are presented and developed using different text structures to reflect purpose and context.	Identifies and compares similarities and differences in how ideas are presented and developed using different text structures to reflect purpose and context.	Identifies similarities and differences in how ideas are presented and developed, and how texts reflect contexts. Identifies how texts have similar and different text structures to reflect purpose.	Identifies similarities or differences in how ideas are presented or developed and a text structure that reflects purpose.	Identifies a similarity or difference in how ideas are presented.
	Explains how language features including use of objective and subjective language, and visual features are used to clearly communicate about the topic and influence audiences.	Explains how language features including use of objective and subjective language and visual features influence audiences	Explains how language features and visual features influence audiences.	Identifies language features and visual features that influence audiences.	Identifies a text structure, language feature or visual feature.

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Science- Lost in Space

		A	B	C	D	E
Science Understanding	Earth and Space Sciences	<p>Model the relationship between the sun and Earth planets of the solar system</p> <p>Explain how the relative positions of Earth and the sun relate to observed phenomena on Earth (and variable length of day and night across the cycle of one revolution of earth around the sun). Q1c</p>	<p>Model the relationship between the sun and Earth planets of the solar system</p> <p>Explain how the relative positions of Earth and the sun relate to observed phenomena on Earth (and variable length of day and night). Q1b</p>	<p>Model the relationship between the sun and Earth planets of the solar system</p> <p>Explain how the relative positions of Earth and the sun relate to observed phenomena on Earth (day and night) Q1a.</p>	<p>Model the relationship between the sun and Earth planets of the solar system</p> <p>Describe day and night></p>	<p>Model the sun and Earth.</p>
	Nature and Development of Science	<p>Explain in detail with evidence why science is often collaborative.</p> <p>Describe different individuals' contributions to scientific knowledge and their impact through constructing a timeline to show how astronomers from many countries have advanced ideas about space. Q2c</p>	<p>Explain with evidence why science is often collaborative.</p> <p>Describe different individuals' contributions to scientific knowledge through constructing a timeline to show how astronomers from many countries have advanced ideas about space. Q2b</p>	<p>Explain why science is often collaborative.</p> <p>Describe different individuals' contributions to scientific knowledge through constructing a timeline to show how astronomers from many countries have advanced ideas about space. Q2a</p>	<p>Identify why science is often collaborative. Order different individuals' contributions to scientific knowledge on a time line about space.</p>	<p>Order different individuals on a time line about space.</p>
	Planning and Conducting	<p>Pose investigable questions about eclipses.</p> <p>Plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions about the impact of size and distance on eclipses using accurate scientific vocabulary Q3a</p>	<p>Pose investigable questions about eclipses.</p> <p>Plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions about the impact of size and distance on eclipses Q3a</p>	<p>Pose investigable questions about eclipses.</p> <p>Plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions Q3a</p>	<p>Pose questions about eclipses.</p> <p>Plan safe investigations to identify a pattern and make a prediction</p>	<p>Take part in an investigation</p>
	Processing, Modelling and Analysing	<p>Using accurate labelled diagrams construct representations to organise and process data and information</p> <p>Precisely describe patterns, trends and relationships related to the relative positions of the sun, moon and Earth Q1 and 3</p>	<p>Using accurate labelled diagrams construct representations to organise and process data and information</p> <p>Describe patterns, trends and relationships related to the relative positions of the sun, moon and Earth Q1 and 3</p>	<p>Using labelled diagrams construct representations to organise and process data and information</p> <p>Describe patterns, trends and relationships related to the relative positions of the sun, moon and Earth Q1 and 3</p>	<p>Using diagrams construct representations to organise and process data and information related to the relative positions of the sun, moon and Earth</p>	<p>Using diagrams to organise information related to the sun, moon and Earth</p>
	Communicating	<p>Select and use precise scientific language features effectively for their purpose and audience when communicating their ideas and findings via a poster or slide show</p>	<p>Select and use topic specific language features effectively for their purpose and audience when communicating their ideas and findings via a poster or slide show</p>	<p>Select and use language features effectively for their purpose and audience when communicating their ideas and findings via a poster or slide show</p>	<p>Select and use language features for their purpose and audience when communicating their ideas via a poster or slide show</p>	<p>Use language features when communicating their ideas via a poster or slide show</p>

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Humanities and Social Sciences

	A	B	C	D	E
Knowledge and understanding	explain the causes and effects of migration to Australia since Federation and the similarities and the differences European and Asian migrants experienced including economic factors, conflict and political refuge.	explain the causes and effects of migration to Australia since Federation and the similarities and the differences European and Asian migrants experienced.	explain the causes and effects of migration to Australia since Federation and to today. (PART A)	identify why groups migrated to Australia.	identify that people move from one place to another.
	<p>explain the key institutions of Australia's system of government and its connection to the Westminster system and understanding the separation of powers including explaining the role of the monarchy.</p> <p>explain the roles and responsibilities of 3 levels of government in Australia (state, local and federal) identifying different types of laws each level makes and who enforces them.</p>	<p>explain the key institutions of Australia's system of government and its connection to the Westminster system.</p> <p>explain the roles and responsibilities of 3 levels of government in Australia (state, local and federal) identifying different types of laws each level makes.</p>	<p>explain the key institutions Australia's system of government</p> <p>explain the roles and responsibilities of 3 levels of government in Australia (state, local and federal) (PART B)</p>	<p>identify the key institutions Australia's system of government</p> <p>identify the 3 levels of government in Australia (state, local and federal)</p>	identify a level of government in Australia.
Skills	locate, collect and organise relevant information and data from a range of primary and secondary sources to improve knowledge about a migrant's experience.	locate, collect and organise information and data from a range of primary and secondary sources to improve knowledge about a migrant's experience.	locate, collect and organise information and data from a range of primary and secondary sources about a migrant's experience. (PART A)	Locate information and data from primary or secondary sources about a migrant's experience.	Locate basic information about a migrant.
	Propose detailed actions or responses and use criteria to assess the possible positive and negative effects including social, political and economic effects of a suggested bill to parliament on society and citizens.	Propose detailed actions or responses and use criteria to assess the possible positive and negative effects of a suggested bill to parliament.	propose actions or responses and use criteria to assess the possible effects of a suggested bill to parliament. (PART B)	propose an action of a suggested bill to parliament.	propose an action for change.
	select and organise relevant ideas and evidence-based findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations including a flow chart describing the process of their bill proposal.	select and organise relevant ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations including a flow chart describing the process of their bill proposal.	select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations about their proposed bill. (PART B)	consider ideas and findings from sources to present descriptions about their proposed bill.	Did not select sources to present their proposed bill.

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Unit 2: Number and Algebra

Assessment task 2.1 — Finding unknowns, using properties of numbers and mathematical modelling to create a budget

Purpose: To find unknowns involving order of operations and solve problems using the properties of prime, composite and square numbers. To use mathematical modelling to create a budget for a class event.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	<p>Applies knowledge of prime, composite and square numbers to solve single- and multi-step problems, explains responses using number properties and identifies all possible prime and composite combinations as possible solutions to a problem.</p> <p>Explains the importance of order of operations conventions and finds unknown values, including possible pairs of unknown values, in numerical equations involving combinations of arithmetic operations.</p>	<p>Applies knowledge of prime, composite and square numbers to solve problems and explains responses using properties of numbers.</p> <p>Uses knowledge of order of operations to find unknown values, including possible pairs of unknown values, in numerical equations involving combinations of arithmetic operations.</p>	<p>Solves problems using the properties of prime, composite and square numbers.</p> <p>Finds unknown values in numerical equations involving combinations of arithmetic operations.</p>	<p>Identifies prime, composite and square numbers and describes one of their properties.</p> <p>Finds unknown operations to show equivalence in numerical equations.</p>	<p>Identifies a number as prime, composite or square.</p> <p>Finds unknown values to show equivalence in numerical equations.</p>
Problem solving, Reasoning	<p>Uses mathematical modelling and digital tools to research and choose relevant information, formulate and solve a financial problem involving percentages and rational numbers. Justifies budget choices, including an additional category, and explains efficiency of planning and/or solving the problem, including relevant improvements.</p> <p>Explains if own model and budget percentages can be used by another school.</p> <p>Communicate Q3- could another school use this budget</p>	<p>Uses mathematical modelling and digital tools to research information, formulate and solve a financial problem involving percentages and rational numbers.</p> <p>Justifies budget choices and explains efficiency of planning and/or solving the problem. Makes choices to stay within a budget for an additional category, showing calculations. 5% Q</p>	<p>Uses mathematical modelling to solve a financial problem involving percentages and rational numbers, formulating and solving the problem, and justifying choices of how the budget will be spent.</p>	<p>Uses mathematical modelling to make decisions about and represent the <u>situation, and</u> describes choices.</p> <p>Uses provided information when choosing operations and strategies to calculate part of a budget.</p>	<p>Uses mathematical modelling to make decisions about and represent the situation. Uses provided information to solve calculations with chosen strategies.</p>
Feedback:					

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Unit 2: Measurement (Time)

Assessment task 2.2 — Interpreting and using timetables²

Purpose: To interpret and use timetables and plan an itinerary.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	Interprets and uses timetables to plan an itinerary including determining the start and finish times and duration of chosen events.	Interprets and uses timetables to plan an itinerary with chosen events.	Interprets and uses timetables.	Identifies days and location on a timetable.	Identifies uses of a timetable.
Feedback:					