Year 2 Marking Guide Term 3

Who's your favourite?

Year 2

Student		**Teacher**	
Learning area	ENGLISH	**Subject**	Persuasive Text
Technique	Extended Response		
Purpose	Create a written text to express an opinion for an audience. Share ideas when to express an opinion, including details from learnt topics texts.		

	Applying	Connecting	Working With	Exploring	Beginning
Speaking and Listening	Shares ideas and topic knowledge using precise vocabulary and verbs to express degree of preference for a character, and provides reasons, including details from topics of interest or texts, to suit purpose and audience. Organises and links ideas, in a logical sequence, including opening, middle and concluding statement, and uses language features including a range of sentence types, topic-specific vocabulary and features of voice, varying tone to suit audience and purpose.	Shares ideas and topic knowledge using precise vocabulary when they express a preference for a character, and provides reasons, including details from topics of interest or texts. Organises and links ideas, including an opening, middle and concluding statement, and uses language features including topic-specific vocabulary and features of voice, varying tone.	Shares ideas and topic knowledge when they express a preference for a character, including details from topics of interest or texts. Organises and links ideas, and uses language features including topic-specific vocabulary and features of voice.	Shares a preference for a character, using simple sentences with topic-specific vocabulary.	Shares ideas about a character, using simple words and phrases.
Writing and Creating	Creates a written text, to express an opinion, using text structures to organise and sequence related ideas on a topic to express an opinion for an audience. Uses and punctuates simple and compound sentences correctly, including capital letters for titles, and commas to separate items. Uses extended noun groups and verb groups to build more accurate descriptions. Uses topic-specific vocabulary, making conscious choices of vocabulary encountered in texts.	Creates a written text, to express an opinion, using text structures to organise and link related ideas on a topic to express an opinion for an audience. Uses and punctuates simple and compound sentences, including noun and verb groups to build more accurate descriptions. Uses topic-specific vocabulary to replace everyday language.	Creates a written text to express an opinion for an audience. Uses text structures to organise and link ideas to express an opinion. Punctuates simple and compound sentences. Uses topic-specific vocabulary.	Creates a multimodal text on a topic to express an opinion, using simple sentences, including appropriate vocabulary and an image.	Creates a multimodal text on a topic using simple sentences.

Monitoring strategy: Achievement standard aspects suited to a monitoring strategy within the task.		
	Demonstrating	**Not yet demonstrating**
Writes words using consistently legible unjoined letters.*		
Spells words with regular spelling patterns, and uses phonic and morphemic knowledge to attempt to spell words with less common patterns.*		

Who's Your Favourite?

Year 2

Student		**Teacher**	
Learning area	ENGLISH	**Subject**	Imaginative Text
Technique	Oral Reading and Reading Comprehension		
Purpose	To read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text.		

	Applying	Connecting	Working With	Exploring	Beginning
Reading and Viewing	Reads, views and comprehends an imaginative text identifying literal meaning, integrating information to make supportable inferences and explaining inferred meaning. Identifies how ideas are presented through a range of details about characters and events, using evidence from the text. Q4	Reads, views and comprehends an imaginative text, identifying literal and inferred meaning, and identifies how ideas are presented through a range of details about characters and events, using evidence from the text. Q3a, b	Reads, views and comprehends an imaginative text, identifying literal and inferred meaning, and how ideas are presented through characters and events. Q1, 2,	Reads words, phrases or sentences in an imaginative text, and views supporting images, identifying literal meaning or ideas about characters and events.	Attempts to read an imaginative text, and views supporting images, making a simple statement about the story.
	Describes with supporting details how similar topics and information are presented through the structure of narrative and informative texts and identifies a range of language features and visual features, linking these to purpose. 5a and 6a with more detail	Describes how similar topics and information are presented through the structure of narrative and informative texts and identifies a range of language features and visual features, linking these to purpose. 5a and 6a Identify a range of language and visual feature for each question 5b and 6b	Describes how similar topics and information are presented through the structure of narrative and informative texts, and identifies their language features and visual features. 5a and 6a Identify 1 language and 1 visual feature for each question	Identifies and makes a statement about a language feature and visual feature of a narrative or informative text.	Identifies a language feature or visual feature of a narrative or informative text.

Reading and viewing - Monitoring strategy			
	Demonstrating	**Not yet demonstrating**	**Comment**
Uses phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words * PART A			
Uses punctuation for phrasing and fluency * PART A			

Unit 3: Number
Mathematics AC V9 **Year 2**

Assessment task 3.1 — Using mathematical modelling to solve multiplicative problems

Purpose: To use mathematical modelling to solve practical multiplicative problems.

Student Name: **Teacher Name:**

	Applying	Connecting	Working with	Exploring	Beginning
Problem-Solving	Uses mathematical modelling to solve practical multiplicative problems, making decisions, representing the situation and choosing between calculation strategies. Interprets and communicates the solution in terms of the context and explains whether a chosen strategy was the best way to solve the problem. (Communicate Stage QB Cookies QB C D Lollies)	Uses mathematical modelling to solve practical multiplicative problems, representing the situation and choosing between calculation strategies. Interprets and communicates the solution in terms of the context. (Solve Stage – cookies/lollies) (Communicate Stage QA Cookies QA Lollies)	Uses mathematical modelling to solve practical multiplicative problems by representing the situation and choosing calculation strategies. (Plan Stage – cookies/lollies)	Uses mathematical modelling to represent understanding of practical multiplicative situations. (Understand Stage – cookies/lollies)	Uses mathematical modelling to make a statement or ask a question about a practical multiplicative situation and represents understanding with drawings/materials.

Unit 3: Number, Measurement, Space
Mathematics AC V9 **Year 2**

Assessment task 3.2 — Representing fractions and comparing, classifying and measuring shapes

Purpose: To identify and represent halves, quarters and eighths. To compare and classify shapes. To measure and compare length, mass and capacity of shapes and objects.

Student Name: **Teacher Name:**

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Identifies and represents part-whole relationships of halves, quarters and eighths in measurement contexts, uses repeated halving to show fractions in different ways, and compares and explains halves of collections. Part A Q4 Uses provided and chosen suitable uniform informal units to measure and compare shapes and objects (length, capacity and mass), justifying choice of unit suitability. Part B Q4c, d (length, mass and capacity) Compares and classifies individual and sorted shapes, describing features including sides using formal spatial terms and sorts shapes in a different way based on features. Part C Q4	Identifies and represents part-whole relationships of halves, quarters and eighths in measurement contexts and uses repeated halving to show fractions in different ways. Part A Q3 Uses provided and chosen suitable uniform informal units to measure and compare shapes and objects (length, capacity and mass). Part B Q4a, b (length, mass and capacity) Compares and classifies individual and sorted shapes, describing features including sides using formal spatial terms. Part C Q3	Identifies and represents part-whole relationships of halves, quarters and eighths in measurement contexts. Part A Q1, 2 Uses uniform informal units to measure and compare shapes and objects (such as length, capacity and mass). Part B Q3a, b (length AND mass AND capacity) Compares and classifies shapes, describing sides using formal spatial terms Part C Q2	Identifies and represents part-whole relationships of halves, quarters or eighths in measurement contexts. Part A Q1, 2 (part) Uses uniform informal units to measure and compare length, capacity or mass of shapes or objects. Part B Q3a, b (length OR capacity OR mass) Identifies features of familiar shapes. Part C Q1	Identifies a fraction of a shape in measurement contexts. Part A Q1 (part) Uses direct comparison to compare shapes or objects. Part B Q1, 2 (length, mass or capacity) Recognises and identifies a feature of familiar shapes.

Material Madness

Student		Teacher	
Learning area	SCIENCE	Subject	Investigation Journal and Sharing Observations
Technique	Investigation		
Purpose			
Identify ways to physically change a material without changing its composition. To make a prediction, participate in a guided investigation and record and share observations.			

	A	B	C	D	E
Science Understanding and Science as a Human	Identify ways to physically change materials without changing their material composition to suit a particular purpose and compare properties- strength AND distance travelled.	Identify ways to physically change materials without changing their material composition to suit a particular purpose – strength OR distance travelled.	Identify ways to change materials without changing their material composition.	Identify a way to change a material without changing their material composition.	Identify a material.
Science Inquiry	Make predictions based on experience about a material before and after a physical change.			Make predictions about a material before and after a physical change.	Make a prediction.
	Use provided tables and organisers to sort and order data and represent patterns in data.			Use provided tables and organisers to sort and order data.	Use provided table or organiser to sort data.
	Uses everyday vocabulary and a range of scientific vocabulary to communicate observations, findings and ideas to represent all the ways a material can be physically changed.	Uses everyday and scientific vocabulary to communicate observations, findings and ideas to represent all the ways a material can be physically changed.	Uses everyday and scientific vocabulary to communicate observations, findings and ideas.	Uses everyday vocabulary to communicate observations, findings and ideas.	Uses everyday vocabulary.

HASS Unit 2: Technology Changes Over Time Year 2

Student	[Enter student name.]	**Teacher**	[Enter teacher name.]
Learning area	HASS	**Subject**	History
Technique	Investigation		
Purpose			
Students identify how some aspects of technologies have changed and some aspects have stayed the same over time and explain how and why changing technologies have affected the lives of people. Students will pose questions to collect information on how clothes washing technology has changed over time.			

	A	B	C	D	E
Knowledge and Understanding	Identify the effects of changes by comparing past and present objects in technologies on people's lives and interconnections with other people. Part C	Identify the effects of changes by comparing past and present objects in technologies on people's lives. Part C	Identify the effects of changes in technologies on people's lives. Part C	Identify a change in technologies on people's lives.	Identify a change in technologies.
Skills	Develop inquiry questions, to extend and elaborate ideas and collect, sort and record similarities and differences of related information technology and data from observations and provided sources Part A and D	Develop inquiry questions, and collect, sort and record similarities or differences of related information about technology and data from observations and provided sources. Part A and D	Develop questions, and collect, sort and record related information about technology and data from observations and provided sources Part A and D	Collect, sort and record related information and data from observations and provided sources	Collect and sort related information and data from observations and provided sources
	Interpret information and data from observations about technology from a range of sources. Part B	Interpret information and data from observations about technology using relevant information. Part B	Interpret information and data about technology. Part B	Interpret information and data about technology	Identify a technology
	Use interpretations to draw conclusions, make proposals and provide reasons about how aspects of technology impacted on the way people played music in the past Part B and C	Use interpretations to draw conclusions and make proposals about how aspects of technology impacted on the way people played music in the past. Part B and C	Use interpretations to draw conclusions and make proposals about technologies. Part B and C	Use interpretations to draw conclusions about technologies.	Draw a conclusion about technologies.
	Use sources, and precise subject-specific terms to present narratives and observations about technology in the past and writing to denote the passing of time (in the past, years ago, now, in the future)	Use sources, and subject-specific terms to present narratives and observations about technology the past and writing to denote the passing of time (in the past, years ago, now, in the future)	Use sources, and subject-specific terms to present narratives and observations about technology in the past	Use a source to present an observation about technology in the past	Present an observation about technology in the past