Year 3 Marking Guides Term 3

Fear Factor

Year 3

Student		**Teacher**	
Learning area	ENGLISH	**Subject**	Imaginative Text
Technique	Extended Response: Fear Narrative		
Purpose			
Students create an imaginative text based on the theme of *fear*.			

	A	B	C	D	E
Writing and Creating	Creates a written imaginative text by creatively expanding on new and known ideas from learnt topics, topics of interest or texts, and sequences ideas for clarity and to have an impact on an audience. Uses narrative text structure including paragraphs, and writes clear descriptions of characters, setting and events. Uses a range of language features relevant to the imaginative context including compound sentences, topic-specific vocabulary and literary devices to build more accurate descriptions and engage an audience.	Creates a written imaginative text by sequencing ideas including relevant details from learnt topics, topics of interest or texts to engage an audience. Uses a narrative text structure including paragraphs and a range of language features relevant to the imaginative context, including compound sentences, topic-specific vocabulary and literary devices to add meaning.	Creates a written imaginative text to narrate for an audience, relating ideas including relevant details from learnt topics, topics of interest or texts. Use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices.	Creates a written imaginative text, relating ideas from learnt topics, topics of interest or texts, to narrate for an audience. Uses text structures and language features including simple and/or compound sentences and topic-specific vocabulary.	Creates a written imaginative text using simple sentences to relate ideas and uses vocabulary from learnt topics, topics of interest or texts to narrate.

Fear Factor

Year 3

Student		**Teacher**	
Learning area	ENGLISH	**Subject**	Imaginative Text
Technique	Test: Reading Comprehension		
Purpose			
To comprehend an imaginative text			

	A	B	C	D	E
Reading and Viewing	Read, view and comprehend texts drawing on knowledge of the topic, subject-specific vocabulary by determining important ideas, events or details, recognising their purpose and audience Q10	Read, view and comprehend texts by determining important ideas, events or details, recognising their purpose and audience Q9a Q9b	Read, view and comprehend texts, recognising their purpose and audience Q9a Q9b	View texts, recognising their purpose	View texts
	Identify literal meaning using evidence from the text determining important ideas and explain inferred meaning using prior knowledge and making predictions	Identify literal meaning using evidence from the text and explain inferred meaning using prior knowledge and making predictions Q3b	Identify literal meaning and explain inferred meaning Q1 Q2 Q3a Q5 Q6	Identify literal meaning and inferred meaning	Identify literal meaning
	describe how stories are developed through characters and/or events. Identify and discuss how the use of descriptive language creates setting and influence atmosphere and draws readers into events. Q8	describe how stories are developed through characters and/or events. Identify how the use of descriptive language creates setting and influence atmosphere. Q7 Q4	describe how stories are developed through characters and/or events	Describes how stories are developed	Describes a story
	Describe how texts are structured and presented into longer texts organised in paragraphs which begin with a sentence that predicts how the paragraph will develop 12b	Describe how texts are structured and presented in paragraphs Q12b	Describe how texts are structured and presented Q12a	Describe how texts are presented	Describe a text
	Describe the language features of texts including recognising how choice of adverbs, nouns and verbs present different evaluations in texts, topic-specific vocabulary and literary devices, and how visual features extend meaning Q1 (visual features as a literary device) Q11	Describe the language features of texts including recognising how choice of nouns and verbs present different evaluations in texts, topic-specific vocabulary and literary devices, and how visual features extend meaning Q4	Describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning Q3B	Describe the language features of texts including topic-specific vocabulary, and how visual features extend meaning	Describe topic-specific vocabulary and visual features
	Read fluently, using consonant digraphs representing different sounds, their knowledge of prefixes and suffixes to change the meaning of a base word, phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns Part A – Teacher Judgement	Read fluently, using consonant digraphs representing different sounds, phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns Part A – Teacher Judgement	Read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns Part A - Teacher Judgement	Read, using phonic and grammatical knowledge to read multisyllabic words	Read, using phonic knowledge to read words

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

Assessment task 3.1 — Representing fractions and using mathematical modelling to solve practical problems

Purpose: To represent unit fractions and their multiples in different ways. To use mathematical modelling to solve practical problems involving multiplication and division.

Student Name: **Teacher Name:**

	A	B	C	D	E
Understanding, Fluency	Represents unit fractions and their multiples in different ways, compares and describes the size of fractions. Part A Q6	Represents unit fractions and their multiples in different ways and compares the size of fractions. Part A Q5	Represents unit fractions and their multiples in different ways. Part A Q3, Q4	Recognises representations of unit fractions. Part A Q1, Q2	Recognises that fractions represent equal parts of a whole.
Problem-Solving	Uses mathematical modelling and a range of calculation strategies to solve practical multiplicative problems involving recall of threes and fours facts, including formulating with number sentences. Interprets, communicates and explains solutions, including how the number sentences are connected to the problem. Part B.1, B.2 COMMUNICATE – How the number sentences are connected to the problem	Uses mathematical modelling and a range of calculation strategies to formulate and solve practical multiplicative problems involving recall of threes and fours facts. Interprets and communicates solutions in terms of the situation. Part B.1, B.2 COMMUNICATE – What is your solution	Uses mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for threes and fours, and using a range of strategies. Part B.1, B.2 SOLVE	Uses mathematical modelling to make a statement or ask a question and represents a planning decision related to a practical problem. Part B.1, B.2 PLAN	Uses mathematical modelling to make a statement or ask a question and represents a planning decision related to a practical problem.

Unit 3: Length, Mass, Capacity
Mathematics AC V9 **Year 3**

Assessment task 3.2 — Measuring length, mass and capacity and making and classifying objects

Purpose: To estimate, compare and measure length, mass and capacity of objects. To make, compare and classify objects.

Student Name: **Teacher Name:**

	A	B	C	D	E
Understanding, Fluency	Uses familiar metric units when estimating, comparing and measuring the length, mass and capacity of objects and explains suitability of benchmarks to make reasonable estimations. Makes, compares and classifies objects and identifies and describes an everyday object using key features, explaining why its features are suitable for its use. Part A - Length Q4, Mass Q4, Capacity Q4 Part B Q5b, c	Uses familiar metric units when estimating, comparing and measuring the length, mass and capacity of objects and chooses suitable benchmarks for estimation. Makes, compares and classifies objects and identifies and describes an everyday object using key features. Part A – Length Q2a, Mass Q2a, Capacity Q2a Part B Q4, 5a	Uses familiar metric units when estimating, comparing and measuring the length, mass and capacity of objects. Makes, compares and classifies objects using key features such as shape and number of faces and/or surfaces, edges and vertices. Part A - Length Q2b, 2c, 3, Mass Q2b, 2c, 3, Capacity Q2b, 2c, 3 Part B Q1, 2, 3	Uses familiar metric units when estimating, comparing and measuring the length, mass or capacity of objects. Makes and classifies an object using key features.	Identifies or uses familiar metric units to measure length, mass and/or capacity of everyday items. Makes an object using key features.

Hot Stuff!

Student	[Enter student name.]	**Teacher**	[Enter teacher name.]
Learning area	Science	**Subject**	Physical Sciences
Technique	Experimental Investigation: Scientific explanation		
Purpose	To answer questions to identify sources of heat energy, examples of heat transfer and identify solutions that use scientific explanations. To plan a safe and fair experimental investigation into the transfer of heat. To pose questions, make predictions, compare findings, identify further questions and draw conclusions about heat transfer.		

		A	B	C	D	E
Knowledge and Understanding	Physical Sciences	Identify sources of heat energy and examples of heat transfer, modelling the movement of heat from one object to another using drawing. Part A Q2 Explain changes in the temperature of objects and how well heat is transferred between water and materials: such as metals, plastics and ceramics, measured using a thermometer. Part B	Identify sources of heat energy and examples of heat transfer, modelling the movement of heat using drawing. Part A Q1a, 1b, 1c Explain changes in the temperature of objects and how well heat is transferred between water and materials: such as metals, plastics and ceramics. Part B	Identify sources of heat energy and examples of heat transfer. Part A Q1a, 1b, 1c Explain changes in the temperature of objects: water and materials: such as metals, plastics and ceramics. Part B	Identify sources of heat energy. Part A Q1a	Identify a source of heat energy. Part A Q1a
	Use and influence of science	Identify solutions that use scientific explanations and meet a need and solve a problem. Part A Q3b	Identify solutions that use scientific explanations and meet a need. Part A Q3a - heater	Identify solutions that use scientific explanations Part A Q3a - jumper	Identify a solution. Part A Q3	
Science Inquiry	Questioning and Predicting	Pose questions to explore patterns and relationships of heat transfer to extend and elaborate ideas and make predictions based on observations, about which material will be most effective. PART B	Pose questions to explore patterns and relationships of heat transfer to extend and elaborate ideas and make predictions based on observations. PART B	Pose questions to explore patterns and relationships of heat transfer and make predictions based on observations. PART B	Pose a question and make a prediction about heat transfer. PART B	Make a prediction about heat transfer. PART B
	Planning	use scaffolds to plan safe investigations and fair tests PART B			With support, use scaffolds to plan safe investigations and fair tests. PART B	State a safety consideration. PART B
	Evaluating	compare their findings with those of others, draw on prior knowledge to explain and provide reasons about how they kept their investigation fair, identify further questions based on differences in findings and draw conclusions based on the prediction. PART B	compare their findings with those of others, draw on prior knowledge to explain and provide reasons about how they kept their investigation fair, identify further questions based on differences in findings and draw conclusions. PART B	compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. PART B	With support, compares their findings with those of others and draw a conclusion. PART B	Draw a conclusion. PART B
	Communicating	Communicate ideas and findings for an identified purpose, represents heat transfer using diagrams (eg: arrows) and labels, including using scientific vocabulary PART A & B	Communicate ideas and findings for an identified purpose, represents heat transfer using diagrams, including using scientific vocabulary when appropriate. PART A & B	Communicate ideas and findings for an identified purpose, including using scientific vocabulary when appropriate. PART A & B	Communicate ideas or a finding, using scientific vocabulary when appropriate. PART A & B	Communicate ideas or a finding, using everyday language. PART A & B

Who are our Neighbours? Year 3

Student		**Teacher**	
Learning area	HASS	**Subject**	Geography
Technique	Test		
Purpose			
Students examine the representation of Australia, the location of Australia's neighbouring countries, and the similarities and differences between places at those scales in terms of natural, managed and constructed features. They explore the interconnections of First Nations Australians in different parts of Australia to Country/Place.			

	A	B	C	D	E
Knowledge and Understanding	Describe using a globe or digital source (map), the direction or representation of places, within and near Australia such as Indonesia and New Zealand and label the states and territories in Australia *Task A*	Describe, using a globe or digital source (map), the direction or representation of places, within and near Australia such as Indonesia and New Zealand and naming the states and territories in Australia *Task A*	Describe using a globe or digital source (map), the direction or representation of places, within and near Australia such as Indonesia and New Zealand. *Task A*	Identify, using a globe or digital source (map) a place, within and near Australia. *Task A*	
	Identify, compare and explore reasons for the similarities, differences and connections of people and managed and built features in a neighbouring country, such as Indonesia or New Zealand, to places across those scales. *Task B – fact sheet highlighting* *Reason included in persuasive task*	Identify and compare the similarities, differences and connections of people and managed and built features in a neighbouring country, such as Indonesia or New Zealand, to places across those scales.	Identify the similarities, differences and connections of people and managed and built features in a neighbouring country, such as Indonesia or New Zealand, to places across those scales. *Task B – fact sheet highlighting*	Identify a similarity or difference of a country	
	Interpret and compare climate information in different formats to describe the temperature and rainfall for a place in Australia and a place in a neighbouring country.	Interpret information in different formats to describe the temperature and rainfall for a place in Australia and a place in a neighbouring country.	Interpret information and data in different formats *Task B – fact sheet*	Recognise information and data in different formats	Recognise information and data
	Analyse information using climate and rainfall data to identify perspectives and draw conclusions comparing evidence of change.	Analyse information using climate and rainfall data to identify perspectives and draw conclusions using evidence of change.	Analyse information and data to identify perspectives and they draw conclusions *Task B – fact sheet* *Persuasive writing task*	Identify a perspective from information and data.	Identify information and data.
	Use ideas from sources, and geographical terms such as "climate", "environment", "natural" and "constructed" and civics terms such as "community", "decision-making" and "participation" to present descriptions and explanations.	Use ideas from sources, and geographical terms such as "climate", "environment", "natural" and "constructed" to present descriptions and explanations.	Use ideas from sources, and subject-specific terms to present descriptions and explanations *Persuasive writing task*	Use an idea from sources	Use an idea from a source