

Year 5 Marking Guides Term 3



Australia in Poetry

| | | | |
|---|------------------------|---------|------------------|
| Student | | Teacher | |
| Learning area | ENGLISH | Subject | Imaginative Text |
| Technique | Test: Analysis of poem | | |
| Purpose | | | |
| To listen to, read and view a range of Australian Poetry from different contexts. Students will comprehend a selected poem by interpreting and evaluating it and, analysing how poets use text structures and language features for specific purposes and effects such as imagery, figurative language and sound devices. | | | |

| | A | B | C | D | E |
|---------------------|--|---|---|---|---|
| Reading and Viewing | Read, view and comprehend Australian poems that has been created to engage audiences. Examine the effects of imagery including similes, metaphors and personification, and sound devices in poetry. | Read, view and comprehend Australian poems created to engage audiences. Examine the effects of imagery including similes and sound devices in poetry. | Read, view and comprehend Australian poems created to engage audiences | Read and view Australian poems created to engage audiences. | View Australian poems created to engage audiences. |
| | Explain how ideas are developed in Australian poems including through characters, settings and/or events, and how multimodal texts reflect contexts. Use language features to interpret and enhance creative use of figurative language (simile, onomatopoeia, metaphor). | Explain how ideas are developed in Australian poems including through characters, settings and/or events, and how multimodal texts reflect contexts. Use language features to enhance creative use of figurative language (simile, onomatopoeia). | Explain how ideas are developed in Australian poems including through characters, settings and/or events, and how texts reflect contexts. | Identify how ideas are developed in Australian poems through characters and settings | Identify how an idea was developed in Australian poems |
| | Explain how characteristic text structures support the purpose of Australian poems. Understand how cohesiveness gives prominence and how technical vocabulary is used for effect in a poem. | Explain how characteristic text structures support the purpose of Australian poems and how technical vocabulary is used for effect in a poem. - Purpose and sequence of types of poems - Monitor meaning -skimming, scanning and confirming | Explain how characteristic text structures support the purpose of Australian poems Q3d | Identify text structure of Australian poems | Identify structure of an Australian poem |
| | Explain how language features including literary devices, and visual features contribute to the effect and meaning of Australian poems -explain and examine how the effects of imagery -Include language features of simile, metaphor and personification and sound devices in poetry. | Explain how language features including literary devices, and visual features contribute to the effect and meaning of Australian poems and songs -recognise how the sequence of images in texts create meaning -Identify language features (e.g., understand expanded noun groups) Discuss figurative language of simile, metaphor and personification in poetry | Explain how language features including literary devices, and visual features contribute to the effect and meaning of Australian poems - recognise images in texts to create meaning - Identify language features (e.g. understand noun groups) | Identify how language features contribute to the effect and meaning of Australian poems | Identify how visual features contribute to the effect and meaning of Australian poems |

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Australia in Poetry

| | | | |
|----------------------|------------------------------------|----------------|------------------|
| Student | | Teacher | |
| Learning area | ENGLISH | Subject | Imaginative Text |
| Technique | Extended Response: Australian Poem | | |
| Purpose | Create a Poem. | | |

| | A | B | C | D | E |
|----------------------|---|---|---|--|--|
| Writing and Creating | <p>Create written poem for peers, developing and expanding on ideas, with supporting details from topics or texts.</p> <p>including topic specific vocabulary, relevant verb tenses and adverbs for effective descriptions</p> <p>I can include topic specific vocabulary and relevant verb tenses and adverbs for effective descriptions</p> | <p>Create written poem for peers, developing and expanding on ideas, with supporting details from topics or texts.</p> <p>including topic specific vocabulary, relevant verb tenses and adverbs</p> <p>I can include topic specific vocabulary</p> <p><i>The man went to the river vs The swagman went to the billabong</i></p> <p>I can include relevant verb tenses and adverbs</p> | <p>Create written poem for peers, developing and expanding on ideas, with supporting details from topics or texts.</p> <p>I can write a poem for my peers</p> <p>I can develop and expand on ideas, with supporting details from topics or texts.</p> <p>I can include expanded noun groups</p> | <p>Create written text for peers, developing on ideas from a variety of Australian Poems and songs</p> | <p>Create written text developing on an idea from an Australian Poem or song</p> |
| | <p>Use a range of language features including literary devices.</p> <p>for effective descriptions, to engage the audience and to reinforce ideas in the text.</p> <p>I can use a range of literary devices for effective descriptions, to engage the audience and reinforce ideas in the text</p> | <p>Use a range of language features including literary devices.</p> <p>for effective descriptions, to engage the audience.</p> <p>I can use a range of literary devices for effective descriptions, to engage the audience.</p> | <p>Use language features including literary devices.</p> <p>Including figurative language such as simile or metaphor or personification</p> <p>I can use figurative language such as simile, metaphor and personification.</p> | <p>Explores language features including literary devices.</p> | |
| | <p>Spell using phonic, morphemic and grammatical knowledge.</p> <p>I can spell words using my phonics knowledge</p> | | | <p>Spells words using generalisations when writing.</p> | |

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Survival and the environment

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|--|--------------------|---------|---------------------|
| Student | | Teacher | |
| Learning area | SCIENCE | Subject | Biological Sciences |
| Technique | Assessment Booklet | | |
| Purpose | | | |
| To explain how particular structural features and behaviours of living things enable their survival in specific habitats. Student will describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. To use language features that reflect their purpose and audience when communicating their ideas and findings. | | | |

| | A | B | C | D | E |
|--|---|--|---|---|--|
| Science Understanding and Science as a Human Endeavour | Explain how the form and behaviour of living things including particular physiological characteristics and structural and behavioural features enables survival in specific unfamiliar habitats enable their survival from predators and ambush prey i.e. Crocodile in a desert, Q4 | Explain how the form and behaviour of living things including particular physiological characteristics in specific habitats enable their survival from predators and ambush prey i.e. Camouflage Q3a | Explain how the form and behaviour of living things including structural and behavioural features enables survival in specific habitats Q2b | explain how the structural features and behaviours living things enables survival | Identify structural features or behaviours of living things Q1 Q2a |
| | Describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. Include how 1 st nations knowledges and ways of working has built upon advances in modern science i.e., bush plants to medicines i.e., cool burns fire Part B Q2 | Describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time Include how scientists build on the work of others Part B Q1a, 1b | Describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time Part B Q1a | Identify groups that collaborate and describe the benefit | |
| | Use language features such as appropriate vocabulary that reflect their purpose and audience when communicating their ideas and findings | | | Choose language features that reflect their purpose when communicating their ideas and findings | Communicate their ideas and findings Words Pictures |

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Early Australia

| | | | |
|--|----------------------------------|---------|---|
| Student | | Teacher | |
| Learning area | HASS | Subject | History: Australia after 1800 + significant individuals in development of Australia |
| Technique | Test: Explanation (short answer) | | |
| Purpose | | | |
| To conduct an inquiry to answer the inquiry questions: <ul style="list-style-type: none">- How and why did the lives of the people in colonies change because of the gold rushes, Eureka Stockade and colonisation? How have individuals and groups contributed to the development of Australia? | | | |

| | A | B | C | D | E |
|-----------------------------|--|---|--|---|--|
| Knowledge and Understanding | explain the economic and political causes of the establishment of British colonies in Australia after 1800 Part A- Q 3 | explain the economic or social causes of the establishment of British colonies in Australia after 1800 Part A- Q3 | explain the causes of the establishment of British colonies in Australia after 1800 Part A- Q 2,3 | Identify the establishment of British colonies in Australia after 1800 Part A- Q 1, 2 | Identify British colonies Part A- Q 1 |
| | explain the roles, experiences and contributions of significant individuals or groups, in the development of an Australian colony and the impact of those developments Part B Part C | explain the roles and experiences of significant individuals or groups, in the development of an Australian colony and the impact of those developments Part B Part C | explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments Part B Part C | explain the roles of significant individuals or groups in the development of an Australian colony Part B Part C | Identify a significant individual or group in the development of an Australian colony Part B- Q 1 |
| Skills | evaluate sources to determine origin, purpose, inferred messages and perspectives, comparing similarities and or differences in accounts Part B Part D | evaluate sources to determine origin, purpose, inferred messages and perspectives Part B Part D | evaluate sources to determine origin and perspectives Part B Part D | examine sources to determine origin Part B Part D | examine given sources Part B Part D |

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Unit 3: Number

Assessment task 3.1 — Connecting decimals, fractions and percentages and using mathematical modelling to solve a problem

Purpose: To add and subtract fractions with the same and related denominators and represent and connect percentages with fraction and decimal equivalents. To use mathematical modelling to formulate and solve a practical problem using chosen arithmetic operations.

Student Name:

Teacher Name:

| | A | B | C | D | E |
|----------------------------|---|--|---|--|--|
| Understanding, Fluency | Adds and subtracts fractions, including mixed numerals, with both same and related denominators and explains why equivalence is used. Represents and connects common percentages to their fraction and decimal equivalents and uses complementary percentages to describe and compare relative size. | Adds and subtracts fractions, including mixed numerals, with both same and related denominators. Represents and connects common percentages to their fraction and decimal equivalents and uses percentages to describe relative size. | Adds and subtracts fractions with the same or related denominators. Represents common percentages and connects them to their fraction and decimal equivalents. | Records an equivalent fraction. Adds and/or subtracts fractions with the same denominator. Represents a common percentage. | Performs calculations involving addition or subtraction. Recognises a common percentage. |
| Problem solving, reasoning | Uses mathematical modelling to formulate and solve a practical problem, interprets results including choice of operations and efficient strategies, and explains how the planning to adapt a recipe can be used in another context. | Uses mathematical modelling to formulate and solve a practical problem using chosen operations and strategies to adapt a recipe. Interprets results including choice of operations and efficiency of strategies. | Uses mathematical modelling to solve a practical problem, formulating and solving problems, choosing arithmetic operations and interpreting results by adapting a recipe. | Uses mathematical modelling to make planning decisions, represent the problem, and perform simple calculations using chosen strategies to adapt ingredients. | Uses mathematical modelling to make planning decisions, represent the problem and/or perform simple calculations using strategies. |
| Feedback: | | | | | |

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Unit 3: Measurement and Space

Assessment task 3.2 — Connecting objects to nets and measuring length, mass, capacity, perimeter and area

Purpose: To connect objects to their nets. To choose and use appropriate metric units to measure length, mass and capacity. To solve problems involving perimeter and area.

Student Name:

Teacher Name:

| | A | B | C | D | E |
|------------------------|--|---|---|--|---|
| Understanding, Fluency | <p>Connects objects to their two-dimensional nets, sketches possible nets and justifies choices using shape and relative position of faces on given and sketched nets.</p> <p>Part A – Q4</p> <p>Chooses and uses appropriate metric units, including smaller or a combination of units, to obtain a more accurate measure of length, mass and capacity and explains how chosen appropriate metric units were used for a more accurate measurement.</p> <p>Solves problems involving perimeter and area using an efficient way to measure perimeter and calculates the largest and smallest area for a given perimeter.</p> <p>Part B – Q5</p> | <p>Connects objects to their two-dimensional nets and justifies choices using shape and relative position of faces on given nets.</p> <p>Part A – Q3</p> <p>Chooses and uses appropriate metric units, including smaller or a combination of units, to obtain a more accurate measure of length, mass and capacity.</p> <p>Part B – Q1</p> <p>Solves problems involving perimeter and area using an efficient way to measure perimeter.</p> <p>Part B – Q4</p> | <p>Connects objects to their two-dimensional nets.</p> <p>Part A – Q2</p> <p>Chooses and uses appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area.</p> <p>Part B – Q1</p> <p>Part B – Q2, Q3</p> | <p>Connects face/s of an object to the shape/s on its net.</p> <p>Part A – Q1</p> <p>Chooses and uses metric units to measure length, mass, capacity and calculates perimeter and area.</p> <p>Part B – Q1</p> | <p>Connects key features to an object.</p> <p>Uses metric units to measure length, mass or capacity and calculates perimeter or area.</p> |
| Feedback: | | | | | |