

Year 6 Marking Guides Term 3



Persuasive Journeys

Student		Teacher			
Learning area	ENGLISH	Subject	Informative Text		
Technique	Test: Reading Comprehension				
Purpose					
To analyse and evaluate persuasive texts.					
	A	B	C	D	E
Reading and Viewing	read, view and comprehend different texts (two persuasive media texts) created to inform, influence or engage audiences. Identifies main idea and related/supporting ideas. Draws inferences and verifies using textual evidence. (A -Q2, Q4)	read, view and comprehend different texts (two persuasive media texts) created to inform, influence or engage audiences. Identifies main idea and related/supporting ideas. Draws inferences. (A-Q2 & 4)	read, view and comprehend different texts (two persuasive media texts) created to inform, influence or engage audiences. Identifies main idea and related/supporting ideas. (A-Q1)	Read/listen and identify some elements from different texts.	
	Identify, compare and explain similarities and differences in how ideas are presented and developed including through layout, images, text type and how texts reflect contexts and influence the reader. (Q6)	Identify, compare similarities and differences in how ideas are presented and developed including through layout, images, text type and how texts reflect contexts. (B-Q6)	Identify similarities and differences in how ideas are presented and developed including through layout, images, text type and how texts reflect contexts. (B-Q6)	Recognise similarities and differences in how ideas are presented and developed including through layout, images, text type and how texts reflect contexts.	
	explain how language features including literacy devices, and visual features (modality, images and vocabulary) clearly communicate about the topic and influence audiences (A-Q3)	explain how language features including literacy devices, and visual features (modality, images and vocabulary) influence audiences(A-Q3)	explain how language features including literacy devices, and visual features (modality) influence audiences (A-Q3, Q5)	Identify language features	

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Student				Teacher	
Learning area	ENGLISH			Subject	Persuasive Text
Technique	Extended Response: Present your holiday destination.				
To persuade an audience to travel to a holiday destination					
	A	B	C	D	E
Speaking and Listening	interact with others, and listen to and create spoken persuasive texts I can interact with others, and listen to and create a spoken persuasive texts on a holiday destination			Listen to and create spoken persuasive texts	
	To inform an audience, they persuade, share, develop, explain and elaborate on ideas from a variety of persuasive topics with greater detail and strong modality I can share, develop, explain and elaborate on ideas for a holiday destination with greater detail and strong modality	To inform an audience, they persuade, share, develop, explain and elaborate on ideas from a variety of persuasive topics with detail and modality I can share, develop, explain and elaborate on ideas for a holiday destination with detail and modality	To inform an audience, they share, develop, explain and elaborate on ideas for a holiday destination I can share, develop, explain and elaborate on ideas for a holiday destination	To inform an audience, they share and develop ideas from a given topic.	Shares ideas about a given persuasive topic or point of view.
	Use and vary text structures to organise, develop and link ideas and the logical organisation of more complex ideas to accentuate key points. I can use persuasive text structures to cohesively organise, develop and link more complex ideas. I can accentuate key points	Use and vary text structures to organise, develop and link ideas developing cohesion through repetition of key words and phrases, to logically organise ideas. I can use persuasive text structures to cohesively organise, develop and link ideas.	Use persuasive text structures to organise, develop and link ideas. I can use persuasive text structures to organise, develop and link ideas. Introduction Hook Main ideas Conclusion	Use text structures to organise and develop ideas.	Uses sentences to develop ideas.
	Use and vary language features including topic-specific vocabulary, a selection of persuasive techniques and literary devices, including language to evoke emotion to present an argument and features of voice - prosody (pitch, tone, pace, volume). recognising the effects these have on audience understanding and engagement I can use a selection of persuasive techniques and literary devices to engage the audience	Use and vary language features including topic-specific vocabulary, a selection of persuasive techniques and literary devices, including language to evoke emotion to present an argument and features of voice - prosody (pitch, tone, pace, volume). I can include a selection of persuasive techniques and literary devices Hyperbole Evaluative language Rhetorical questions Metaphors Elaborated noun groups I can use features of voice such as adjusting pitch and tone	Use and vary language features including topic-specific vocabulary, and features of voice - pace, volume. I can include topic specific vocabulary I can use features of voice such as adjusting pace and volume	Use language features including common vocabulary, a multimodal feature and a feature of voice.	Uses a feature of voice.

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Mouldy Bread

Student		Teacher	
Learning area	Science	Subject	Biological Sciences
Technique	Investigation: Mouldy Bread		
Purpose			
To explain how changes in physical conditions affect living things by investigating the growth of mould on bread.			

		A	B	C	D	E
Knowledge and Understanding	Biological Sciences	Explain how changes in physical conditions and recognising environmental conditions affect living things in stages of life by investigating the growth of mould on bread. Analyse how the growth and survival of mould is affected by changing physical conditions.	Explain how changes in physical conditions and recognising environmental conditions affect living things in stages of life by investigating the growth of mould on bread.	Explain how changes in physical conditions affect living things by investigating the growth of mould on bread.	Identifies that certain conditions affect living things by investigating the growth of mould on bread.	
	Processing, modelling and analysing	Construct, analyse and use appropriate representations to organise and process data and information and describe patterns, trends and relationships	construct and use representations to organise and process data and information and describe patterns, trends and relationships	construct representations to organise and process data and information and describe patterns, trends and relationships	Uses provided representations to describe patterns, trends and relationships	
Science Inquiry	Communicating	Select and use appropriate vocabulary and a selection of language features effectively for their purpose and audience when communicating their ideas and findings.	Select and use appropriate vocabulary and language features effectively for their purpose and audience when communicating their ideas and findings.	Select and use language features effectively for their purpose and audience when communicating their ideas and findings.	Choose language features when communicating their ideas and findings.	Communicate their ideas and findings.

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A Diverse World

Student		Teacher			
Learning area	HASS	Subject	Geography		
Technique	Investigation				
Purpose					
To demonstrate an understanding of the diversity of Asian countries by representing, interpreting and describing data and information about the characteristics of places.					
	A	B	C	D	E
Knowledge and Understanding	explain the geographical diversity of places, and the effects such as, the differences in population and life expectancy, comparing daily lives of people and interconnections with other countries. Q1, Q2,	explain the geographical diversity of places, and the effects such as, the differences in population and life expectancy and interconnections with other countries Q1, Q2,	explain the geographical diversity of places, and the effects of interconnections with other countries Q1, Q2	explain the geographical diversity of places	
	evaluate a range of information and data formats such as graphic organisers and maps to identify and describe patterns, trends and inferred relationships and their cause-effect	evaluate a range of information and data formats such as graphic organisers and maps to identify and describe patterns, trends or inferred relationships and their cause-effect	evaluate a range of information and data formats such as graphic organisers and maps to identify and describe patterns and trends Q1, Q2	examine a range of information and data formats	
Skills	evaluate valid evidence to draw conclusions and provide reasons	evaluate valid evidence to draw conclusions	evaluate evidence to draw conclusions Q1, Q2	examine evidence to draw conclusions	examine evidence
	select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations supported by evidence, including visual materials	select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations, including visual materials	select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations Q1, Q2	select findings from sources and use relevant terms to present descriptions	select findings from sources and present descriptions

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Unit 3: Number

Assessment task 3.1 — Using mathematical modelling to solve a practical problem involving percentages and rational numbers^a

Purpose: To use mathematical modelling to find the best deal using percentages and rational numbers.

Student Name:

Teacher Name:

	A	B	C	D	E
Problem solving, Reasoning	<p>Uses mathematical modelling to make considered decisions, formulate and solve a financial practical problem involving percentages and rational numbers.</p> <p>Justifies the best deals using financial and reasoned considerations relevant to the situation and explains efficiency of planning and/or solving the problem, including relevant improvements.</p> <p>Interprets formulated model and explains how it can be used in another context.</p> <p>Part B</p> <p>Part C</p> <p>Part D</p>	<p>Uses mathematical modelling to make decisions, formulate and solve a financial practical problem involving percentages and rational numbers, justifying the best deals using financial contexts and explaining efficiency of planning and/or solving the problem.</p> <p>Part B</p> <p>Part C</p> <p>Part D</p>	<p>Uses mathematical modelling to make decisions about and solve a financial practical problem involving percentages and rational numbers, formulating and solving the problem, and justifying best deals using a financial context.</p> <p>Part B</p> <p>Part C</p>	<p>Uses mathematical modelling to make decisions, represent their shopping list, perform calculations and describe choices.</p> <p>Part A</p>	<p>Uses mathematical modelling to make decisions, represent their shopping list and perform calculations about discount amounts.</p> <p>Part A</p>
Feedback:					

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Unit 3: Measurement and Space

Assessment task 3.2 — Adding and subtracting fractions, converting units of measurement and solving area and angle problems

Purpose: To add and subtract fractions with related denominators. To convert between common units of length, mass and capacity and use all 4 operations with decimals. To solve problems involving areas of a rectangle and angle properties.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	<p>Solves problems involving addition and subtraction with related and unrelated denominators, determining the lowest common denominator. Part A, Q2c, d</p> <p>Converts between common units of length, mass and capacity, including non-adjacent units, and solves a measurement conversion problem. Part B Q5</p> <p>Uses the formula for the area of a rectangle to solve problems, including calculating the area of a combination of rectangles and identifying the smallest and largest perimeters for the same area. Part C Q3</p> <p>Uses angle properties to solve problems, including with combinations of angles, and explains how angle properties helped find the solution. Part C Q8a, b</p> <p>Uses all 4 operations with decimals expressed to different numbers of places including solving problems up to thousandths and connects decimal representations of measurements to the metric system. Part B Q9</p>	<p>Solves problems involving addition and subtraction with related denominators, determining the lowest common denominator. Part A Q2a, b</p> <p>Converts between common units of length, mass and capacity and solves a measurement conversion problem. Part B Q8</p> <p>Uses the formula for the area of a rectangle to solve problems, including calculating the area of a combination of rectangles. Part C Q2</p> <p>Uses angle properties to solve problems, including with combinations of angles. Part C Q7b</p> <p>Uses all 4 operations with decimals including solving problems up to thousandths and connects decimal representations of measurements to the metric system. Part B Q8</p>	<p>Adds and subtracts fractions with related denominators. Part A Q1c, d</p> <p>Converts between common units of length, mass and capacity. Part B Q2,3 & 4</p> <p>Uses the formula for the area of a rectangle and angle properties to solve problems. Part C Q1d & 7</p> <p>Uses all 4 operations with decimals and connects decimal representations of measurements to the metric system. Part B Q7c, d, e & f</p>	<p>Adds or subtracts fractions with related denominators. Part A Q1c, d</p> <p>Converts between common units of length, mass or capacity. Part B Q2 or 3 or 4</p> <p>Calculates the area of a rectangle using side lengths. Part C Q1b, c</p> <p>Identifies angle properties. Part C Q4, 5 & 6</p> <p>Uses operations with decimals and connects decimal representations of measurements to the metric system. Part B Q7a, b</p>	<p>Adds and/or subtracts fractions with the same denominators. Part A Q1a, b</p> <p>Recognises the equivalence of measurements for length, mass or capacity. Part B Q1a, b, c & d</p> <p>Identifies the area of a rectangle using square units. Part C Q1a</p> <p>Identifies a property of angles. Part C 4 or 5 or 6</p> <p>Uses an operation with decimals. Part B Q7</p>
Feedback:					