

Year 2 Marking Guides Term 3



Who's your favourite?

Year 2

Learning area	ENGLISH	Subject	Persuasive Text: Fairy Tale Characters
Technique	Spoken Response		
Purpose	Share ideas to express a preference for a character, 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.	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.	Shares ideas and topic knowledge when they express a preference for a character, including details from topics of interest or texts.	Shares a preference for a character, using simple sentences with topic-specific vocabulary.	Shares ideas about a character, using simple words and phrases.
	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.	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.	Organises and links ideas, and uses language features including topic-specific vocabulary and features of voice.		
	Interacts with others, and listens to and creates spoken texts including stories.* Monitoring Strategy				Not yet demonstrating

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Who's Your Favourite?

Year 2

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.	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.	Reads, views and comprehends an imaginative text, identifying literal and inferred meaning, and how ideas are presented through characters and events.	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.	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.	Describes how similar topics and information are presented through the structure of narrative and informative texts, and identifies their language features and visual features.	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.
	Uses phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. Monitoring Strategy Part A			Not yet demonstrating:	
	Uses punctuation for phrasing and fluency. Monitoring Strategy Part A			Not yet demonstrating	

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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.

	Applying	Connecting	Working with	Exploring	Beginning
Problem-Solving	Uses mathematical modelling to solve practical multiplicative situations, represents situations, chooses calculation strategies and interprets decisions about calculation strategies, fairness and use of remainders, and communicates the solutions in terms of the contexts.	Uses mathematical modelling to solve practical multiplicative problems, represents situations, chooses calculation strategies, and communicates the solutions in terms of the contexts.	Uses mathematical modelling to solve practical multiplicative problems, represents situations, and chooses calculation strategies.	Uses mathematical modelling to solve practical multiplicative problems by representing situations and using calculation strategies.	Uses mathematical modelling to solve practical multiplicative problems by representing a practical problem and using a calculation strategy.

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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.

	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.	Identifies and represents part-whole relationships of halves, quarters and eighths in measurement contexts and uses repeated halving to show fractions in different ways.	Identifies and represents part-whole relationships of halves, quarters and eighths in measurement contexts.	Identifies and represents part-whole relationships of halves, quarters or eighths in measurement contexts.	Represents part-whole relationships of halves, quarters or eighths in measurement contexts.
	Uses and chooses suitable uniform informal units to measure and compare shapes and objects based on the attributes of length, capacity and mass and justifies choice of unit.	Uses and chooses suitable uniform informal units to measure and compare shapes and objects based on the attributes of length, capacity and mass.	Uses uniform informal units to measure and compare the lengths of shapes and objects, and the capacity and mass of objects.	Uses uniform informal units to measure and compare the lengths of shapes and objects, and the capacity or mass of objects.	Uses uniform informal units to measure the lengths of shapes and objects, and the capacity and mass of objects. x compare
	Compares and classifies shapes in different ways including in the environment, describing features using formal spatial terms.	Compares and classifies shapes in different ways, describing features using formal spatial terms.	Compares and classifies shapes, describing features using formal spatial terms.	Compares and classifies shapes, describing a feature using a formal spatial terms.	Compares and classifies shapes, describing a feature using a spatial term.

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Material Madness

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	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	Suggests steps to be followed in an investigation, including using informal measures of distance, follows safe and fair procedures to make and record observations and engages in a guided discussion about how to measure something in a fair way.	Suggests steps to be followed in an investigation, including using informal measures of distance and follows safe procedures to make and record observations.	Suggest steps to be followed in an investigation and follow safe procedures to make and record observations.	Follows safe procedures to make and record observations.	Follows safe procedures to make or record observations.	
	With guidance, compares their observations with those of others, identifies whether their investigation was fair, proposes ways to ensure fairness, and reflects on learnings to answer the investigation question and identify further questions that extend the investigation.	With guidance, compares their observations with those of others, identifies whether their investigation was fair, proposes ways to ensure fairness, answers the investigation question and identifies a further question.	With guidance, they compare their observations with those of others, identify whether their investigation was fair and identify further questions	With guidance, compares an observation with their prediction and observations of others, and identifies whether their investigation was fair.	With guidance, compares an observation with their prediction and observations of others.	

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Technology Changes Over Time

Learning area	HASS	Subject	History
Technique	Investigation		
Purpose			
To 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. To 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.	Identify the effects of changes by comparing past and present objects in technologies on people's lives.	Identify the effects of changes in technologies on people's lives.	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	Develop inquiry questions, and collect, sort and record similarities or differences of related information about technology and data from observations and provided sources.	Develop questions, and collect, sort and record related information about technology and data from observations and provided sources	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.	Interpret information and data from observations about technology using relevant information.	Interpret information and data about technology.	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.	Use interpretations to draw conclusions and make proposals about how aspects of technology impacted on the way people played music in the past.	Use interpretations to draw conclusions and make proposals about technologies.	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