

# Year 3 Marking Guides Term 3



## Fear Factor

## Year 3

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

|                      | A                                                                                                                                                                                                                                                                                                                                   | B                                                                                                                                                                                                                       | C                                                                                                                                                                                    | D                                                                                                                               | E                                                                                                                                                         |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing and Creating | Creates a written imaginative text based on the theme of fear 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.                                                                                                 | Creates a written imaginative text based on the theme of fear by sequencing ideas including relevant details from learnt topics, topics of interest or texts to engage an audience.                                     | Creates a written imaginative text based on the theme of fear to narrate for an audience, relating ideas including relevant details from learnt topics, topics of interest or texts. | Creates a written imaginative text, relating ideas from learnt topics, topics of interest or texts, to narrate for an audience. | Creates a written imaginative text using simple sentences to relate ideas and uses vocabulary from learnt topics, topics of interest or texts to narrate. |
|                      | 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. | 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. | Use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices.                                        | Uses text structures and language features including simple and/or compound sentences and topic-specific vocabulary.            |                                                                                                                                                           |
|                      | Spells multisyllabic words using phonic and morphemic knowledge, and high-frequency words.                                                                                                                                                                                                                                          |                                                                                                                                                                                                                         |                                                                                                                                                                                      | Not yet demonstrating                                                                                                           |                                                                                                                                                           |
|                      | Write texts using letters that are accurately formed and consistent in size                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                         |                                                                                                                                                                                      | Not yet demonstrating                                                                                                           |                                                                                                                                                           |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------|---------------------------|
| Learning area                                                                                                                                                   | ENGLISH:                    | Subject | Imaginative Text - Kumiko |
| Technique                                                                                                                                                       | Test: Reading Comprehension |         |                           |
| Purpose                                                                                                                                                         |                             |         |                           |
| To read and comprehend a passage, drawing on knowledge of context, text structure and language features, and evaluate language and visual features in the text. |                             |         |                           |

|                     | A                                                                                                                                                                                                                                          | B                                                                                                                                                                                                      | C                                                                                                                                                        | D                                                                                                                                                            | E                                                                                                              |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Reading and Viewing | Reads, views and comprehends an imaginative text, building literal meaning and connecting different parts of the text, visual features, prior knowledge and/or experience to explain inferred meaning, with a range of supporting details. | Reads, views and comprehends an imaginative text, building literal meaning and connecting different parts of the text, visual features, prior knowledge and/or experience to explain inferred meaning. | Reads, views and comprehends an imaginative text, recognising its purpose and audience.<br><br>Identifies literal meaning and explains inferred meaning. | Reads words, phrases or sentences in an imaginative text and views supporting visual features, identifying simple literal ideas about characters and events. | Attempts to read an imaginative text and views supporting visual features, making a statement about the story. |
|                     | Describes how stories are developed through a range of details about characters and events.                                                                                                                                                | Describes how stories are developed through characters and events.                                                                                                                                     | Describes how stories are developed through characters and/or events.                                                                                    |                                                                                                                                                              |                                                                                                                |
|                     | Describes purpose and audience providing supporting details, including how the text is structured and presented.                                                                                                                           | Describes purpose and audience providing supporting details about how the text is structured and presented.                                                                                            | Describes how the text is structured and presented.                                                                                                      | Identifies a text structure, language feature and visual feature in the text.                                                                                | Identifies a text structure, language feature or visual feature in the text.                                   |
|                     | Describes a range of language features, including topic-specific vocabulary and literary devices, and how these help create mood and shape meaning, using the most relevant examples from the text.                                        | Describes the language features, including topic-specific vocabulary and literary devices, and how these help create mood and shape meaning.                                                           | Describes the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning.               |                                                                                                                                                              |                                                                                                                |
|                     | Reads fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.<br><br>Monitoring Strategy                                                                                |                                                                                                                                                                                                        |                                                                                                                                                          | Not yet demonstrating                                                                                                                                        |                                                                                                                |

# Year 3 Marking Guides Term 3



## Unit 3: Number

Mathematics AC V9

Year 3

### Assessment task 3.1 — Representing fractions and using mathematical modelling to solve practical problems<sup>\*</sup>

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

|                        | A                                                                                                                                                                                                                                                                                                                                       | B                                                                                                                                                                                                                   | C                                                                                                                                                                                | D                                                                                                                        | E                                                                                                                          |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Understanding, Fluency | Represents unit fractions and their multiples in different ways, compares and connects the size of fractions and their denominators.                                                                                                                                                                                                    | Represents unit fractions and their multiples in different ways and compares the size of fractions.                                                                                                                 | Represents unit fractions and their multiples in different ways.                                                                                                                 | Recognises representations of unit fractions.                                                                            | Recognises that fractions represent equal parts of a whole.                                                                |
| Problem-Solving        | Uses mathematical modelling to formulate problems including with number sentences, solves practical multiplicative problems using a range of calculation strategies, involving recall of threes and fours facts, interprets how the number sentences are connected to the problem and communicates solutions in terms of the situation. | Uses mathematical modelling to formulate and solve practical multiplicative problems using a range of strategies, involving recall of threes and fours facts, and communicates solutions in terms of the situation. | Uses mathematical modelling to solve practical problems involving multiplicative problems, recalling multiplication facts for threes and fours, and using a range of strategies. | Uses mathematical modelling to make planning decisions and represent practical problems involving single-digit division. | Uses mathematical modelling to make a planning decision and represent a practical problem involving single-digit division. |

# Year 3 Marking Guides Term 3



## Unit 3: Length, Mass, Capacity

Mathematics AC V9

Year 3

### Assessment task 3.2 — Measuring length, mass and capacity, making and classifying objects and identifying angles and comparing them to right angles\*

**Purpose:** To estimate, compare and measure length, mass and capacity of objects. To make, compare and classify objects. To compare angles to a right angle.

|                           | A                                                                                                                                                                                                           | B                                                                                                                                                                   | C                                                                                                                                      | D                                                                                                                   | E                                                                                                      |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Understanding and Fluency | Uses familiar metric units when estimating, comparing and measuring the length, mass and capacity of objects <b>and explains suitability of benchmarks to make reasonable estimations.</b>                  | Uses familiar metric units when estimating, comparing and measuring the length, mass and capacity of objects <b>and chooses suitable benchmarks for estimation.</b> | Uses familiar metric units when estimating, comparing and measuring the length, mass and capacity of objects.                          | Uses familiar metric units when estimating, comparing and measuring the length, mass <b>or</b> capacity of objects. | Uses familiar metric units <b>to measure</b> length, mass <b>or</b> capacity of <b>everyday items.</b> |
|                           | Makes, compares <b>and</b> classifies objects and identifies and describes an everyday object using key features, <b>explaining why its features are suitable for its use.</b>                              | Makes, compares <b>and</b> classifies objects and identifies and describes an everyday object using key features.                                                   | Makes, compares <b>and</b> classifies objects using key features such as shape and number of faces and/or surfaces, edges and vertices | Makes, <b>and</b> classifies an object using key features                                                           | Makes <b>or</b> classifies an object using key features                                                |
|                           | Identifies angles as measures of turn, compares them to right angles, <b>and</b> classifies them as greater than, less than or equal to a right angle, <b>including describing them in the environment.</b> | Identifies angles as measures of turn, compares them to right angles, <b>and</b> classifies them as greater than, less than or equal to a right angle.              | Identifies angles as measures of turn <b>and</b> compares them to right angles.                                                        | Identifies angles as measures of turn                                                                               | Identifies an angle as a measure of turn.                                                              |

# Year 3 Marking Guides Term 3



## Hot Stuff!

|               |                                                                                                                                                                                                                                                                                                                                                      |         |                   |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------|
| 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            | Identifies and explains sources of heat energy, identifies examples of heat transfer, explains changes in the temperature of objects and proposes explanation for heat transfer.                                                                             | Identifies and explains sources of heat energy, identifies examples of heat transfer and explains changes in the temperature of objects.                                                                                             | Identifies sources of heat energy and examples of heat transfer.<br><br>Explain changes in the temperature of objects.                         | Identifies sources of heat energy and a change in the temperature of objects.     | Identifies sources of heat energy or a change in the temperature of objects. |
|                             | Use and influence of science | Identify solutions that use scientific explanations and meet a need and solve a problem.                                                                                                                                                                     | Identify solutions that use scientific explanations and meet a need.                                                                                                                                                                 | Identify solutions that use scientific explanations                                                                                            | Identify a solution.                                                              |                                                                              |
| Science Inquiry             | Planning and conducting      | Uses scaffolds to plan a safe investigation, considering the safe use of materials and equipment, and identifies what to change and measure and further elements to be controlled in a fair test.                                                            | Uses scaffolds to plan a safe investigation and fair test, considering the safe use of materials and equipment.                                                                                                                      | Uses scaffolds to plan a safe investigation and fair test.                                                                                     | Uses a scaffold to plan safe investigations or fair tests.                        | State a safety consideration.                                                |
|                             | Evaluating                   | Compares 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. | Compares 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. | Compares their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions. | With support, compares their findings with those of others and draw a conclusion. | Draw a conclusion.                                                           |
|                             | Planning and conducting      | Uses familiar classroom instruction to make measurements.<br>Monitoring Strategy                                                                                                                                                                             |                                                                                                                                                                                                                                      |                                                                                                                                                | Not yet demonstrating                                                             |                                                                              |

# Year 3 Marking Guides Term 3



## Who are our Neighbours?

|                                                                                                                                                                                                                                                                                                                                                   |      |         |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|-----------|
| 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                     | 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 | Describe using a globe or digital source (map), the direction or representation of places, within and near Australia such as Indonesia and New Zealand.                                     | Identify, using a globe or digital source (map) a place, within and near Australia. |                                |
|                             | 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. | 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. | 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.                                                                                                                                        | Recognise information and data in different formats                                 | Recognise information and data |
|                             | Use ideas from sources, and subject-specific terms to present descriptions and explanations.<br>Monitoring Strategy                                                                                                          |                                                                                                                                                                                                            |                                                                                                                                                                                             | Not yet demonstrating                                                               |                                |