Year 5 Marking Guides Term 3

Persuading Others

Student		**Teacher**	
Learning area	English	**Subject**	Speaking & Listening
Technique	Presentation		
Purpose			
Students will create a spoken persuasive presentation for an **audience of peers** to convince them of an idea of how to improve the school/community.			

	A	B	C	D	E
Speaking & Listening	Shares, develops and expands on ideas and opinions, using researched and justified supporting details, moving beyond bare assertions to take into account the opinions of others to persuade the audience and enhance audience engagement and understanding.	Shares, develops and expands on ideas and opinions, using researched supporting details, moving beyond bare assertions to take into account the opinions of others to persuade the audience.	Shares, develops and expands on ideas and opinions, using supporting details, to persuade the audience	Shares, develops and/or expands on opinions to persuade the audience	Shares opinions using text structures and/or topic-specific vocabulary and/or features of voice.
	Uses persuasive text structures to logically sequence, organise, develop and link ideas, to enhance audience understanding.	Uses persuasive text structures to logically sequence, organise, develop and link ideas.	Uses persuasive text structures to organise, develop and link ideas.	using text structures,	
	Uses a broad range of language features including persuasive devices, precise topic-specific vocabulary and literary devices to suit the purpose and varies features of voice to suit their audience.	Uses a range of language features including persuasive devices, topic-specific vocabulary and literary devices, and varies features of voice.	Uses language features including topic-specific vocabulary and literary devices and features of voice.	topic-specific vocabulary and/or features of voice.	
	Interacts with others, and listens to and creates spoken and/or multimodal texts including literary texts. *			Not yet demonstrating	

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Survival and the environment

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. Students describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time.			

	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, as well as structural and behavioural features, enable them to survive in unfamiliar habitats by avoiding predators and successfully ambushing 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 1st 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:

- *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	explain the economic or social causes of the establishment of British colonies in Australia after 1800	explain the causes of the establishment of British colonies in Australia after 1800	Identify the establishment of British colonies in Australia after 1800	Identify British colonies
	explain the roles, experiences and contributions of significant individuals or groups, in the development of an Australian colony and the impact of those developments	explain the roles and experiences of significant individuals or groups, in the development of an Australian colony and the impact of those developments	explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments	explain the roles of significant individuals or groups in the development of an Australian colony	Identify a significant individual or group in the development of an Australian colony
Skills	evaluate sources to determine origin purpose, inferred messages and perspectives, comparing similarities and or differences in accounts	evaluate sources to determine origin, purpose, inferred messages and perspectives	evaluate sources to determine origin and perspectives	examine sources to determine origin	examine given sources

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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	Orders and represents, adds and subtracts fractions with the same and related denominators, including mixed numerals, using different strategies.	Orders and represents, adds and subtracts fractions with the same and related denominators, using different strategies.	Orders and represents, adds and subtracts fractions with the same or related denominators.	Orders and represents fractions, adds or subtracts fractions with the same denominator.	Orders and represents fractions with the same denominator.
	Represents and connects common percentages to their fraction and decimal equivalents and uses percentages including complementary percentages to describe and compare relative size.	Represents and connects common percentages to their fraction and decimal equivalents and uses percentages to describe and compare relative size.	Represents common percentages and connects them to their fraction and decimal equivalents.	Represents common percentages and connects them to their fraction or decimal equivalents	Represents common percentages.
Problem solving, reasoning	Uses mathematical modelling to solve a practical problem; formulates the problem with deep understanding of the situation, chooses efficient operations and calculations strategies to solve a practical problem, and interprets results including remainder and communicates in terms of adapting a recipe.	Uses mathematical modelling to solve a practical problem; formulates the problem using additive and multiplicative strategies, chooses operations and calculation strategies, solves a practical problem, and interprets results and communicates in terms of adapting a recipe.	Uses mathematical modelling to solve a practical problem; formulates the problem using additive strategies, chooses operations, solves a practical problem, and interprets results in terms of adapting a recipe.	Uses mathematical modelling to make planning decisions; formulates the problem, solves calculations using chosen strategies and describes results in terms of adapting ingredients.	Uses mathematical modelling to make planning decisions; formulates the problem and solves simple calculations using chosen 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, area and angles☆

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	Connects objects to their two-dimensional nets and chooses and sketches nets that will construct prisms, explaining the importance of the placement of the faces.	Connects objects to their two-dimensional nets and chooses nets that will construct a triangular prism, considering the placement of the faces.	Connects objects to their two-dimensional nets.	Connects an object to its two-dimensional net.	Connects face/s of an object to the shape/s on its net.
	Chooses, uses and explains choice of appropriate metric units, including smaller units or a combination of units, to obtain an accurate measure of length, mass and capacity and solves problems involving perimeter and area, including efficiently calculating perimeter and determining areas when given a perimeter.	Chooses and uses appropriate metric units, including smaller units or a combination of units, to obtain an accurate measure of length, mass and capacity and solves problems involving perimeter and area of rectangles, including efficiently calculating perimeter.	Chooses and uses appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area of rectangles.	Chooses and uses metric units to measure length, mass and capacity, and calculates perimeter and area of rectangles.	Uses metric units to measure length, mass or capacity and calculates perimeter or area of rectangles.
	Estimates, constructs and measures angles in degrees, classifies and relates these measures to angle names, and uses angle measures and side lengths to construct a triangle	Estimates, constructs and measures angles in degrees and classifies and relates these measures to angle names.	Estimates, constructs and measures angles in degrees.	Estimates and constructs or measures angles in degrees.	Estimates, constructs or measures angles in degrees.
Feedback:					