

Year 6 Marking Guides Term 3

Persuasive Journeys

Student		Teacher			
Learning area	ENGLISH	Subject	Persuasive Spoken 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			Not yet demonstrating	
	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	To inform an audience, they persuade, share, develop, explain and elaborate on ideas from a variety of persuasive topics with detail and modality	To inform an audience, they 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.	Use and vary text structures to organise, develop and link ideas developing cohesion through repetition of key words and phrases, to logically organise ideas.	Use and vary persuasive text structures to organise, develop and link ideas.	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	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). Hyperbole Evaluative language Rhetorical questions Metaphors Elaborated noun groups	Use and vary language features including topic-specific vocabulary, and features of voice - pace, volume.	Use language features including common vocabulary, a multimodal feature and a feature of voice.	Uses a feature of voice.

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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	Reads, views and comprehends different texts created to influence or engage audiences, summarising the main idea and related ideas, drawing inferences and verifying using textual evidence. Q 2, 5	Reads, views and comprehends different texts created to influence or engage audiences, identifying the main idea and related ideas, and drawing inferences and verifying using textual evidence. Q 3, 6	read, view and comprehend different texts (two persuasive media texts) created to influence or engage audiences. (A-Q1) Q1	Reads words, phrases and sentences and views visual and/or multimodal features in different texts created to inform audiences, identifying literal or simple inferred meaning about the text.	Attempts to read and view visual and/or multimodal features in different texts created to inform audiences, making a statement about the text.
	Identify, compare and explains 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. PB Q1	Identify, compare similarities and differences in how ideas are presented and developed including through layout, images, text type and how texts reflect purpose and context. PB Q1	Identify similarities and differences in how ideas are presented and developed including through layout, images, text type and how texts reflect contexts. Identifies how texts have similar and different text structures to reflect purpose. PB Q1	Identifies similarities or differences in how ideas are presented or developed and a text structure that reflects purpose.	Identifies a similarity or difference in how ideas are presented.
	Explains how language features including modality, use of objective and subjective language, and visual features are used to clearly communicate about the topic and influence audiences. Q 4	Explains how language features including modality, use of objective and subjective language and visual features influence audiences. Q 4	Explains how language features including modality, and visual features influence audiences. Q 4	Identifies language features and visual features that influence audiences.	Identifies a text structure, language feature or visual feature.

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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	
	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
Skills	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 — Design a game board and answers for Challenge cards^o

Purpose: To order common fractions and add and subtract fractions with related denominators and use mathematical modelling to design a board game.

Student Name:

Teacher Name:

	A	B	C	D	E
Problem solving, Reasoning	Uses mathematical modelling to solve a practical <u>problem</u> : formulates the problem meeting the requirements, designs a board game using percentages, justifies the choices including planning decisions and calculation strategies, communicates the findings and uses digital tools.	Uses mathematical modelling to solve a practical <u>problem</u> : formulates the problem meeting the requirements, designs a board game using percentages, justifies the choices including planning decisions and calculation strategies, communicates the findings and uses digital tools.	Uses mathematical modelling to solve a practical <u>problem</u> : formulates the problem, designs a board game using percentages, and justifies choices.	Uses mathematical modelling to solve a practical <u>problem</u> : represents the situation, calculates the number of different types of squares on the board using percentages, and describes choices.	Uses mathematical modelling to solve a practical <u>situation</u> : represents the situation, calculates the number of a type of square on the board using percentages, and describes a choice.
Understanding and Fluency	Orders and compares common fractions, justifies reasons referring to converting to equivalent fractions, and adds and subtracts fractions with related denominators, by representing the equations showing equivalent fractions with the lowest common denominator.	Orders and compares common fractions, giving reasons, and adds and subtracts fractions with related denominators by representing equations showing the equivalent fractions.	Orders common fractions, giving reasons, and adds and subtracts fractions with related denominators.	Orders common fractions, giving a reason, and adds and subtracts a fraction with related denominators.	Orders common <u>fractions, and</u> adds or subtracts a fraction with related denominators.
Feedback:					

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Unit 3: Measurement and Space

Assessment task 3.2 — Converting units of measurement and solving area and angle problems

Purpose: 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	Converts between common units of length, mass and capacity, including non-adjacent units, and solves measurement conversion problems.	Converts between common units of length, mass and capacity and solves a measurement conversion problem.	Converts between common units of length, mass and capacity.	Converts between common units of length, mass or capacity.	Recognises the equivalence of measurements for length, mass or capacity.
	Uses the formula for the area of a rectangle to solve problems, including calculating the area of a combination of rectangles; identifies the smallest and largest perimeters for different rectangles with the same area; uses angle properties to solve problems, including finding the size of a combination of unknown angles; and explains how angle properties helped find the solution.	Uses the formula for the area of a rectangle to solve problems, including calculating the area of a combination of rectangles, and uses angle properties to solve problems, including finding the size of a combination of unknown angles.	Uses the formula for the area of a rectangle and angle properties to solve problems.	Uses the formula for the area of a rectangle to solve problems or uses angle properties to solve problems.	Identifies the formula for area of a rectangle or identifies a property of angles.
	Uses all 4 operations with decimals expressed to different numbers of decimal places, including solving problems up to thousandths, and connects decimal representations of measurements to the metric system.	Uses all 4 operations with decimals, including solving problems up to thousandths, and connects decimal representations of measurements to the metric system.	Uses all 4 operations with decimals and connects decimal representations of measurements to the metric system.	Uses operations with decimals and connects decimal representations of measurements to the metric system.	Uses an operation with decimals.
Feedback:					