Year 2 Marking Guides Term 4

Learning area	ENGLISH	**Subject**	Imaginative Text: Written
Technique	Extended Response: Narrative		
Purpose	To create a written new event for Possum Magic.		

	Applying	Connecting	Working With	Exploring	Beginning
Writing and Creating	Creates a cohesive written new event for an audience, a range of narrative text structures to sequence events and organise and link ideas for a purpose.	Creates a written new event for an audience, including narrative text structures to sequence events and organise and link ideas for a purpose.	Creates a written new event for an audience. Uses text structures to organise and link ideas for a purpose.	Creates a written text for an audience.	Creates a written text.
	Uses a range of topic-specific vocabulary and language features including, punctuated simple and compound sentences and adjectives in noun and verb groups to build more accurate descriptions.	Uses topic-specific vocabulary and language features including, punctuated simple and compound sentences and basic noun and/or verb groups to build descriptions.	Uses topic-specific vocabulary. Punctuates simple and compound sentences.	Uses simple and compound sentences and experiments with topic-specific vocabulary.	Uses simple sentences and familiar vocabulary.
	Writes words using consistently legible unjoined letters. **Monitoring Strategy**			Not yet demonstrating	
	Spells words with regular spelling patterns, and uses phonic and morphemic knowledge to attempt to spell words with less common patterns. **Monitoring Strategy**			Not yet demonstrating	

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Assessment task 4.1 — Understanding numbers to at least 1000 and continuing additive patterns

Purpose: To partition, rename and regroup two- and three-digit numbers; order and represent numbers to at least 1000; describe and continue additive patterns; and recall and demonstrate proficiency with addition and subtraction facts and multiplication facts for twos.

Student Name: **Teacher Name:**

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Orders and represents numbers to at least 1000, including identifying and representing missing numbers on different number lines **and using patterns in the number system;**	Orders and represents numbers to at least 1000 including identifying and representing missing numbers on different number lines;	Orders and represents numbers to at least 1000	Orders, represents and partitions two- and three-digit numbers and partitions numbers to assist in calculations.	Orders, represents and partitions two- and three-digit numbers.
	applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts; and regroups partitioned numbers to assist in calculations including recognising the role of the zero digit in place value notation. **and using a variety of calculation strategies.**	applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts; and regroups partitioned numbers to assist in calculations including recognising the role of the zero digit in place value notation.	applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroups partitioned numbers to assist in calculations.		
	Describes and continues patterns that increase and decrease additively by a constant amount, identifies missing elements in a pattern, creates a pattern that increases or decreases by a constant amount **and describes the sequence so someone else can replicate it**.	Describes and continues patterns that increase and decrease additively by a constant amount, identifies missing elements in a pattern and creates a pattern that increases or decreases by a constant amount.	Describes and continues patterns that increase and decrease additively by a constant amount and identifies missing elements in a pattern.	Describes and continues a pattern that increases or decreases additively by a constant amount.	Continues a pattern that increases or decreases.
	Recalls and demonstrates proficiency with addition and subtraction facts within 20, extends and applies addition facts to develop related subtraction facts, recalls and demonstrates proficiency with multiplication facts for twos, and extends and applies facts to develop related division facts **using a range of strategies**	Recalls and demonstrates proficiency with addition and subtraction facts within 20, extends and applies addition facts to develop related subtraction facts, recalls and demonstrates proficiency with multiplication facts for twos, and extends and applies facts to develop related division facts.	Recalls and demonstrates proficiency with addition and subtraction facts within 20 and multiplication facts for twos.	Recalls addition and subtraction facts within 20 and doubles numbers.	Recalls an addition and subtraction facts within 20 and doubles a number.

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Learning area	SCIENCE	**Subject**	Physical Sciences - Sound
Technique	Experimental Investigation		
Purpose	To pose questions, make predictions and record observations of their findings. To describe sound energy production with shakers. To use scientific vocabulary to discuss their findings.		

	A	B	C	D	E
Science Understanding and Science as a Human Endeavour	Demonstrate how different sounds can be produced and describe the effect of sound energy on objects using terms such as loudness and pitch.	Demonstrate how different sounds can be produced and describe the effect of sound energy on objects using the term loudness or pitch.	Demonstrate how different sounds can be produced and describe the effect of sound energy on objects	Demonstrate how different sounds can be produced	Demonstrate how a sound can be produced
Science Inquiry	pose questions to explore observed patterns or relationships and make predictions based on the relationship between vibration and sound.	pose questions, to extend and elaborate observed patterns or relationships and make predictions based on experience.	pose questions to explore observed patterns or relationships and make predictions based on experience.	pose questions to explore observed patterns	pose questions about sound
	With guidance, they compare their observations of sounds with those of others and with their own prediction. Identify further relevant questions.	With guidance, they compare their observations of sounds with those of others and with their own prediction. Identify further questions.	With guidance, they compare their observations of sounds with those of others and identify further questions.	With guidance, they compare their observations of sounds with those of others	With guidance, compares observations
	Across multiple tasks, uses everyday vocabulary and a range of scientific vocabulary to communicate observations, findings and ideas.	Across multiple tasks, uses everyday and scientific vocabulary to communicate observations, findings and ideas.	Uses everyday and scientific vocabulary to communicate observations, findings and ideas.	Uses everyday vocabulary to communicate observations, findings and ideas.	Uses everyday vocabulary.

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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

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Learning area	HPE	**Subject**	Health + Movement
Technique	Short Response		
Purpose			
To describe factors that make physical activity beneficial and to explain why it is important to be safe with household items.			

	A	B	C	D	E
Movement and physical activity	Describes factors that make physical activity beneficial, identifies similarities in an indoor and outdoor physical activity **and compares their benefits**.	Describes factors that make physical activity beneficial and identifies similarities in an indoor and outdoor physical activity.	Describes factors that make physical activity beneficial.	Identifies physical activities they enjoy and what makes them enjoyable.	Identifies physical activities they enjoy.
Personal, social and community health	Explains why information about medicines and poisons is important for making choices and identifies practices to be safe with medicines and poisons **including at home**.	Explains why information about medicines and poisons is important for making choices and identifies a practice to be safe with medicines and poisons.	Explains why information about medicines and poisons is important for making choices.	Identifies medicines, poisons and household items.	Identifies a medicine, poison or a household item.