

Year 6 Marking Guides Term 4



Learning area	ENGLISH	Subject	Imaginative Text: Written
Technique	Extended Response: Letter to Future Self		
Purpose: Create a written letter to your future self which evokes a sense of time and place.			

	A	B	C	D	E
WRITING AND CREATING	Create a cohesive letter using an informal letter structure for particular purposes and audiences, developing, explaining and elaborating on relevant historical, social or cultural ideas.	Create a detailed letter using an informal letter structure for particular purposes and audiences, developing, explaining and elaborating on relevant historical, social or cultural ideas.	Create a letter using an informal letter structure for particular purposes and audiences, developing and elaborating on relevant historical, social or cultural ideas.	Create a letter using a simple letter structure for particular purposes and audiences.	Create a letter for particular purposes and audiences.
	Use and varies a wide range of language features for emphasis, clarity or effect, including sentence structures and topic-specific vocabulary to expand and sharpen ideas and appeal to an audience. - Vivid emotive vocabulary - use adverbials to represent a greater range of circumstances (eg. to create time and place) - use cohesive devices to alert the reader how the text is unfolding (eg. signalling sequence of time, looking ahead, progression of thoughts, feelings and experiences)	Use and varies a range of language features including sentence structures and topic-specific vocabulary to appeal to an audience. - Adjusts tense appropriately. - A variety of extended simple sentences - Include precise verbs for particular effect - Complex noun groups to create more accurate descriptions that tangy, lemon-scented aroma	Use and vary language features including sentence structures and topic-specific vocabulary. - Simple, compound and complex sentences to explain ideas - Uses subordinating conjunctions to create complex sentences - Commas to separate clauses	Use sentence structures and simple vocabulary.	Use sentence fragments and simple vocabulary.
	Spells using phonic, morphemic and grammatical knowledge.			Not yet demonstrating	

Year 6 Marking Guides Term 4



Unit 4: Number

Assessment task 4.1 — Using pattern rules and solving problems using fractions, decimals, and percentages

Purpose: To estimate and solve problems involving rational numbers and percentages, identify and explain rules in growing patterns, and create and use algorithms.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding and Fluency	<p>Solves problems involving finding a fraction, decimal or familiar percentage of a quantity, including using complimentary and unfamiliar percentages, and uses estimation to find approximate solutions to problems involving rational numbers and percentages.</p> <p>Identifies and explains rules used to create growing patterns, including with decimals, and compares the additive and multiplicative relationships in number sequences in two patterns.</p> <p>Creates and uses algorithms to generate sets of numbers including determining a higher term, using a multistep rule.</p>	<p>Solves problems involving finding a fraction, decimal or familiar percentage of a quantity, including using the compliment of a percentage, and uses estimation to find approximate solutions to problems involving rational numbers and percentages.</p> <p>Identifies and explains rules used to create growing patterns, including with decimals.</p> <p>Creates and uses algorithms to generate sets of numbers including determining higher terms, using a rule.</p>	<p>Solves problems involving finding a fraction, decimal or familiar percentage of a quantity and uses estimation to find approximate solutions to problems involving rational numbers and percentages.</p> <p>Identifies and explains rules used to create growing patterns.</p> <p>Creates and uses algorithms to generate sets of numbers, using a rule.</p>	<p>Finds a familiar fraction, decimal or percentage of a quantity. Rounds decimals to the nearest whole number and approximates percentages as fractions. Identifies and uses a single-operation rule to create an algorithm and uses the algorithm to generate a set of numbers.</p>	<p>Identifies the equivalent relationship between a fraction, decimal and percentage. Rounds decimals to the nearest whole number. Identifies and uses a single-operation rule to create an algorithm.</p>

Year 6 Marking Guides Term 4



Unit 4: Probability

Assessment task 4.2 Assigning probabilities, conducting repeated chance experiments and running simulations, and comparing frequencies

Purpose: To assign probabilities, conduct a chance experiment, run simulations and analyse results to solve a problem.

Student Name:

Teacher Name:

	A	B	C	D	E
Problem solving, Reasoning	<p>Conducts simulations using digital tools and a further repeated chance experiment with an increasing number of trials, to generate and record outcomes in ways to assist with making comparisons.</p> <p>Compares observed frequencies to the expected frequencies of the outcomes of chance experiments and simulations with an increasing number of trials and generalises the effect by describing the pattern.</p>	<p>Conducts simulations using digital tools and a further repeated chance experiment with a different number of trials, to generate and record outcomes from many trials.</p> <p>Compares observed frequencies to the expected frequencies of the outcomes of chance experiments and simulations with an increasing number of trials.</p>	<p>Conducts simulations using digital tools to generate and record the outcomes from chance experiments.</p> <p>Compares observed frequencies to the expected frequencies of the outcomes of chance experiments or simulations.</p>	<p>Conducts a simulation of 100 trials using digital <u>tools</u>, and records the outcome of a chance experiment.</p> <p>Describes expected frequencies and observed frequencies of chance experiments.</p>	<p>Conducts a simulation of 100 trials using digital tools.</p> <p>Describes observed frequencies of chance experiments.</p>
Understanding, Fluency	<p>Assigns probabilities for outcomes in a <u>cards</u> context using common fractions, decimals and percentages, represents them on numerical scales and identifies outcomes with probabilities of 0% and 100%.</p>	<p>Assigns probabilities for outcomes in a <u>cards</u> context using common fractions, decimals and percentages and represents them on numerical scales</p>	<p>Assigns probabilities for outcomes in a <u>cards</u> context using common fractions, decimals and percentages.</p>	<p>Lists possible outcomes and assigns the probability for an outcome of a card experiment using a common fraction, decimal or percentage.</p>	<p>Lists possible outcomes or assigns the probability for an outcome of a card experiment using a common fraction, decimal or percentage.</p>
Feedback:					

Year 6 Marking Guides Term 4



Learning area		SCIENCE		Subject	Procedure: Practical and Written
Technique		Experimental Investigation: Circuits			
Purpose					
Identify the role of circuit components in the transfer and transformation of electrical energy					
	A	B	C	D	E
Science Understanding	identify the role of circuit components, including conductors and insulators in the transfer and transformation of electrical energy describe and why they may be used 3b	identify the role of circuit components, including conductors and insulators in the transfer and transformation of electrical energy 3b	identify the role of circuit components in the transfer and transformation of electrical energy. 1a, 1b, 3a,	identify the role of circuit components in the transfer OR transformation of electrical energy	
	describe how individuals and communities use scientific knowledge to identify problems and consider responses to complete the circuit 2c??	describe how individuals and communities use scientific knowledge to identify problems and make decisions to complete the circuit 2b	describe how individuals and communities use scientific knowledge to identify problems 2a	describe how individuals and communities use scientific knowledge	
Science Inquiry	describe risks associated with investigations and key intercultural considerations when planning field work. 4, 5			Identify risks associated with investigations	
	Identify variables to be changed, measured and controlled to improve the data collected. 8			Identify a variable to be changed, measured or controlled to improve the data collected.	Identify a variable to be changed to improve the data collected.
	Identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. 7	Identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. 6	Identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. 9, 10	Identify a possible source of error in their own methods and findings.	Identify an error.
	Select and use precise scientific language features effectively for purpose and audience when communicating ideas and findings.	Select and use topic specific language features effectively for purpose and audience when communicating ideas and findings.	Select and use language features effectively for purpose and audience when communicating ideas and findings. ALL	Choose language features when communicating their ideas and findings.	Communicate their ideas and findings.

Year 6 Marking Guides Term 4



Learning area		HASS	Subject			
Technique		Investigation: How does tourism at the Great Barrier Reef affect people and places? Part A: Collecting and representing data Part B: Evaluating strategies and proposing action Part C: Influences on consumer choices				
Purpose: conduct an inquiry to answer the question: <i>How does tourism at the Great Barrier Reef affect people and places?</i>						
	A		B	C	D	E
	Explain in detail (finding more information) and compare influences on consumers and strategies for informed consumer and financial choices based on value for money, environmentally sound, convenience and luxury referring to relevant sources Part C: 1, 2		Explain in detail (finding more information) influences on consumers and strategies for informed consumer and financial choices based on value for money, environmentally sound, convenience and luxury referring to relevant sources Part C: 1, 2	Explain influences on consumers and strategies for informed consumer and financial choices based on value for money, environmentally sound, convenience and luxury referring to relevant sources Part C: 1, 2	Identifies influences on consumers and strategies for informed consumer and financial choices based on value for money, environmentally sound, convenience and luxury referring to relevant sources Part C: 1, 2	
Skills	Develop questions, and locate , collect and organise information and data from a range of primary and secondary sources Q1, 2				Develop questions, and locate , collect and organise information and data from some primary and/or secondary sources Q1, 2	
	Evaluate and compare sources to determine origin, purpose and perspectives and reasons for different perspectives Part C: 3		Evaluate and compare sources to determine origin, purpose and perspectives Part C: 3	Evaluate sources to determine origin, purpose and perspectives Part C: 3,	Examine sources to determine origin, and/or purpose and/or perspectives Part C: 3,	
	Propose detailed actions or responses and use criteria to assess the possible social, environmental and economic effects including advantages and disadvantages Part B		Propose detailed actions or responses and use criteria to assess the possible social, environmental and economic effects Part B	Propose actions or responses and use criteria to assess the possible effects Part B	Consider actions or responses and use criteria to identify the possible effects Part B	
	Select and organise ideas and findings from sources including visual materials, and use a range of relevant terms and conventions, to present descriptions and explanations supported by evidence.		Select and organise ideas and findings from sources including visual materials, and use a range of relevant terms and conventions, to present descriptions and explanations.	Select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations ALL	Select findings from sources and use relevant terms to present descriptions	Select findings from sources and present descriptions

Year 6 Marking Guides Term 4



Learning area	HPE: <i>Personal, social & community health</i>	Subject	Analysing safe and active participation
Technique	Project and Performance/Presentation		
Purpose			
To analyse health information and refine strategies that enhance health and safety in physical activity contexts. Propose strategies to promote participation in physical activity that supports health and fitness and wellbeing.			

	A	B	C	D	E
Personal, social and community health	Analyses health information and behaviours to refine strategies to enhance their own and others' health and safety, providing reasons.	Analyses health information and behaviours to refine strategies to enhance their own and others' health and safety.	Analyses health information to refine strategies to enhance their own and others' health and safety.	Uses health information to refine strategies to enhance their own and others' health and safety.	Uses health information to refine a strategy to enhance their own and others' health and safety.
	propose strategies to demonstrate respect, empathy and inclusion			Not yet demonstrating	
Movement and physical activity	Proposes strategies to promote physical activity participation that enhance health, fitness and wellbeing and examine the benefits of physical activity for social and mental health and design a warm-up or cool-down routine to reduce the chance of injuries or soreness.	Proposes strategies to promote physical activity participation that enhance health, fitness and wellbeing and design a warm-up or cool-down routine to reduce the chance of injuries or soreness.	Proposes strategies to promote physical activity participation that enhance health, fitness and wellbeing.	Proposes a strategy to promote physical activity participation that enhances health, fitness and wellbeing.	Describes a strategy to promote physical activity participation.