

Year 1 Marking Guides Term 1



Step by Step

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	English	Subject	Procedural Texts
Technique	Spoken Presentation		
Purpose			
To create a short, spoken presentation to recount a simple procedure.			

	Applying	Connecting	Working With	Exploring	Beginning
Speaking and Listening	<p>Interacts with others and listens to and creates short spoken texts.</p> <p>Monitoring Strategy</p> <p>Shares ideas and recounts a simple procedure and expresses opinions with simple justification using some comparative words and supporting details from learnt topics or topics of interest.</p> <p>Simple justification: <i>I think... because ...</i> Comparative words (adjectives) to express a degree of preference: eg: 'better', 'faster', 'good', 'great', 'best'</p>			Not yet demonstrating	
	<p>Shares ideas and recounts a simple procedure and expresses opinions with simple justification using some comparative words and supporting details from learnt topics or topics of interest.</p> <p>Simple justification: <i>I think... because ...</i></p>	<p>Shares ideas and recounts a simple procedure and expresses opinions with simple justification using details from learnt topics or topics of interest.</p> <p>Simple justification: <i>I think... because ...</i></p>	<p>Shares ideas and recounts a simple procedure and expresses opinions using a small number of details from learnt topics or topics of interest.</p> <p>- steps of the game - opinion: <i>I think... I like...</i></p>	<p>Shares ideas and recounts a simple procedure.</p>	<p>Makes a statement about a simple procedure</p>
	<p>Sequences key ideas logically by including an opening, middle and concluding statement, and uses language features including connected sentences, topic-specific vocabulary and features of voice, using gestures or volume for emphasis when presenting to a group of peers.</p> <p>- opening statement - steps + connected sentence + supporting details - opinion + justification - closing statement Connected sentences: uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (Level 3: Speaking: Literacy)</p>	<p>Sequences ideas by including an opening, middle and concluding statement, and uses language features including topic-specific vocabulary and experiments with volume and pace when presenting to a group of peers.</p> <p>- opening statement - steps - opinion + simple justification - closing statement</p> <p>Features of voice: - experimenting with volume - experimenting with pace</p>	<p>Sequences ideas and uses language features including topic-specific vocabulary and features of voice.</p> <p>Features of voice: • Audible (volume) • Clear</p>	<p>Uses simple sentences with some topic-specific vocabulary.</p>	<p>Uses simple words and phrases.</p>

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Marking guide

Year 1 Unit 1

AC V9 Mathematics

Name:

Assessment task 1.1 — Collecting, representing and discussing data + Space (following [directions](#))^o

Purpose: To collect, record and represent data in a one-to-one display and compare and discuss data.

	Applying	Connecting	Working with	Exploring	Beginning
Problem solving Reasoning	Collects and records categorical data, translates data into a tally chart, creates one-to-one displays, compares frequencies and explains how data can be used to answer a question.	Collects and records categorical data, translates data into a tally chart, creates one-to-one displays, and compares and discusses the data using frequencies.	Collects and records categorical data, creates one-to-one displays, and compares and discusses the data using frequencies.	Collects and records categorical data. Discusses the data using frequencies.	Asks a question to collect data. Responds to a question about a one-to-one data display.
Feedback:					

	Applying	Connecting	Working with	Exploring	Beginning
Giving and following directions	Gives and follows directions to move people and objects within a space Monitoring Strategy			Not yet demonstrating	
Feedback:					

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Motion Madness

Student		Teacher	
Learning area	Science	Subject	Physical Science: Push & Pull
Technique	Written / Spoken		
Purpose			
To describe the push and pull forces of toys and objects and complete an investigation of how an object moves when met with a force.			

		Applying	Connecting	Working With	Exploring	Beginning
Knowledge and Understanding	Physical Sciences	Describes how different pushes and pulls (in terms of strength and direction) change the motion and shape of objects and predicts the effect of these forces on objects.	Describes how different pushes and pulls change the motion and shape of objects, predicts the effect of these forces on objects.	Describes how different pushes and pulls change the motion and shape of objects.	Describes how pushes and pulls change the motion of objects.	Describes pushes and pulls on objects.
	Questioning and predicting	Poses questions to explore observations and make predictions based on experiences. Monitoring Strategy			Not yet demonstrating	
Science Inquiry	Planning and conducting	Follows safe procedures to make and record observations. Monitoring Strategy			Not yet demonstrating	
	Evaluating	With guidance, compares own and others observations with predictions, considers if investigations are fair and identifies further questions.	With guidance, compares own observations with predictions, considers if investigations are fair and identifies further questions.	With guidance, compares observations with predictions and identifies further questions.	With guidance, compares an observation with a prediction and identifies a question.	With support, identifies a question.

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Looking After Where We Live

Student		Teacher	
Learning area	HASS	Subject	Local Places
Purpose			
Students will describe the features (natural, managed and constructed) of local places, the way they change, and how they are able to care for them.			

	Applying	Connecting	Working With	Exploring	Beginning
Knowledge and Understanding	Identifies the location on a map by drawing directions to be followed when moving from one place to another (Task A and throughout semester) and a variety of natural, managed and constructed features of a local place (Task A and throughout semester), the ways places change, and how they can be cared for by a variety of people, including First Nations Australians (Task B and throughout semester).	Identifies the location on a map and a variety of natural, managed and constructed features of a local place (Task A and throughout semester), the ways places change, and how they can be cared for by different groups of people (Task B and throughout semester).	Identifies the location and nature of the natural, managed and constructed features of local places (Task A and throughout semester), the ways places change, and how they can be cared for by people (Task B and throughout semester).	Identifies the location and features of a local place, a way it has changed and how I can care for it.	Identifies the location and a feature of a local place and how I can care for it.
Skills	Draws conclusions about how places change and make proposals about an action that could be taken to improve a place or influence a positive future of a local place (i.e. suggests ways to take care of a local place) (Task B).	Draws conclusions about how places change (example development + weather) and make proposals about a local place (Task B and throughout semester).	Draws conclusions and make proposals about a local place (Task B and throughout semester).	Draws a conclusion and makes a proposal about a local place.	With support, draws a conclusion about a local place.
	Collects, sorts and records information about local places from observations and provided sources. Monitoring Strategy			Not yet demonstrating	
	Shares observations about local places, drawing on sources and incorporating subject-specific terms (natural, managed and constructed). Monitoring Strategy			Not yet demonstrating	