

Year 2 Marking Guides Term 1



Stories of Families and Friends

Student		Teacher	
Learning area	ENGLISH	Subject	Imaginative Text: Narrative
Technique	Extended Response: Narrative: Lucy Goosey		
Purpose	To create a new narrative about family relationships and/or friendships for the familiar character Lucy Goosey.		

	Applying	Connecting	Working With	Exploring	Beginning
Writing and Creating	Creates a written multimodal narrative for peers with three related ideas, to adapt an idea about the familiar character Lucy Goosey, including images that adds to the meaning.	Creates a written multimodal narrative for peers with two related ideas, to adapt an idea about the familiar character Lucy Goosey, including images that adds to the meaning.	Creates a written multimodal narrative for peers, to adapt an idea about the familiar character of Lucy Goosey including images.	Creates a written multimodal narrative for peers, about the familiar character Lucy Goosey including an image.	Creates images and uses words about the familiar character Lucy Goosey.
	Uses a cohesive text structure including simple and compound sentences correctly and flexibly to organise and link ideas to reflect a logical flow to tell a story. <ul style="list-style-type: none"> - Uses personal and possessive pronouns, by omitting words that can be inferred - Flexibly: a range of words and sentence types to express and combine ideas 	Uses text structures including simple and compound sentences correctly to organise and link ideas to reflect a logical flow to tell a story. <ul style="list-style-type: none"> - Coherent, simple and compound sentences - Uses pronouns to represent participants (e.g. she, we, them) 	Uses text structures to organise and link ideas to tell a story. <ul style="list-style-type: none"> - Simple sentences - Compound sentences using common conjunctions - Uses basic text connectives, repeatedly (e.g.: "and", "then") 	Uses simple sentences to link ideas about a story.	Uses words and phrases from learning to tell about a story.
	Punctuates simple and compound sentences including extended noun and verb groups. <ul style="list-style-type: none"> - Verb groups (e.g. gently touched) 	Punctuates simple and compound sentences, including extended noun groups. <ul style="list-style-type: none"> - Extended = quality of the adjective (e.g. vast ocean vs big ocean, longest side) 	Punctuates simple and compound sentences.	Punctuates sentences. <ul style="list-style-type: none"> - Capital letters for titles, names - Basic noun groups 	
	Uses topic-specific vocabulary and makes conscious choices of vocabulary to describe qualities or features appropriate to the text. <ul style="list-style-type: none"> - Conscious choices: Eg: using words adopts from other writers in their own writing 	Uses topic-specific vocabulary and experiments with choices of vocabulary to describe qualities or features appropriate to the text.	Uses topic-specific vocabulary.	Uses everyday vocabulary.	Uses words.

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Stories of Families and Friends

Student		Teacher	
Learning area	English	Subject	Narrative Texts
Technique	Spoken Presentation		
Purpose	To share ideas and express an opinion about a familiar character and their traits.		

	Applying	Connecting	Working With	Exploring	Beginning
Speaking and Listening	Interacts with others and listens to and creates spoken texts including stories. Monitoring Strategy				Not yet demonstrating
	Shares detailed ideas and appreciation of texts using more formal and precise language when recounting details and expressing an opinion about a studied narrative character, including details and appropriate examples from the text to suit the purpose and audience.	Shares ideas and appreciation of texts when recounting details and expressing an opinion about a studied narrative character, including details and appropriate examples from the text to suit the purpose. <ul style="list-style-type: none"> ○ Provides some supporting details ○ Provides simple justifications (e.g. I chose cherries because they are red) 	Shares ideas and appreciation of texts when recounting details and expressing an opinion about a studied narrative character, including details from the text.	Shares ideas, recounts details and/or expresses an opinion about a studied narrative character.	Shares ideas and/or an opinion about a studied character.
	Organises and links ideas and uses a range of language features including topic-specific vocabulary to give precise meaning and expand ideas, and features of voice, varying tone and pace to suit the purpose and audience. <ul style="list-style-type: none"> ○ Organises key ideas in a logical sequence ○ Uses some precise vocabulary from learning areas 	Organises and links ideas and uses language features including topic-specific vocabulary to give precise meaning and features of voice, varying tone to suit the purpose. <ul style="list-style-type: none"> ○ Language features: range of sentence types ○ Selecting vocabulary appropriate to the topic to replace everyday language 	Organises and links ideas and uses language features including topic-specific vocabulary and features of voice. <ul style="list-style-type: none"> ○ Speaks audibly and clearly to a familiar audience 	Uses simple sentences with topic-specific vocabulary.	Uses simple words and phrases.

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Marking guide

Year 2 Unit 1

AC V9 Mathematics

Name: _____

Assessment task 1.1 — Locating features and using maps³

Purpose: To locate and identify positions of features on a map. To move positions by following directions and pathways on a grid.

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Locates and describes positions of features on a map, moves position by following directions and pathway and creates movement instructions to match a drawn pathway.	Locates and describes positions of features on a map and moves position by following directions and pathways.	Locates and identifies positions of features on a map and moves position by following directions and pathways.	Locates and identifies a feature and its position on a map.	Locates a feature on a map.
Feedback:					

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Marking guide

Year 2 Unit

AC V9 Mathematics

Name: _____

Assessment task 1.2 — Statistics and statistical investigations

Purpose: To use a range of methods to collect, record and represent and interpret data in response to questions.

	Applying	Connecting	Working with	Exploring	Beginning
Problem Solving Reasoning	Uses a range of methods to collect, record, represent and interpret categorical data in response to questions for a class prize and describes how a tally chart and a column graph represent the favourite response, and compares and discusses different representations.	Uses a range of methods to collect, record, represent and interpret categorical data in response to questions for a class prize and describes how a tally chart and a column graph represent the favourite response.	Uses a range of methods to collect, record, represent and interpret categorical data in response to questions about <u>unifix</u> cube colour and ride type.	Makes observations and asks a question to collect and record categorical data. Represents data in a one-to-one display and interprets data in response to questions about frequency.	Makes observations or asks a question to collect and record categorical data. Uses data to determine the number of responses for a category.
Feedback:					

Year 2 Marking Guides Term 1



What's Above Us?

Student		Teacher	
Learning area	SCIENCE	Subject	Earth and space sciences - Celestial objects + sky
Technique	Experimental Investigation		
Purpose:	To complete a short response exam about celestial objects.		

		Applying	Connecting	Working With	Exploring	Beginning
Knowledge and understanding	Earth and Space Science	Identifies celestial objects and gives a detailed description of patterns, including short and longer-term, regular and irregular events they observe in the sky.	Identifies celestial objects and describes patterns, including short and longer-term, regular and irregular events they observe in the sky. <ul style="list-style-type: none"> blood moon, super moon 	Identifies celestial objects and describes patterns they observe in the sky. <ul style="list-style-type: none"> Sunrise, midday, sunset, midnight 	Identifies some celestial objects and describes a pattern they observe in the sky.	Identifies objects they observe in the sky.
	Use and influence of science	Describes how First Nations people use science in their daily lives and how people use patterns, including the movement of celestial bodies in the sky, to make scientific predictions. <ul style="list-style-type: none"> Navigation and calendars 	Describes how people use science in their daily lives and how people use patterns, including the movement of celestial bodies in the sky, to make scientific predictions. <ul style="list-style-type: none"> Position of the Earth and sun 	Describes how people use science in their daily lives and how people use patterns to make scientific predictions. <ul style="list-style-type: none"> Day and night 	Describes how people use science in their daily lives	State how people use science in their daily lives
Science Inquiry	Processing, modelling and analysing	Use provided tables and organisers, including Venn diagram, to accurately sort and order data and represent patterns in data	Use provided tables and organisers, including a Venn diagram, to sort and order data and represent patterns in data	Use provided tables and organisers to sort and order data and represent patterns in data	Uses provided table or organiser to sort and order images and represent a partial pattern in data.	Uses a provided table or organise to sort images.
	Communicating	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.

Year 2 Marking Guides Term 1



Our History

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	HASS	Subject	History
Technique	Investigation: Informative		
Purpose	To investigate continuity and change from the past to the present history of the Sunshine Coast, local people (Steve Irwin) and or groups of people.		

	Applying	Connecting	Working With	Exploring	Beginning
Knowledge and Understanding	identify and give reasons for the social significance of a local person, group, place and/or building (Australia Zoo). Suggest reasons for the location of this place	identify and give reasons for the social significance of a local person, group, place and/or building (Australia Zoo)	identify the significance of a local person, group, place and/or building (Australia Zoo)	identify the significance of a local person, or place (Australia Zoo)	Recognise the significant local person or place (Australia Zoo)
	identify that places can be spatially represented in different geographical divisions, investigate the places locally and at a broader scale and how places are interconnected across those scales	identify that places can be spatially represented in different geographical divisions and investigate the places locally and at a broader scale	identify that places can be spatially represented in different geographical divisions (local, state, national)	Identify that a place can be spatially represented in a geographical division local	Identify a local place
	identify how people and places are interconnected both at local and broader scales and how First Nations Australians are connected with local the land of The Glasshouse Mountains and at a broader scale, Uluru	identify how people and places are interconnected both at local and broader scales and how First Nations Australians are connected with local land of The Glasshouse Mountains	identify how people and places are interconnected both at local and broader scales	identify how people and places are interconnected at a local scale	Identify local people
Skills	develop inquiry questions, to extend and elaborate ideas and collect, sort and record similarities and differences of related information and data from observations and provided sources	develop inquiry questions, and collect, sort and record similarities or differences of related information and data from observations and provided sources	develop questions, and collect, sort and record related information 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, and identify and discuss perspectives and why some places are considered special or have significance to different groups for different reasons	interpret information and data, and identify and discuss perspectives and why some places are considered special	Interpret information and data, and identify and discuss perspectives	Interpret information and data, and identify perspectives	Identify perspectives
	use sources, and precise subject-specific terms to present observations about the past, people and places at different scales and how access to and use of a place has changed over time	use sources, and subject-specific terms to present observations about the past, people and places at different scales and how access to and use of a place has changed over time	use sources, and subject-specific terms to present observations about the past, people and places at different scales	Use a source to present an observation about the past, people or places	present an observation about the past, people or places