Year 2 Marking Guides Term 2

What's above us?

Student		**Teacher**	
Learning area	ENGLISH	**Subject**	Informative Text
Technique	Extended response: Information Report		
Purpose:	To write an informative text about celestial objects in space.		

	Applying	Connecting	Working With	Exploring	Beginning
Writing and Creating	Create and edit a written multimodal text to inform an audience about celestial objects in space, including images **that add meaning**. • Edit: adding, deleting or changing vocabulary to improve the text • Images for meaning – add labels to show meaning	Create and edit a written multimodal text to inform an audience about celestial objects in space, including images. • Edit: reviewing sentences to fix errors • Images	Create a written multimodal text, ~~including an image,~~ to inform an audience about celestial objects in space, including an image.	Create a written multimodal text to for an audience about celestial objects in space.	Creates a multimodal text about celestial objects in space using simple sentences.
	Use **cohesive** text structures including simple and compound sentences **correctly and flexibly** to organise **related** ideas using headings to write an information report about celestial objects in space. • Flexibly: a range of words and sentence types to express and combine ideas • Organising information that supports the idea • Sequence of ideas that flow • Structuring the information in a similar way between each topic • Variety of sentence starters	Use text structures including simple and compound sentences correctly to organise ideas using headings to write an information report about celestial objects in space. • Simple and compound sentences (FANBOYS) • Sub-Headings eg. Sun, Moon, Stars with correct information under the heading	Use text structures to organise ideas to write an information report about celestial objects in space. • Simple sentences • Compound sentences using common conjunctions (and, but, so) • Title	Use simple sentences to organise ideas about celestial objects in space.	
	Punctuate simple and compound sentences including **extended** noun groups and **commas for lists** • Extended = quality and relevance of adjective (rocky surface vs bumpy surface/pretty surface)	Punctuate simple and compound sentences, including noun and verb groups to build more accurate descriptions. • Noun groups • Verb groups	Punctuate simple and compound sentences. • Capital letters for titles/headings • Basic noun groups	Punctuate sentences. • Capital letters for proper nouns • Boundary punctuation	
	Use topic-specific vocabulary **and makes conscious choices of vocabulary included**. • Scientific vocabulary • WOW words	Use topic-specific vocabulary to replace everyday language.	Use topic-specific vocabulary.	Use everyday vocabulary.	
	Write words using consistently legible unjoined letters. **Monitoring Strategy**			Not yet demonstrating	
	Spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns (less common long vowel patterns). **Monitoring Strategy**			Not yet demonstrating	

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What's above us?

Student		**Teacher**	
Learning area	ENGLISH	**Subject**	Informative & Imaginative Text
Technique	Test: Reading Comprehension		
Purpose	To read, view and comprehend a simple informative text (Part A) To explore how a similar topic is presented in an imaginative text (Part B)		

	Applying	Connecting	Working With	Exploring	Beginning
Reading and Viewing	Reads, views and comprehends an informative text to provide key facts with supporting details, and identifies literal meaning **and integrating information from print, images and prior knowledge to make supportable** inferences. Q1 (more detail), Q4a & 4b, Q5a & 5b	Reads, views and comprehends an informative text to provide key facts with supporting details, and identifies literal and inferred meaning. Q1 (more detail), Q3	Read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. Q1, Q2	Reads words, phrases or sentences in an informative text, and views supporting images, identifying literal meaning from the text.	Attempts to read an informative text and views supporting images, making a simple statement about the topic.
	Describes how similar topics and information are presented through the structure of narrative and informative texts, and identifies, compares **and discusses** similarities and differences of the language features and visual features. Q7a, 7b, 7c, 7d (quality of answer)	Describes how similar topics and information are presented through the structure of narrative and informative texts, and identifies and compares similarities or differences of the language features and visual features. Q7a, 7b, 7c, 7d (quality of answer)	Describe how similar topics are presented through the structure of narrative and informative texts, and identify their language features and visual features. Q6b Q7a, 7b, 7c, 7d (quality of answer)	Identifies and makes a statement about language features and/or visual features of a narrative or informative text. Q6a	Identifies a language feature or visual feature of a narrative or informative text.
	Uses phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. **Monitoring Strategy**			Not yet demonstrating	
	Uses punctuation for phrasing and fluency. **Monitoring Strategy**			Not yet demonstrating	

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Unit 2: Number
Mathematics AC V9 **Year 2**

Assessment task 2.1 — Partitioning and renaming two- and three-digit numbers and using mathematical modelling to solve a problem

Purpose: To partition, rearrange, regroup and rename numbers to 999 to assist with calculations and use mathematical modelling to solve practical additive problems involving money.

Student Name: **Teacher Name:**

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts **including internal zeros**; explains how numbers can be renamed: Part A Q6 / Q7 regroups partitioned numbers to assist in calculations and to solve word problems **including multi-step with internal zeros.** Part A Q11, Q12	Applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, explains how numbers can be renamed: Part A Q2a, b Q4a,b,c Q5 / Q6 regroups partitioned numbers to assist in calculations and to solve word problems. Part A Q8 (solve), Q9 (solve), Q10	Applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, Part A Q1 b,c Q3 b,c,d Q5 and regroups partitioned numbers to assist in calculations. Part A Q8, Q9	Applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts. Part A Q1a Q3a	Applies knowledge of place value to partition, rearrange or rename two- and three-digit numbers in terms of their parts.
Problem Solving	Uses mathematical modelling to solve a practical additive money problem, representing the situation as a number sentence, chooses **and uses a variety of** calculation strategies, **justifies choice of operations** and communicates the solution in terms of the situation. Part B JUSTIFY + variety of calculation strategies	Uses mathematical modelling to solve a practical additive money problem, representing the situation as a number sentence, chooses calculation strategies and communicates the solution in terms of the situation. Part B SOLUTION – Q3, Q4	Uses mathematical modelling to solve a practical additive problem, including money transactions, representing the situation and choosing calculation strategies. Part B SOLVE SOLUTION Q1, Q2 + chooses calculation strategies	Uses aspects of mathematical modelling to represent the situation and choose calculation strategies.	Uses aspects of mathematical modelling to represent the situation.

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Unit 2: Measurement (Time)
Mathematics AC V9 **Year 2**

Assessment task 2.2 — Using a calendar and reading time on an analog clock

Purpose: To read time to the hour, half hour and quarter hour on an analog clock and use a calendar to determine the number of days between events.

Student Name: **Teacher Name:**

	Applying	Connecting	Working with	Exploring	Beginning
Understanding, Fluency	Determines the number of days between events **by calculating the number of days until events including in consecutive months, creates and uses calendars.** Part C 2c Reads and **shows** the position of the hands for time to the hour, **half hour and quarter hour** on an analog clock. Part B 1c, d	Determines the number of days between events on a provided calendar, creates a calendar showing accurate dates and events. Part C 2a, b Reads time to the hour, half hour and quarter hour, and shows the position of the hands for time to the hour on an analog clock. Part B 1a, b	Determines the number of days between events using a provided calendar. Part C 1c, d Reads time on an analog clock to the hour, half hour and quarter hour. Part A 2a, b, c, d	Locates a specific date of an event and identifies the day it occurs. Part C 1a, b Reads time to the hour and half hour on an analog clock. Part A 1a, b	Identifies specific days on a calendar. Reads time to the hour on an analog clock.

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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. **PART A: 3, 4b**	Identifies celestial objects and describes patterns, including short and longer-term, regular and irregular events they observe in the sky. • blood moon, super moon **PART A: 3, 4b, 5**	Identifies celestial objects and describes patterns they observe in the sky. • Sunrise, midday, sunset, midnight **PART A: 1, 2, 4a**	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. • Navigation and calendars **PART B: 3**	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 • Position of the Earth and sun **PART B: 2**	Describes how people use science in their daily lives and how people use patterns to make scientific predictions. • Day and night **Part B: 1**	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 **PART A: 5, 6**	Use provided tables and organisers, including a Venn diagram, to sort and order data and represent patterns in data **PART A: 5, 6**	Use provided tables and organisers to sort and order data and represent patterns in data **PART A: 1, 2**	Uses provided table or organiser to sort and order images and represent a partial patten 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.

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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