

# Year 4 Marking Guides Term 2 2026



## Our Country English: Reading Comprehension

Student		Teacher	
Learning area	ENGLISH	Subject	Reading Comprehension
Technique	Short Response Test		
Purpose	To read an imaginative recount and a factual report and answer comprehension questions and identify language features used to engage the audience.		

	A	B	C	D	E
<b>Reading and Viewing</b>	read, view and comprehend texts created to inform, influence and/or engage audiences. Recounts and describes the most relevant details from a text and scans text to locate specific information. (Task A Q6, 10, 11, 13)	read, view and comprehend texts created to inform, influence and/or engage audiences. Recounts and describes the most relevant details from a text. (Task A Q4, 5, 12)	read, view and comprehend texts created to inform, influence and/or engage audiences (Task A Q1,2,3,7,8,9)	Read and view simple texts created to inform, influence and/or engage audiences	view simple texts created to inform, influence and/or engage audiences
	describe how ideas are developed including through characters and events, and how texts reflect contexts. Examine an author's choice of language to describe a character's appearance, behaviour and speech. Discuss what is learnt about a character through dialogue such as their likes/dislikes or personal qualities (Eliza Bird) (Task B pg. 45)	describe how ideas are developed including through characters and events, and how texts reflect contexts. Examine an author's choice of language to describe a character's appearance, behaviour and speech (Eliza Bird) (Task B)	describe how ideas are developed, including through characters and events, and how texts reflect contexts (Eliza Bird) (Task B)	describe a character and an event from Eliza Bird text.	describe a character from Eliza Bird text.
	describe the characteristic features of different text structures and identify with evidence, the typical stages and language features of texts (Imaginative Recount – Eliza Bird compared to Factual Report - Child Convicts on board the First Fleet) (Task C)	describe the characteristic features of different text structures and identify the typical stages and language features of texts (Imaginative Recount – Eliza Bird compared to Factual Report - Child Convicts on board the First Fleet) (Task C)	describe the characteristic features of different text structures (Imaginative Recount – Eliza Bird) (Task C)	describe the characteristic features of an imaginative recount (Eliza Bird)	describe a feature of an imaginative recount (Eliza Bird)
	read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge (Task D)			Not yet demonstrating	
Feedback:					

# Year 4 Marking Guides Term 2 2026



## Our Country 2b

## ENGLISH: Written Task

Student		Teacher	
Learning area	ENGLISH	Subject	English: Informative Text
Technique	Extended Response		
Purpose	To write an information text to describe the experience/s of people in Australia or England prior to or following 1788.		

	A	B	C	D	E
<b>Writing &amp; Creating</b>	Creates a detailed and cohesive multimodal informative text for an audience, integrating ideas from reliable sources using paragraphs and text connectives. using well-structured paragraphs (with topic sentence) with sub-headings	Creates a detailed multimodal informative text for an audience, developing ideas from texts and own research. Uses paragraphs and text connectives to build cohesion. using paragraphs with sub-headings	Creates a multimodal informative text for an audience, developing ideas using details from learnt topics, topics of interest or texts. Uses paragraphs to organise and link ideas.	Creates a multimodal informative text about the topic for an audience	Creates a multimodal informative text,
	Uses language features to enhance meaning, including complex sentences and topic-specific vocabulary from sources to extend factual details.	Uses language features including complex sentences that incorporate topic-specific vocabulary and noun, verb and adverb groups to extend details.	Uses language features including complex sentences, topic-specific vocabulary, and/or visual features.  Examples of visual features: picture, bold title.	using language features including simple and compound sentences, topic-specific vocabulary and/or a visual feature.	using simple and/or compound sentences and/or a visual feature about the topic.
	spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge			Not yet demonstrating	

# Year 4 Marking Guides Term 2 2026



## AC V9 Mathematics

Name:

### Assessment task 2.1 — Proficiency with addition and multiplication facts, properties of odd and even numbers, rounding, estimation and mathematical modelling

**Purpose:** To use the properties of odd and even numbers, choose rounding and estimation strategies to determine reasonableness, use proficiency with addition and multiplication facts to add, subtract, multiply and divide and use mathematical modelling to solve practical financial problems.

	A	B	C	D	E
Understanding, Fluency	Uses the properties of odd and even numbers to explain calculations and patterns involved in adding three consecutive numbers.	Uses the properties of odd and even numbers to show patterns and explain calculations.	Uses the properties of odd and even numbers to show patterns.	Identifies the properties of odd and even numbers.	Identifies the properties of odd or even numbers.
	Uses proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently; and chooses efficient strategies to solve addition and subtraction problems involving larger numbers and multiplication and division problems where there is no remainder.	Uses proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently; and chooses efficient strategies to solve addition and subtraction problems involving larger numbers.	Uses proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently.	Uses addition and multiplication facts to add and subtract, multiply and divide numbers.	Uses addition facts to add or subtract numbers, and arrays or diagrams to multiply or divide numbers.
	Chooses rounding and estimation strategies to make predictions and explains how solutions to addition and multiplication calculations are reasonable including the effect of over- or underestimating when calculating measurements.	Chooses rounding and estimation strategies to determine whether results of calculations are reasonable and explains the reasonableness of a calculation.	Chooses rounding and estimation strategies to determine whether results of calculations are reasonable.	Uses rounding and estimation strategies.	Uses rounding or estimation strategies.
Problem solving, Reasoning	Uses mathematical modelling to solve a financial problem, formulates the problem using number sentences which connect each number to the situation and show a deep understanding of the situation, solves the problem choosing and explaining efficient calculation strategies including the use of digital tools; and interprets results in terms of the situation.	Uses mathematical modelling to solve a financial problem, formulates the problem using number sentences, solves the problem choosing and explaining efficient calculation strategies including digital tools, and interprets results in terms of the situation.	Uses mathematical modelling to solve a financial problem, formulates the problem using number sentences, solves the problem choosing efficient strategies and interprets results in terms of the situation.	Uses mathematical modelling to solve aspects of a financial problem, makes planning decisions, represents the problem and completes calculations using chosen strategies.	Uses mathematical modelling to solve aspects of a financial problem, makes planning decisions, represents the problem, and chooses a strategy to solve a problem.
Feedback:					

# Year 4 Marking Guides Term 2 2026



## Unit 2: Measurement (Time)

### Assessment task 2.2 — Solving duration problems by converting units of time

Purpose: **To convert between units of time when solving duration problems.**

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	<p>Converts between units of time when solving duration problems and considers individual activity duration in planning an activity sequence with start and finish (am/pm) times.</p> <p>Q8, Q9</p>	<p>Converts between units of time when solving duration problems and plans an exercise routine with start and finish times using am/pm notation.</p> <p>Q4, Q5, Q6</p>	<p>Converts between units of time when solving problems involving duration.</p> <p>Q8</p>	<p>Converts between units of time and calculates the amount of time between the start and finish of an event.</p> <p>Q3, Q7</p>	<p>Calculates the amount of time between the start and finish of an event.</p> <p>Q1, Q2</p>
Feedback:					

# Year 4 Marking Guides Term 2 2026



## Material World

Student		Teacher	
Learning area	SCIENCE	Subject	Chemical Sciences
Technique	Experimental Investigation		

### Purpose

To plan and conduct a safe and fair investigation that relates the properties of materials to their use through the construction of paper planes.

		A	B	C	D	E
Science Understanding	Chemical sciences	Relate, the uses of materials to their properties, of the constructed flying plane. (Q4) Using scientific language, compare and contrast your research findings. (Q5a)	Relate, the uses of materials to their properties, of the constructed flying plane. (Q4) Using scientific language, compare your research findings. (Q5a)	Relate the uses of materials to their properties of the constructed flying plane. (Q4)	Describe the use of a material of the constructed flying plane. I used paper to make my <u>plane</u> and it flew.	Recognise a material of the constructed flying plane. My plane is <u>made out of paper</u> .
	Questioning and Predicting	Pose questions to identify patterns and relationships and make predictions based on observations of flying planes. (Q1a, 1b)				Not yet demonstrating
Science Inquiry	Planning and Conducting	Plan investigations using planning scaffolds, identify key elements of fair tests and describe using supporting evidence, how they conduct investigations safely.	Plan investigations using planning scaffolds, identify key elements of fair tests and describe in detail how they conduct investigations safely.	Plan investigations using planning scaffolds, identify key elements of fair tests and describe how they conduct investigations safely. (Q2a, 2b, 2c)	Plan investigations using planning scaffolds, identify some elements of fair tests and recognise how they conduct investigations safely.	Plan investigations using planning scaffolds, follows guidelines on how to use equipment safely.
		Use simple procedures to make accurate formal measurements. (Q3a, 3b)				Not yet demonstrating
	Processing, modelling and analysing	Organise data and information and identify patterns and relationships to compare their findings and prediction.	Organise data and information and identify patterns and relationships to reflect on their prediction.	Organise data and information and identify patterns and relationships (Q4)	Organise simple data information and identify a pattern.	Organise simple data.
	Evaluating	Compare their findings with those of others, assess the fairness of their investigation providing scientific reasoning. Identify further questions for investigation, record unexpected findings and draw conclusions that reflect their data.	Compare their findings with those of others, assess the fairness of their investigation providing reasoning Identify further questions for investigation, record unexpected findings and draw conclusions.	Compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. (Q5a, 5b, 5c, 5d)	Compare their findings with those of others, assess the fairness of their investigation.	Compare their findings with those of others.
	Communicating	Communicate ideas and findings demonstrated in flying their plane for an identified audience and purpose, including purposefully using accurate scientific vocabulary	Communicate ideas and findings, demonstrated in flying their plane for an identified audience and purpose, including purposefully using scientific vocabulary.	Communicate ideas and findings, demonstrated in flying their plane for an identified audience and purpose, including using scientific vocabulary when appropriate. (All Qs)	Communicate ideas and findings, demonstrated in flying their plane for an identified audience.	Communicate ideas, demonstrated in flying their plane.

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## Our Country –

Student		Teacher	
Learning area	HASS	Subject	
Technique	Extended Response		
Purpose	Investigate what life in Australia was like before and after 1788 and explain how the arrival of the First Fleet changed the lives of different groups of people.		

	A	B	C	D	E
Knowledge and understanding	Describes the <b>diverse experiences of different groups</b> in Australia before and after 1788, including First Nations Australians and people on the First Fleet.	Describes the <b>experiences of groups</b> in Australia before and after 1788	describe the diversity of experiences of people in Australia prior to and following 1788 <b>Part A</b>	describe experiences of people in Australia prior to and/or following 1788	describe an experience of people in Australia prior to and following 1788
	Describes the events of the First Fleet and reasons Britain established a colony in Australia.	describe the events and causes of the establishment of the first British colony in Australia – including the journey of Captain Cook and his role in the establishment of a British colony in Australia	describe the events and causes of the establishment of the first British colony in Australia	describe the events of the establishment of the first British colony in Australia	describe the first British colony in Australia
	describe the effects of colonisation on people and environments with examples from different groups.	describe the effects of colonisation on people and environments examining impacts such as diseases, loss of food source, conflict.	describe the effects of colonisation on people and environments <b>Part D</b>	describe an effect of colonisation on people and environments	describe an effect of colonisation on the environment
Skills	Use ideas from sources and relevant subject-specific terms to present descriptions and explanations			Not yet demonstrating	
	interpret and analyse information and data to identify perspectives, and draw conclusions Describe a risk for the people on the First Fleet and the First Nations Australians	interpret and analyse information and data to identify <u>perspectives, and</u> draw conclusions. Describe a risk for the people on the First Fleet or First Nations Australians	interpret and analyse information and data to identify perspectives, and draw conclusions <b>Part C</b>	interpret information from the image	identify the people from the image