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Deltora Quest 1a

Student		**Teacher**	
Learning area	English	**Subject**	Imaginative Text
Technique	Extended Response: Fantasy Short Story		
Purpose	To write a fantasy short story developing and expanding on characterisation and setting		

	A	B	C	D	E
Writing and Creating	Create a written and/or multimodal text for peers, developing and expanding on ideas such as characterisation and setting, with supporting details from the fantasy genre after reading Deltora Quest. Use grouping of related information, appropriate to text structure with sequenced content in paragraphs.	Create a written and/or multimodal text for peers, developing and expanding on ideas such as characterisation and setting, with supporting details from the fantasy genre after reading Deltora Quest. Use appropriate text structure with sequenced content in paragraphs	Create written and/or multimodal text for peers, developing and expanding on ideas such as characterisation and setting, with supporting details from the fantasy genre after reading Deltora Quest.	Create written and/or multimodal text, for peers, with ideas and details from the fantasy genre after reading Deltora Quest.	Create written and/or multimodal text, for peers, from the fantasy genre after reading Deltora Quest.
	Use language features including complex sentences, tenses, topic-specific vocabulary appropriately to suit purpose and context, and literary devices, and/or multimodal features to tell a fantasy story. - Complex sentences that makes connections between ideas - Precise words for naming (pronouns)	Use language features including complex sentences, tenses, topic-specific vocabulary and literary devices similes, metaphors and personification, and/or multimodal features to tell a fantasy story. - Compound and complex sentences - Pronouns - Consistent tense	Use language features including complex sentences, tenses, topic-specific vocabulary and literary devices similes, metaphors and personification, and/or multimodal features to tell a fantasy story. - Use commas to indicate prepositional phrases. - Use apostrophes where there is multiple possession. - Use expanded noun groups	Use language features including compound sentences, to tell a fantasy story.	Use words and phrases to tell a fantasy story.
	Spell using phonic, morphemic and grammatical knowledge.			Spells words using generalisations when writing.	

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Deltora Quest 1b

Student		**Teacher**	
Learning area	English	**Subject**	Imaginative Text
Technique	Spoken Book Review		
Purpose	To share and expand on ideas and opinions about a literary text for an audience		

	A	B	C	D	E
Speaking & Listening	Shares, develops and expands on ideas and opinions about literary texts, using supporting details from the text and detailed justifications, to enhance audience engagement and understanding.	Shares, develops and expands on ideas and opinions about literary texts, using supporting details from the text and justifications, to communicate to the audience.	Shares, develops and expands on ideas and opinions about literary texts, using supporting details, to communicate to the audience.	Shares, develops and/or expands on ideas and opinions about literary texts, using text structures to organise, develop or link ideas, language features including topic-specific vocabulary and/or literary devices, and features of voice.	Shares ideas and/or opinions about literary texts using text structures, topic-specific vocabulary and/or features of voice.
	Uses different text structures to cohesively organise, develop and link ideas, appropriate to the purpose and to enhance audience understanding	Uses different text structures to organise, develop and link ideas appropriate to the purpose and audience.	Uses different text structures to organise, develop and link ideas.		
	Uses a broad range of language features including specialist and technical terms, topic-specific vocabulary and literary devices to express greater precision of meaning, and varies features of voice to suit the audience and purpose.	Uses a range of language features including topic-specific vocabulary and literary devices, and varies features of voice to suit the audience and purpose.	Uses language features including topic-specific vocabulary and literary devices (simile, metaphor& personification), and features of voice.		
	Interacts with others, and listens to and creates spoken and/or multimodal texts including literary texts.*			Not yet demonstrating	

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Shining Light

Student		Teacher	
Learning area	SCIENCE	Subject	Physical Sciences
Technique	Experimental Investigation		

Purpose

To identify sources of light and model the transfer of light to explain observed phenomena. To plan safe investigations to identify patterns and relationships and make reasoned predictions. To pose questions for investigation and predict the observable effect of light. To identify risks associated with investigations and key intercultural considerations when planning field work.

To identify variables to be changed and measured. To compare their methods and findings to those of others and identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. To use language features that reflect their purpose and audience when communicating their ideas and findings.

		A	B	C	D	E
Science Understanding	Physical Sciences	identify sources of light and model the transfer of light to explain multiple observed phenomena including: • Drawing detailed ray diagrams to show a change in the appearance of light • Examining the rainbow effect produced	identify sources of light and model the transfer of light to explain some observed phenomena including: • Drawing ray diagrams to show a change in the appearance of light • Exploring how light can be refracted through water in the maze (rainbow effect)	identify sources of light and model the transfer of light to explain observed phenomena including: • Light travels in a straight path • How shadows are formed • Light can be reflected and refracted in the maze	recognise sources of light and model the transfer of light to share how shadows are formed and light can be reflected	recognise sources of light and model the transfer of light
Science Inquiry	Questioning and predicting	Plan safe investigations to identify patterns and relationships and make reasoned predictions • about the observable effect of light interacting with an object • applying their scientific understanding of light to a new context *How will this variable change the light?*	Plan safe investigations to identify patterns and relationships and make reasoned predictions • about the observable effect of light interacting with an object • drawing on understanding of light *Will this organisation of mirrors enable me to see around corners?*	Plan safe investigations to identify patterns and relationships and make reasoned predictions • pose questions for investigation *Does light travel in a straight line? Is the shadow size affected by the angle of the light?*	Plan a safe investigation to identify a pattern and relationship and make a prediction	Engage in a safe investigation to make a prediction
	Planning and conducting	Identify risks associated with investigations and key intercultural practices associated with scientific	Identify risks associated with investigations and key intercultural practices associated with scientific	Identify risks associated with investigations and key intercultural	Determine risks associated with investigations or intercultural scientist related practices	Determine a risk associated with investigations

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		knowledge and make detailed connections to modern day science	knowledge and make relevant connections to science	practices associated with scientific knowledge		
		identify precise variables to be changed, measured and controlled to ensure a fair maze test	identify relevant variables to be changed, measured and controlled to improve the maze data collected	identify variables to be changed and measured to improve the maze data collected	recognise variables to be changed and measured to improve the maze data collected	recognise variables in the maze data
	Evaluating	**Monitoring Strategy** compare their methods and findings to those of others listing the procedure steps identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions			**Not yet demonstrating**	
	Communicating	use language features such as scientific vocabulary that reflect their purpose and audience when communicating their ideas and findings in a logical sequence.	Use language features such as that reflect their purpose and audience when communicating their ideas and findings.	use language features such as vocabulary that reflect their purpose and audience when communicating their ideas and findings.	Choose language features that reflect their purpose when communicating their ideas and findings.	Communicate their ideas and findings

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Communities – Influences and Management

Student	[Enter student name.]	**Teacher**	[Enter teacher name.]
Learning area	HASS	**Subject**	Geography, Economics and Business
Technique	Short Response Test		
Purpose			
To explain the influence of people on the characteristics of places. To explain the nature of resources, and how they meet needs and wants. To evaluate information and data to identify and describe patterns or trends.			

		A	B	C	D	E
Knowledge and Understanding	**Geography**	Explain the positive and negative influences of people on the characteristics of places in Europe, Asia and North America including the effects of change on economic development and environmental sustainability.	Explain the positive and negative influences of people on the characteristics of places in Europe, Asia and North America.	Explain the influence of people on the characteristics of places in Europe, Asia and North America.	Explain the characteristics of places in Europe, Asia and North America.	Identify characteristics of places in Europe, Asia or North America.
	Economics and Business	Explain and categorise the nature of resources in a European, Asian or North American country and how they meet needs and wants into the future.	Explain and categorise the nature of resources in a European, Asian or North American country and how they meet needs and wants.	Explain the nature of resources in a European, Asian or North American country and how they meet needs and wants.	Explain the nature of resources in a European, Asian or North American country.	Identify resources in a European, Asian or North American country.
Skills	**Interpreting, analysing and evaluating**	Evaluate climate information and data for a European or North American country in a range of formats to identify and describe patterns or trends and infer how this changes peoples' lives.	Evaluate climate information and data for a European or North American country in a range of formats to identify and describe patterns or trends.	Evaluate climate information and data for a European or North American country to identify and describe patterns or trends.	Evaluate climate information and data for a European or North American country to identify a pattern.	Identify climate information and data for a European or North American country.

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Marking guide **Year 5 Unit 1**

AC V9 Mathematics Name:

Assessment task 1.1 — Space

Purpose: To perform and describe transformation of shapes, identify symmetries and use grid coordinates.

	A	B	C	D	E
Understanding & Fluency	Performs and describes the results of a combination of transformations, demonstrates how different combinations of transformations can produce the same resulting image, recognises what changes and what remains the same, and identifies any symmetries.	Performs and describes the results of a combination of transformations, recognises what changes and what remains the same, and identifies any symmetries.	Performs and describes the results of transformations and identifies any symmetries	Performs and describes the results of a transformation and identifies at least one symmetrical feature.	Performs or describes the results of a rotation, reflection or translation.
	Uses grid coordinates and directional language to describe position and movement on a map; constructs a grid coordinate system and lists coordinates to recreate a picture.	Uses grid coordinates and directional language to describe position and movement on a map and constructs a grid coordinate system.	Uses grid coordinates to locate and move positions on a map.	Uses grid coordinates to locate and move a position on a map.	Uses grid coordinates to locate a position on a map.
Feedback:					

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Marking guide **Year 5 Unit 1**

AC V9 Mathematics Name:

Assessment task 1.2 — Planning and conducting a statistical investigation about sun safety

Purpose: To plan and conduct a statistical investigation to collect, represent and interpret nominal and ordinal categorical data and discrete numerical data.

	A	B	C	D	E
Problem solving & Reasoning	Plans and conducts a statistical investigation to collect and represent nominal and ordinal categorical and discrete numerical data using digital tools, and chooses appropriate data displays.	Plans and conducts a statistical investigation to collect and represent nominal and ordinal categorical and discrete numerical data using digital tools.	Plans and conducts a statistical investigation to collect nominal and ordinal categorical and discrete numerical data using digital tools.	Conducts a statistical investigation to collect and represent data, and interprets data by identifying the mode or describing the shape.	Conducts a statistical investigation to collect and represent data, and interprets data in a chosen data display.
	Identifies the mode and interprets the shape of distributions of data relating to sun safety and communicates findings to answer the key question.	Identifies the mode and interprets the shape of distributions of data relating to sun safety and communicates findings to answer individual investigation questions.	Identifies the mode and interprets the shape of distributions of data relating to sun safety.		
Understanding & Fluency	Interprets and compares data represented in a line graph, makes a simple inference about UV exposure and makes connections between UV levels and the best times of day to play outside without a hat.	Interprets and compares data represented in a line graph and makes a simple inference about UV exposure.	Interprets and compares data represented in line graphs.	Reads and interprets data in a line graph.	Reads a line graph to identify information represented on the horizontal or vertical axis.
Feedback:					