Year 5 Marking Guides Term 2 2026

Managing Severe Weather Events

Student		**Teacher**	
Learning area	ENGLISH	**Subject**	Reading, viewing and comprehending informative texts
Technique	Informative Text		

Purpose To read, view and comprehend informative texts.

	A	B	C	D	E
Reading & Viewing	Reads, views and comprehends texts created to inform by identifying the main idea, details and drawing inferences that are explained and supported by evidence in the text.	Reads, views and comprehends texts created to inform by identifying the main idea and details.Q1	Reads, views and comprehends texts created to inform audiences.	Reads or views and comprehends an informative text. **Q1** Identifies information from the text and a text structure	Reads or views and comprehends an informative text, identifying information and a text structure or
	Explains how ideas are developed by taking into account differing ideas or concepts, and authoritative sources throughout the text. **Q3**	Explains how ideas are developed through use of authoritative sources. **Q3**	Explains how ideas are developed.		
	Explains how characteristic text structures support the purpose of an informative text, by enhancing navigation and cohesion, and building meaning across the text.**Q6**	Explains how characteristic text structures support the purpose of informing, by enhancing navigation and cohesion. **Q6**	Explains how characteristic text structures support the purpose of an informative text. **Q5, Q6**		
	Explains how language features and visual features have been used to build and verify ideas, and contribute to the effect of the information in the text. **Q7,Q8**	Explains how language features and visual features have been used to build ideas and contribute to the effect and meaning of an informative text. **Q7, Q8**	Explains how language features and visual features contribute to the effect and meaning of an informative text. **Q5, Q7**	Identifies a language feature and visual feature. **Q2**	Identifies a language feature or visual feature.

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Severe Weather Events

Student		**Teacher**	
Learning area	ENGLISH	**Subject**	Written
Technique	Informative Text		
Purpose: To create an informative text on an Australian severe weather event.			

	A	B	C	D	E
	Creates a cohesive multimodal informative text for an audience, developing and expanding on ideas with supporting details, drawing information from sources including authoritative sources.	Creates a multimodal informative text for an audience, developing and expanding on ideas with supporting details and drawing information from sources.	Creates a multimodal informative text for an audience (peers) wanting to learn about natural disasters), developing and expanding on ideas with supporting details from topics or texts.	Creates a multimodal informative text for an audience by developing ideas about the topic	
	Effectively uses well-sequenced paragraphs that contain a clear topic sentence with some detail and elaboration in the following sentences, appropriate text structures and a range of cohesive devices to stage, organise, develop and link ideas to suit the purpose.	Uses paragraphs and typical text structures to stage, organise, develop and link ideas, appropriate for the writing purpose. • Starting point of paragraphs to give prominence to the message Example Floods can have severe consequences	Uses paragraphs to organise, develop and link ideas.	using paragraphs	
	Selects and effectively uses a range of language features for the writing purpose, including accurate simple, compound and complex sentences with appropriate punctuation and verb tense, expanded noun groups/phrases for effective descriptions, topic-specific and precise vocabulary, and multimodal features that develop ideas.	Selects and uses language features to suit the writing purpose, including expanded noun groups/phrases for effective descriptions, a range of simple, compound and complex sentences maintaining relevant verb tense, topic-specific and precise vocabulary, and multimodal features.	Uses language features including complex sentences, tenses, topic-specific vocabulary, and multimodal features.	Uses language features including simple and compound sentences and topic-specific vocabulary.	Uses simple and/or compound sentences and appropriate vocabulary.
	Spells using phonic, morphemic and grammatical knowledge			Not yet demonstrating	

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Unit 2: Number and Algebra

Assessment task 2.1 — Finding unknowns, using estimation strategies and planning an event using mathematical modelling

Student Name: **Teacher Name:**

	A	B	C	D	E
Understanding, Fluency	Checks and explains the reasonableness of calculations using estimation, including which type of rounding gives the best approximation in a financial context. Expresses natural numbers as products of factors, identifies multiples, determines if one number is divisible by another and uses a divisibility test to determine if a large number is divisible by 3. **Part A Q5, Q6, Q7** **Part B Q 2**	Checks and explains the reasonableness of calculations using estimation strategies. Expresses natural numbers as products of factors, identifies multiples and determines if one number is divisible by another. **Part A Q4, Q6**	Checks the reasonableness of calculations using estimation. Expresses natural numbers as products of factors and identifies multiples. **Part A Q1, Q2, Q3, Q6**	Rounds numbers in different ways to estimate answers. Identifies a natural number as a product of factors and recognises a multiple.	Rounds a number to estimate an answer. Finds an unknown value in a multiplication fact.
Problem-solving, Reasoning	Uses sequenced and selective information to formulate and solve a financial problem using chosen arithmetic operations, efficient strategies and digital tools when following the mathematical modelling process. Compares and explains results of fundraising activity profits using findings and explains choice of operations, digital tools and strategies. Describes how to increase the profit of a chosen fundraising activity using calculations. **Part B**	Uses mathematical modelling to formulate and solve a financial problem using chosen arithmetic operations, digital tools and efficient strategies. Interprets and compares results of fundraising activity profits and describes choice of operations, digital tools and strategies. **Part B**	Uses mathematical modelling to solve financial problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation. **Part B**	Uses mathematical modelling to make planning decisions, represent the problem, solve calculations using chosen strategies and describes results of a fundraising activity. **Part B**	Uses mathematical modelling to make planning decisions, represent the problem and solve simple calculations using chosen strategies. **Part B**

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Coast to Coast

Student		**Teacher**	
Learning area	Science	**Subject**	Earth and Space Sciences
Technique	Short Response Investigation		
Purpose	Students will investigate how the Sunshine Coast waterways and coastline are changing. They will study how science explains processes like erosion and deposition causing these changes. Students will describe what they find, using graphs and models, to identify patterns and predict the future of the area's waterways and coastline.		

		A	B	C	D	E
Knowledge and understanding	Earth and Space Sciences	Describe key processes that cause slow or rapid change to change Earth's surface on the Sunshine Coast's waterways and coastline. Predict the effect these changes will have in the future (Q3	Describe key processes that cause slow or rapid change to change Earth's surface on the Sunshine Coast's waterways and coastline. Identify measures that could minimise further negative effects (Q1d, Q2d)	Describe key processes that change Earth's surface on the Sunshine Coast's waterways and coastline (Q1b, c, 2b, c)	Describe processes that change Earth's surface (Q1a, 2a)	Describe a process related to a change on Earth
	Use and influence of Science	identify examples where scientific knowledge (facts) informs the actions of individuals and communities. Identify factors that influence individual group decision making (Q1e, 2e, 4)	identify examples where scientific knowledge (facts) informs the actions of individuals and communities. Identify factors that influence individual group decision making (Q1e, 2e, 4)	identify examples where scientific knowledge (facts) informs the actions of individuals and communities (Q1e, 2e, 4)	identify examples of an action or rule to be followed (park ranger sign, barrier around cliff)	identify an action
Science Inquiry	Processing, modelling and analysing	construct representations to organise data and information and describe patterns, trends and relationships over time using maps and aerial photographs associated with the local waterways and coastline of the Sunshine Coast (5a, b ICT, 6a)	construct representations to organise data and information and describe patterns using maps and photographs, trends and relationships associated with the local waterways and coastline of the Sunshine Coast (5a, b ICT, 6b)	construct representations to organise data and information and describe patterns, trends and relationships associated with the local waterways and coastline of the Sunshine Coast (5a, b Hard Copy)	construct representations to organise data and information associated with the local waterways and coastline of the Sunshine Coast	construct representations to organise data

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Managing Severe Weather Events

Student		**Teacher**	
Learning area	HASS	**Subject**	Geography
Technique	Research project – Severe weather events		
Purpose			
To create an informative text to explain the influence of people on the characteristics of places and in the management of spaces. To develop questions and locate, collect and organise information and data from primary and secondary sources. Evaluate sources to determine origin and perspectives and evaluate data to identify and describe patterns or trends, suggesting conclusions based on evidence. Select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.			

		A	B	C	D	E
Knowledge and Understanding	**Geography**	explain the management of severe weather events and their consequences in Australian spaces such as the practices and laws that aim to manage and mitigate human impact. (Mitigate means to make something less severe, intense. eg. Mitigate through building codes, zoning, firebreaks and controlled burns.)	explain the management of severe weather events and their consequences in Australian spaces such as the practices and laws that aim to manage human impact. (Manage means to handle or control a situation. eg. manage local environments, creation of wildlife corridors and national parks)	explain the management of severe weather events and their consequences in Australian spaces	explain severe weather events and their consequences in Australian spaces	identify a severe weather event in Australian spaces
Skills	**Questioning and researching- Refer to English research**	develop useful questions to elicit more ideas and locate, collect and organise information and data from primary and secondary sources about severe weather events	develop useful questions and locate, collect and organise information and data from primary and secondary sources about severe weather events	develop questions and locate, collect and organise information and data from primary and secondary sources about severe weather events	develop questions, locate and collect information and data about a severe weather event	Discuss information about a severe weather event
	Concluding and decision-making	suggest conclusions about the management of severe weather events based on valid evidence that consider differing information.	suggest conclusions about the management of severe weather events based on valid evidence	suggest conclusions about the management of severe weather events based on evidence	suggest conclusions about severe weather events	suggest conclusions about weather events
	Communicating	select and referencing ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations about severe weather events using accurate and subject-appropriate terms (E.g., terms such as: 'characteristics', 'environmental', 'human', 'ecosystems', 'sustainable', 'settlement' and 'management'; 'scarcity', 'choices', 'resources', and 'needs and wants')	select and referencing ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations about severe weather events	select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations about severe weather events	select ideas from sources and present descriptions about severe weather events	select sources and present descriptions about weather events