Year 6 GTMJ's Term 1 2026

Looking Back

Student		**Teacher**	
Learning area	English	**Subject**	Informative Text: Biography
Technique	Extended Response: Biography – Written and Spoken		
Purpose	Students create a biography about a key person from Australia's Federation era. They present a biography on a significant figure.		

	A	B	C	D	E
Speaking and Listening PART B	interact with others, and listen to and create spoken and/or multimodal texts including literary texts			Not yet demonstrating	
	To inform an audience, they share, develop, explain and elaborate on ideas from topics or texts with richer description, about a significant person, using timelines and images that contribute to meaning	To inform an audience, they share, develop, explain and elaborate on ideas from topics or texts about a significant person, using timelines and images that contribute to meaning.	To inform an audience, they share, develop, explain and elaborate on ideas from topics or texts about a significant person.	To inform an audience, they share and develop ideas from topics or texts about a significant person.	Shares ideas about a significant person.
	Use and vary text structures to organise, develop and link ideas logically and cohesively, selecting details to accentuate key points	Use and vary text structures to organise, develop and link ideas logically, selecting details to accentuate key points.	Use and vary text structures to organise, develop and link ideas.	Use text structures to organise and develop ideas.	Uses sentences to develop ideas.
	Use and vary language features including precise, topic-specific vocabulary, multimodal features, visual resources to enhance content and features of voice, recognising the effects these have on audience understanding and engagement - prosody (pitch, tone, pace, volume).	Use and vary language features including topic-specific vocabulary, multimodal features, visual resources to enhance content and features of voice - prosody (pitch, tone, pace, volume).	Use and vary language features including topic-specific vocabulary, multimodal features and features of voice - pace, volume.	Use language features including common vocabulary, a multimodal feature and a feature of voice.	Uses a feature of voice.
Writing and Creating PART A	Create a cohesive written multimodal biography about a significant person from Australia's federation era with richer description, to inform an audience, developing, explaining and elaborating on relevant ideas from topics or texts, using timelines and images that contribute to meaning: - adverbials to represent greater range of circumstances - time, manner, place and reason	Create a written multimodal biography about a significant person from Australia's federation era to inform an audience, developing, explaining and elaborating on relevant ideas from topics or texts, using timelines and images that contribute to meaning: - elaborated noun groups - precise verbs e.g. cut – use slice/dice instead	Create a written multimodal biography about a significant person from Australia's federation era, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts: - includes images	Creates a written multimodal biography about a significant person from Australia's federation era, for particular purposes and audiences. - includes an image	Writes about a significant person from Australia's federation era:
	Use text structures, including a variety of extended simple, compound and complex sentences and vary paragraphs to organise, develop and link ideas through the use of relevant, considered text connectives. - e.g. finally, as a result, in addition t	Use text structures, including a variety of extended simple, compound and complex sentences and vary paragraphs to organise, develop and link ideas.	Use text structures and vary paragraphs to organise, develop and link ideas.	Use text structures and paragraphs to organise and develop ideas	Use sentences to develop ideas

Year 6 GTMJ's Term 1 2026

Looking Back

Student		**Teacher**	
Learning area	HASS	**Subject**	**History:** Australian Federation era + significant individuals
Technique	Extended Response: Biography: Written		
Purpose	Students create a biography about a key person from Australia's Federation era.		

	A	B	C	D	E
Knowledge and understanding	Use relevant and significant information to explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship, through a biography. e.g. Despite no formal education after the age of 8, Parkes developed strong public speaking skills and was renowned for his ability to unite audiences.	Use relevant information to explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship, through a biography. e.g. Parkes developed strong public speaking skills and was renowned for his ability to unite audiences.	Explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship, through a biography. e.g. Parkes developed strong public speaking skills.	with support identify the roles of significant people and events that led to Australian Federation, democracy and citizenship, through a biography	with support identify the roles of significant people and events that led to Australian Federation, democracy and citizenship
Skills	Develop probing questions, and locate, collect and organise relevant information and data from a range of primary and secondary sources to improve knowledge about a significant person from Australia's federation era. · probing questions – seek details, elicit more ideas	Develop questions, and locate, collect and organise relevant information and data from a range of primary and secondary sources to improve knowledge about a significant person from Australia's federation era.	Develop questions, and locate, collect and organise information and data from a range of primary and secondary sources about a significant person from Australia's federation era.	with support develop a question, and locate and collect information and data from primary and/or secondary sources about a significant person from Australia's federation era	with support develop a question about a significant person from Australia's federation era
	Evaluate and compare sources to determine origin, purpose and perspectives and potential bias in the content. (PART C)	Evaluate and compare sources to determine origin, purpose and perspectives. (PART C)	Evaluate sources to determine origin, purpose and perspectives. (PART C)	with support examine sources to determine origin and perspectives (PART C)	with support examine sources (PART C)
	Select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations supported by evidence, including visual materials about a significant person from Australia's federation era. - timelines, images, journal/diary entries - evidence is referred to in text e.g., as you can see in the timeline below	Select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations, including visual materials about a significant person from Australia's federation era. - timelines and images	Select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations about a significant person from Australia's federation era. ·description and explanation – who, what, why, how - images	with support select findings from sources and use relevant terms to present a description about a significant person from Australia's federation era - description – who and what	with support select findings from sources and present a description about a significant person from Australia's federation era ·description – who and what

Year 6 GTMJ's Term 1 2026

Year 6 Science: Unit 1 — Making changes: Testing change: Reversible or irreversible? **Name:**

Making Changes

Student	[Enter student name.]	**Teacher**	[Enter teacher name.]
Learning area	SCIENCE	**Subject**	Chemical Sciences
Technique	Experimental / Scientific Explanation		

Purpose

To plan and conduct an investigation into reversible and irreversible changes. To pose investigable questions, make reasoned predictions, identify variables to be changed and measure, describing potential safety risks. To identify possible sources of errors and communicate ideas and findings.

		A	B	C	D	E
Science Understanding	Chemical Sciences	Classify reversible and irreversible changes to substances with scientific reasoning. Q9 Compare the observable differences between reversible and irreversible changes to substances with scientific reasoning.	Classify reversible and irreversible Q9 changes to substances with reasoning. Compare the observable differences between reversible and irreversible changes to substances with reasoning.	Classify reversible and irreversible changes to substances. Q8 Compare reversible and irreversible changes to substances. Q10, Q11, Q13 - (A, B & C)	Classify a reversible or irreversible change to a substance. Identify reversible and irreversible changes to substances.	Classify a change. With support Identify reversible or irreversible changes to substances.
Science Inquiry	Questioning and predicting	Plan safe, repeatable accurate investigations to identify patterns and test relationships, pose probing questions and make scientific reasoned predictions about changes in state or irreversible change as a result of heat energy and cooling. Q6	Plan safe, repeatable investigations to identify patterns and test relationships, pose relevant questions and make scientific reasoned predictions about changes in state or irreversible change as a result of heat energy and cooling. Q6	Plan safe, repeatable investigations to identify patterns and test relationships, pose questions and make reasoned predictions about changes in state or irreversible change as a result of heat energy and cooling. Q1, Q2, Q6	Predict a change in state from an observed investigation as a result of heating and cooling. Plan an investigation	Observe an investigation about changes in state as a result of heating and cooling.
	Planning and Conducting	Describe risks associated with investigations and suggest how these could be reduced with detail. Q4	Describe risks associated with investigations and suggest how these could be reduced. Q4	Describe risks associated with investigations. Q4	Identify a risk associated with an investigation.	Identify a risk.
		Identify precise variables to be changed, measured and controlled to improve the data collected. Q5	Identify relevant variables to be changed, measured and controlled to improve the data collected. Q5	Identify variables to be changed, measured and controlled to improve the data collected. Q5	Identify a variable to be changed, measured or controlled to improve the data collected.	Identify a variable to be changed to improve the data collected.
		Use equipment to generate and record accurate data with appropriate precision Q7	Use equipment to generate and record relevant data with appropriate precision.	Use equipment to generate and record data with appropriate precision. Q7	Use equipment to generate or record data.	Use equipment.
	Evaluating	Identify possible sources of error in their own and others' methods and findings using your data, to draw a reasoned conclusion. Q12	Identify possible sources of error in their own and others' methods and findings to draw a reasoned conclusion. Q12	Identify possible sources of error in their own and others' methods and findings. Q12	Determine a possible source of error in their own methods and findings.	Determine an error.
	Communicating	Select and use precise scientific language features effectively for their purpose and audience when communicating their ideas and findings. Q9, Q10	Select and use topic specific language features effectively for their purpose and audience when communicating their ideas and findings. Q9, Q10	Select and use language features effectively for their purpose and audience when communicating their ideas and findings. Q9, Q10	Choose language features when communicating their ideas and findings.	Communicate their ideas and findings.

Year 6 GTMJ's Term 1 2026

Marking guide **Year 6 Unit 1**

AC V9 Mathematics Name:

Assessment task 1.1 — Number and Space

Purpose: To locate and represent points on a number line and ordered pairs on the Cartesian plane, and create tessellating patterns using combinations of transformations.

	A	B	C	D	E
Understanding & Fluency	Uses integers to locate and represent points on horizontal and vertical number lines, recognises the difference in location between positive and negative integers and their relationship to zero in a financial context, and represents points as coordinates on the Cartesian plane.	Uses integers to locate and represent points on horizontal and vertical number lines and as coordinates on the Cartesian plane.	Uses integers to represent points on a number line and in the Cartesian plane.	Uses integers to represent points on a number line and a point in the Cartesian plane.	Uses integers to represent points on a number line or a point in the Cartesian plane.
	Locates points in all 4 quadrants on the Cartesian plane, lists coordinates in the correct order to complete a polygon and describes changes to coordinates when points are moved to a different position in the plane.	Locates an ordered pair in multiple quadrants on the Cartesian plane and describes changes to a coordinate when a point is moved to a different position in the plane.	Locates an ordered pair in any one of the 4 quadrants on the Cartesian plane.	Locates any one of the 4 quadrants on the Cartesian plane and completes an ordered pair.	Locates any one of the 4 quadrants on the Cartesian plane or completes an ordered pair.
	Creates tessellating patterns using combinations of transformations, describes the transformations used and explains why shapes can tessellate.	Creates tessellating patterns using combinations of transformations and explains why shapes can tessellate.	Creates tessellating patterns using combinations of transformations.	Creates a tessellating pattern using one type of transformation.	Recognises a pattern or shape that tessellates.
Feedback:					

Year 6 GTMJ's Term 1 2026

Marking guide **Year 6 Unit 1**

AC V9 Mathematics Name:

Assessment task 1.2 — Statistical investigations

Purpose: To compare distributions of data and critique arguments presented in advertisements based on statistics.

	A	B	C	D	E
Problem Solving	Compares distributions of continuous numerical data sets about recycling, using range and shape of the data, and gives reasons for observations.	Compares distributions of continuous numerical data sets about recycling, using range and shape.	Compares distributions of continuous numerical data sets about recycling, using range or shape.	Interprets data sets for continuous numerical data and comments on the distribution.	Interprets data sets for continuous numerical data.
	Compares distributions of discrete numerical and ordinal categorical data sets using purposeful comparative displays and mode, range and shape, and uses digital tools. Communicates findings about plastic use at school and in Queensland.	Compares distributions of discrete numerical and ordinal categorical data sets using comparative displays and two features of the data (mode, range or shape) and uses digital tools. Communicates findings about plastic use.	Compares distributions of discrete numerical and ordinal categorical data sets as part of a statistical investigation about plastic use, using displays and one feature of the data (mode, range or shape), and uses digital tools.	Interprets data sets for discrete numerical and ordinal categorical data and comments on the distribution.	Interprets data sets for discrete numerical and ordinal categorical data.
Reasoning	Critiques messages and a claim presented in an advertisement based on statistics; discusses whether the data representation is misleading and evaluates the method to suggest improvements.	Critiques messages and a claim presented in an advertisement based on statistics and discusses whether the data representation is misleading.	Critiques a claim presented in an advertisement based on statistics.	Identifies a message presented in an advertisement based on statistics.	Identifies a message presented in an advertisement.
Feedback:					