Unit 2A: Reading & Viewing

Student		**Teacher**	
Learning area	English	**Subject**	Informative Text
Technique	Reading Comprehension- Written response		
Purpose	To read, view and comprehend imaginative texts		

	A	B	C	D	E
Reading and Viewing	Reads, views and comprehends different imaginative texts created to engage audiences. Explains and compares themes and ideas, using textual evidence and supporting details.	Reads, views and comprehends different imaginative texts created to engage audiences, and explains themes and ideas, using textual evidence.	Reads, views and comprehends different imaginative texts created to engage audiences.	Reads words, phrases and sentences and views visual/and or multimodal features in different imaginative texts created to engage audiences,	Attempts to read and view visual/and or multimodal features in different imaginative texts created to engage audiences
	Identifies and explains, in detail, similarities and differences in how ideas are presented through characters, settings and events, and how texts reflect contexts.	Identifies and explains similarities and differences in how ideas are presented and developed, including through characters, settings and events, and how texts reflect contexts.	Identifies similarities and differences in how ideas are presented and developed, including through characters, settings and/or events, and how texts reflect contexts.	Identifies similarities or differences in how ideas are presented or developed. Identifying literal or simple inferred meaning about characters, settings and events.	making a statement about a character, setting or event.
	Identifies and compares how texts have similar and different text structures.	Identifies how texts have similar and different text structures and explains how these reflect purpose, using evidence from the text.	Identifies how texts have similar and different text structures to reflect purpose.	and identifies a text structure that reflects purpose.	Identifies a text structure, and a similarity or difference in how ideas are presented.
	Explains, with details, how the structures work together with a range of language features, including literary devices and visual features, to reflect purpose, influence and engage the audience and contribute to meaning, using evidence from the text.	Explains how a range of language features including literary devices, and visual features influence and engage audiences.	Explains how language features including literary devices and visual features influence audiences.	Identifies language features and visual features that influence audiences.	Identifies language feature or visual feature

Unit 2B: Writing & creating

Student		**Teacher**	
Learning area	English	**Subject**	Imaginative texts
Technique	Writing and creating imaginative texts		
Purpose	**To create a written narrative, including a supporting image.**		

	A	B	C	D	E
Writing & Creating	Creates a detailed and cohesive written and/or multimodal imaginative literary text to engage an audience of peers, developing, explaining and elaborating on relevant ideas and themes from The Wild Robot.	Creates a detailed written and/or multimodal imaginative literary text to engage an audience of peers, developing, explaining and elaborating on relevant ideas from The Wild Robot	Creates a written and/or multimodal imaginative literary text to engage an audience of peers, developing, explaining and elaborating on relevant ideas from The Wild Robot.	Create a written imaginative text with a supporting image for an audience by developing relevant ideas from a familiar narrative.	Creates a written imaginative text with a supporting image,
	Uses and adapts narrative text structures and cohesive devices, and varies well-structured and sequenced paragraphs to effectively organise, develop and link ideas to engage an identified audience.	Uses and adapts narrative text structures and cohesive devices such as repetition, synonyms and antonyms, and varies paragraphs to organise, develop and link ideas.	Uses narrative text structures and varies paragraphs to organise, develop and link ideas.	Uses organising text structures including paragraphs.	Organising and developing ideas using simple and/or compound sentences
	Uses and varies a wide range of language features including punctuated dialogue for emphasis, clarity or effect, including flexible use of a variety of sentence structures, topic-specific vocabulary and literary devices such as imagery and hyperbole, and emotive vocabulary.to expand and sharpen ideas and appeal to an audience. Uses multimodal features to support and extend meaning.	Uses and varies a range of language features including expanded verb groups, adverbs and adverb groups/phrases, a variety of sentence structures, topic-specific vocabulary and literary devices such as metaphors and personification to appeal to an audience, and multimodal features to contribute to meaning.	Uses and varies language features including Expanded noun groups sentence structures, topic-specific vocabulary, literary devices such as characterisation and setting, and similes, and multimodal features.	Uses language features including simple, compound and/or complex sentences with vocabulary from the text.	Uses vocabulary from the text.
	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 properties of numbers and mathematical modelling to create a budget

Purpose: To find unknowns involving order of operations and solve problems using the properties of prime, composite and square numbers. To use mathematical modelling to create a budget for a class event.

Student Name: **Teacher Name:**

	A	B	C	D	E
Understanding, Fluency	Solves single- and multi-step problems using the properties of prime, composite and square numbers. Explains responses using properties of numbers and identifies all possible prime and composite combinations as possible solutions to a problem. Part A Q6, 7b Finds unknown values, including possible pairs of unknown values, in numerical equations involving combinations of arithmetic operations and explains the importance of order of operations conventions. Part A 7b and 11b	Solves problems using the properties of prime, composite and square numbers and explains responses using properties of numbers. Part A Q4, 5 Uses knowledge of order of operations to find unknown values, including possible pairs of unknown values, in numerical equations involving combinations of arithmetic operations. Part A Q10 and 11a	Solves problems using the properties of prime, composite and square numbers. Part A 1a, 2 Finds unknown values in numerical equations involving combinations of arithmetic operations. Part A 3, Q7a, Q8	Identifies prime, composite and square numbers and describes one of their properties. Part A Q1a and b Finds an unknown value in a numerical equation involving combinations of different arithmetic operations. Part A Q8a, b or c Part A Q9a, b or c	Identifies a number as prime, composite or square. Finds an unknown value in a numerical equation involving combinations of the same arithmetic operation.
Problem solving, Reasoning	Uses mathematical modelling to solve a budget-related problem, formulates the problem considering the budget criteria; uses digital tools; justifies the choices made including planning decisions, calculation strategies and how the budget meets or does not meet the budget criteria; and communicates the findings to the principal. . Part B Q3b	Uses mathematical modelling to solve a budget-related problem, formulates the problem; uses digital tools; justifies the choices made, including planning decisions, calculation strategies and the budget criteria. . Part B Q3a	Uses mathematical modelling to solve a budget-related problem, formulates the problem and justifies choices made. Part B Q2	Uses mathematical modelling to solve aspects of a budget-related problem, makes decisions about and represents the situation, describes choices and uses provided information when choosing operations and strategies to calculate part of a budget. Part B Q1	Uses mathematical modelling to solve aspects of a budget-related problem, makes decisions about and represents the situation and uses provided information to choose an operation and strategy to begin to calculate the cost of a class event.
Feedback:					

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Unit 2: Measurement (Time)

Assessment task 2.2 — Interpreting and using timetables

Purpose: To interpret and use timetables and plan an itinerary.

Student Name: **Teacher Name:**

	A	B	C	D	E
Understanding, Fluency	Interprets and uses the provided timetable; and plans an itinerary for a day at the Brolga Creek Show, developing a timetable of daily activities and determining the duration of events. Q2	Interprets and uses timetables to plan an itinerary with chosen events. Q2	Interprets and uses provided timetables. Q1	Identifies days and location on a timetable. Q1	Identifies uses of a timetable.
Feedback:					

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Lost in Space

Student		**Teacher**	
Learning area	SCIENCE	**Subject**	Earth and Space Sciences
Technique	Information report and oral presentation		

	A	B	C	D	E
Science Understanding	Model the relationship between the sun and Earth Explain how the relative positions of Earth and the sun relate to observed phenomena on Earth (and variable length of day and night across the cycle of one revolution of earth around the sun). Q1c	Model the relationship between the sun and Earth Explain how the relative positions of Earth and the sun relate to observed phenomena on Earth (and variable length of day and night). Q1b	Model the relationship between the sun and Earth Explain how the relative positions of Earth and the sun relate to observed phenomena on Earth (day and night) Q1a.	Model the relationship between the sun and Earth Describe day and night>	Model the sun and Earth.
	Explain in detail with evidence why science is often collaborative. Describe different individuals' contributions to scientific knowledge and their impact through constructing a timeline to show how astronomers from many countries have advanced ideas about space. Q2c	Explain with evidence why science is often collaborative. Describe different individuals' contributions to scientific knowledge through constructing a timeline to show how astronomers from many countries have advanced ideas about space. Q2b	Explain why science is often collaborative. Describe different individuals' contributions to scientific knowledge through constructing a timeline to show how astronomers from many countries have advanced ideas about space. Q2a	Identify why science is often collaborative. Order different individuals' contributions to scientific knowledge on a time line about space.	Order different individuals on a time line about space.
	Pose investigable questions about eclipses. Plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions about the impact of size and distance on eclipses using accurate scientific vocabulary Q3a	Pose investigable questions about eclipses. Plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions about the impact of size and distance on eclipses Q3a	Pose investigable questions about eclipses. Plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions Q3a	Pose questions about eclipses. Plan safe investigations to identify a pattern and make a prediction	Take part in an investigation
	Using accurate labelled diagrams construct representations to organise and process data and information Precisely describe patterns, trends and relationships related to the relative positions of the sun, moon and Earth Q1 and 3	Using accurate labelled diagrams construct representations to organise and process data and information Describe patterns, trends and relationships related to the relative positions of the sun, moon and Earth Q1 and 3	Using labelled diagrams construct representations to organise and process data and information Describe patterns, trends and relationships related to the relative positions of the sun, moon and Earth Q1 and 3	Using diagrams construct representations to organise and process data and information related to the relative positions of the sun, moon and Earth	Using diagrams to organise information related to the sun, moon and Earth

	Select and use precise scientific language features effectively for their purpose and audience when communicating their ideas and findings via a poster or slide show	Select and use topic specific language features effectively for their purpose and audience when communicating their ideas and findings via a poster or slide show	Select and use language features effectively for their purpose and audience when communicating their ideas and findings via a poster or slide show	Select and use language features for their purpose and audience when communicating their ideas via a poster or slide show	Use language features when communicating their ideas via a poster or slide show

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Global Citizens

Student		**Teacher**	
Learning area	HASS	**Subject**	History + Civics and Citizenship
Technique	Test		
Purpose			
To explain the causes and effects of migration to Australia since Federation. To explain the key institutions of Australia's government and propose a bill to parliament.			

	A	B	C	D	E
Knowledge and understanding	explain the causes and effects of migration to Australia since Federation and the similarities and the differences European and Asian migrants experienced including economic factors, conflict and political refuge.	explain the causes and effects of migration to Australia since Federation and the similarities and the differences European and Asian migrants experienced.	explain the causes and effects of migration to Australia since Federation and to today. (PART A)	identify why groups migrated to Australia.	identify that people move from one place to another.
	explain the key institutions of Australia's system of government and its connection to the Westminster system and understanding the separation of powers including explaining the role of the monarchy. explain the roles and responsibilities of 3 levels of government in Australia (state, local and federal) identifying different types of laws each level makes and who enforces them.	explain the key institutions of Australia's system of government and its connection to the Westminster system. explain the roles and responsibilities of 3 levels of government in Australia (state, local and federal) identifying different types of laws each level makes.	explain the key institutions Australia's system of government explain the roles and responsibilities of 3 levels of government in Australia (state, local and federal) (PART B)	identify the key institutions Australia's system of government identify the 3 levels of government in Australia (state, local and federal)	identify a level of government in Australia.
Skills	locate, collect and organise relevant information and data from a range of primary and secondary sources to improve knowledge about a migrant's experience.	locate, collect and organise information and data from a range of primary and secondary sources to improve knowledge about a migrant's experience.	locate, collect and organise information and data from a range of primary and secondary sources about a migrant's experience. (PART A)	Locate information and data from primary or secondary sources about a migrant's experience.	Locate basic information about a migrant.
	Propose detailed actions or responses and use criteria to assess the possible positive and negative effects including social, political and economic effects of a suggested bill to parliament on society and citizens.	Propose detailed actions or responses and use criteria to assess the possible positive and negative effects of a suggested bill to parliament.	propose actions or responses and use criteria to assess the possible effects of a suggested bill to parliament. (PART B)	propose an action of a suggested bill to parliament.	propose an action for change.
	select and organise relevant ideas and evidence-based findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations including a flow chart describing the process of their bill proposal.	select and organise relevant ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations including a flow chart describing the process of their bill proposal.	select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations about their proposed bill. (PART B)	consider ideas and findings from sources to present descriptions about their proposed bill.	Did not select sources to present their proposed bill.