

Year 1 Marking Guides Term 4



Cultural Stories

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	ENGLISH	Subject	Imaginative Text: Spoken
Technique	Spoken: Oral Retell: adapted MG from Curriculum Gateway 3.1 2025		
Purpose	To present a retell or adaption of a familiar cultural story to an audience.		

	A	B	C	D	E
	Shares ideas, retells/or adapts a familiar cultural story and expresses opinions using some modal language and supporting details from learnt topics and texts. *Express opinion: - Modal language (<i>better, faster</i>) - It was better/quicker/faster because ____ - I liked this better because ____	Shares ideas, retells/or adapts a familiar cultural story and expresses opinions using details from learnt topics and texts. *Express opinion: - I like ____ because ____ - I didn't like ____ because ____	Shares ideas, retells/or adapts a familiar cultural story and expresses opinions using a small number of details from learnt topics and texts. *Express opinion: I like ____	Shares ideas and/or retells a familiar story. Expresses an opinion. *<u>can</u> be any story	Shares a statement about a familiar story. *<u>can</u> be any story
	Organise key ideas and sequences ideas by including beginning, problem and end and uses language features including topic-specific and precise vocabulary and features of voice, using varying intonation or volume for emphasis. *Features of voice: - Speaks clearly - Experiments with pace - Uses volume for emphasis - Varies intonation (inflection/tone) - Gestures - AC9E1LY07	Sequences ideas by including beginning, problem and end and uses language features including topic-specific vocabulary and features of voice, experimenting with volume and pace. *Features of voice: - Speaks clearly - Experiments with pace - Experiments with volume	Sequences ideas and uses language features including topic-specific vocabulary and features of voice. *Features of voice: Speaks clearly	Shares ideas using simple sentences with some topic-specific vocabulary.	Uses simple words and phrases.
	Interacts with others, and listens to and creates short spoken texts including recounts of stories. Monitoring Strategy			Not yet demonstrating	

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Cultural Stories

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	ENGLISH	Subject	Imaginative Text: Written
Technique	Extended Response: Cultural Recount: adapted Marking Guide to align with Curriculum Gateway 2025: W&C 4.2		
Purpose	To create a short-written recount of a familiar culture story.		

	Applying	Connecting	Working With	Exploring	Beginning
Writing and Creating	Creates a short coherent and detailed written recount of a cultural story with beginning, problem and resolution events and characters.	Creates a short coherent written recount of a cultural story with beginning, problem and resolution events and characters.	Creates a short written recount of a cultural story with events and characters. *Might have some key events, done not need all.	Creates a short written text about a cultural story.	Creates a short written text about an imaginative idea.
	Writes simple sentences with a range of and topic-specific vocabulary and descriptions about the noun or verb to add meaning, with sentence boundary punctuation, exclamation marks and capital letters for proper nouns. *Simple verb groups and a range of adjectives and/or adverbs to build description in noun groups *Range of: WOW words, adverb Lists, dictionary, synonym lists, suffix lists. Example: The black bird was quickly flying away from the other animals.	Writes simple sentences with topic-specific vocabulary and some descriptions about the noun or verb to add meaning, with sentence boundary punctuation, exclamation marks and capital letters for proper nouns. *Add meaning: an adjective to add meaning to a noun or verb Example: The black bird was quickly flying.	Writes simple sentences with sentence boundary punctuation and capital letters for proper nouns. Uses topic-specific vocabulary *Uses single verbs. Example: The bird was flying.	Writes in simple sentences phrases or sentence fragments with attempted sentence boundary punctuation.	Writes in phrases or sentence fragments.
	Writes words using unjoined upper-case and lower-case letters. Monitoring Strategy			Not yet demonstrating	
	Spells most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. Monitoring Strategy			Not yet demonstrating	

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Weather

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	SCIENCE	Subject	Earth and Space
Technique	Weather Journal and Short Response		
Purpose	Students will identify daily and seasonal changes and describe ways these changes affect humans, animals and plants. They will describe situations where they use science in their daily lives and identify examples of people making scientific predictions. Students will pose questions to explore observations and make predictions based on experiences. With guidance, they will compare observations with predictions and identify further questions.		

		Applying	Connecting	Working With	Exploring	Beginning
Knowledge and Understanding	Earth and Space	Identifies, makes and records daily weather and seasonal changes through observation and describes ways these changes affect their everyday life, animals and plants such as colour. Clarification: Animals (hibernation and/or migration) PART A – Weather Journal PART C – Q4 (tree), Q5, Q6, Q7	Identifies, makes and records daily weather and seasonal changes through observation and describes ways these changes affect their everyday life, animals, and plants such as colour or dropping of leaves. PART A – Weather Journal PART C – Q4 (tree), Q5, Q6, Q7	Identifies, makes and records daily weather and seasonal changes through observation and describes ways these changes affect their everyday life. PART A – Weather Journal PART C – Q2, Q3	Identifies a daily or seasonal change and describe ways these changes affect their everyday life. PART A – Weather Journal PART C – Q2, Q3	Identifies a daily or seasonal change.
	Use and influence of science	Describes situations where they use science in their daily lives. (Such as by listening to or viewing weather forecasts, observing weather patterns when planning family outings or wearing appropriate clothing for the season and identifies examples of people making and using scientific predictions.) Examples of people making and using predictions: My parent looks at the weather app on her phone and if it predicts rain, they will bring the washing in. PART A – Weather Journal PART C – Q3 Teacher Checklist	Describes situations where they use science in their daily lives. (Such as by listening to or viewing weather forecasts, observing weather patterns when planning family outings or wearing appropriate clothing for the season and identifies examples of people making scientific predictions.) Examples of people making predictions: My family are going to the beach on the weekend because its Summer and it should be a sunny day. PART A – Weather Journal PART C – Q3 Teacher checklist	Describes situations where they use science in their daily lives, by observing weather patterns or wearing appropriate clothing for seasons. Examples of people making predictions: I looked out the window, it looks cold so I might pack my school jacket. PART A – Weather Journal PART C – Q1	Describe a situation where they use science in their daily lives, by observing a weather pattern or wearing appropriate clothing for the season. PART A – Weather Journal PART C – Q1	Observes a weather pattern. PART A – Weather Journal
Science Inquiry	Questioning and predicting	Poses questions to explore observations, and simple patterns between seasons and weather changes. Make predictions about temperatures across the seasons, and relationships based on experiences. Prediction about Seasonal Changes to plants or fruit: I don't think there will be any mangoes because they are ripe in Summer when it's hot. PART B – Posing Questions PART A – weather journal prediction	Poses questions to explore observations, and simple patterns between seasons and weather changes. Make predictions about temperatures across the seasons based on experiences. Prediction about Temperatures across the seasons: I think I will need to find my jumper because Winter is coming and it will be cold soon PART B – Posing Questions PART A – weather journal prediction	Poses questions to explore seasonal observations and make weather predictions based on their experiences. I wonder if I'll need my hat again tomorrow because it is Summer and its been hot every day this week. PART B – Posing Questions PART A – weather journal prediction	Poses a question to explore an observation and attempts to make a prediction about the weather. PART B – Posing Questions PART A – weather journal prediction	Makes a statement the weather.
	Planning and conducting	Follows and suggests safe procedures to make and record observations. Suggests: sunscreen, undercover/shade, being hydrated/ water afterwards, etc. Teacher Checklist		Follows safe procedures to make and record observations. Teacher: Put on your hat when making a weather observation outside. Teacher Checklist	Follows safe procedures to make and records an observation. Teacher Checklist	With support, follows safe procedures to make and record observations. Teacher Checklist

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Past, Present and Future

Student		Teacher	
Learning area	HASS	Subject	History
Technique	Investigation		
Purpose			
Students explore how life has changed or stayed the same over time.			

	A	B	C	D	E
Knowledge and understanding	Identify continuity and change in family structures, roles and significant aspects of daily life through asking questions of adults from different generations. Examine and compare similarities and differences of families over time (graphic organiser) Part B & C	Identify continuity and change in family structures, roles and significant aspects of daily life through asking questions of adults from different generations. Part B	Identify continuity and change in family structures, roles and significant aspects of daily life Part C Task 1	Identify a similarity or difference in family structures, roles and significant aspects of daily life Part C Task 1	Recognise a similarity or difference in family structures or roles. Part C Task 1
skills	Draws conclusions about continuity and change over time. Part C Task 2			Draws a conclusion about change over time. Part C Task 2	Discusses change over time Part C Task 2
	Share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms to denote the sequence of time (Before I was born, in the future, generations) Part A	Share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms to denote the sequence of time (past, present, later on) Part A	Share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms to denote the sequence of time (Then, now, yesterday, today) Part A	Share a narrative or observations about people and the past.	Share an observation about people.

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Unit 4: Number and Algebra

Assessment task 4.1 —Skip counting collections and creating patterns²

Purpose: Purpose: To create patterns and use skip counting to quantify collections.

Student Name:

Teacher Name:

	Applying	Connecting	Working with	Exploring	Beginning
Understanding and Fluency	Partitions collections into equal groups and skip counts in twos, fives and tens to quantify collections to at least 120 including partitioning a number by grouping into tens first and then fives and then twos. Part A: Q4	Partitions collections into equal groups and skip counts in twos, fives and tens to quantify collections to at least 120. Part A: Q1, Q2, Q3	Partitions collections into equal groups and skip counts in twos, fives or tens to quantify collections to at least 120. Part A: Q1, Q2, Q3	Partitions collections into equal groups and skip counts in twos, fives or tens.	Partitions collections into equal groups of twos, fives or tens.
	Uses numbers, symbols and objects to create skip counting and repeating patterns; explains how patterns repeat or grow using understanding of repeating units and number; and identifies a missing element at the beginning of a repeating pattern. Repeating Patterns Part B: Q1c, Q2b, Q2c Skip Counting Part C: Q1c, Q2c Eg: The pattern is getting bigger, it is counting in twos.	Uses numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit, and describes how a pattern repeats or grows. Repeating Patterns Part B: Q2b Skip Counting Part C: Q1c, Q2b Eg: The pattern is getting bigger.	Uses numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit. Repeating Patterns Part B: Q1a, Q1b, Q2a, Q2b Skip Counting Part C: Q1b, Q2a	Uses numbers, symbols and objects to recognise and continue skip counting and repeating patterns, identifying the repeating unit. Skip Counting Part C: Q1b	Uses numbers, symbols or objects to recognise and continue a skip counting and a repeating pattern.
	Connect number names, numerals and quantities, and order numbers to at least 120.* Monitoring Strategy Part D			Not yet demonstrating	