

Year 3 Marking Guides Term 4



Where Would You Go?

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	ENGLISH	Subject	A: own choice: opinion B: HASS locations
Technique	Extended Response: Argument Spoken Response: Opinion / Preference		
Purpose			
Task A: To create a spoken text that expresses an opinion or preference about a topic of your choice. Task B: To create a written text that argues for an audience of your peers.			

	A	B	C	D	E
Speaking and Listening	Interacts with others and listens to and creates spoken texts. Monitoring Strategy			Not yet demonstrating	
	Relate ideas; expresses opinion and preferences with justification, including appropriate modal verbs to suit purpose, elaborated details from learnt topics, topics of interest or texts. Groups, logically and clearly sequences and links ideas	Relate ideas; expresses opinion and preferences with simple justification, including modal verbs to suit purpose, relevant details from learnt topics, topics of interest or texts. Groups, logically sequences and links ideas. Modality: relevant language features: Modal Verbs: must, might, could = indicating degree of probability or obligation (AC9E3LA02)	Relate ideas; expresses opinion and preferences and include relevant details from learnt topics, topics of interest or texts. Groups, logically sequences and links ideas	Expresses an opinion and/or preference Sequences ideas.	Expresses a preference
	Uses language features including precise vocabulary, text connectives and adjusts and varies features of voice such as tone, volume, pitch and pace to suit the audience (peers) and purpose.	Uses language features including precise vocabulary and features of voice such as tone, volume, pitch and pace to suit the audience (peers).	Uses language features including topic-specific vocabulary, features of voice	Uses topic specific vocabulary and/or features of voice	Uses appropriate vocabulary.
Writing and Creating	Creates a written text to clearly sequence an argument for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts to have an impact on an audience (peers).	Creates a written text to sequence an argument for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts	Creates a written text to argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts	Creates a written argument relating ideas from learnt topics or texts	Creates a written argument to relate ideas
	Uses an appropriate text structure to build an argument including paragraphs, and range of language features relevant to the argument, including using modality through compound sentences, topic-specific vocabulary and literary devices to add meaning. "build an argument" – a nice flow using text connectives to link paragraphs	Uses an appropriate text structure including paragraphs, and range of language features relevant to the argument, including compound sentences, topic-specific vocabulary and literary devices to add meaning.	Uses text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices. Argument: definition An opinion is a personal belief or judgment, while an argument is a series of statements presenting reasoning for or against something.	Uses text structures and language features including simple and/or compound sentences and topic specific vocabulary.	Uses text structures including simple sentences and vocabulary.
	Writes texts using letters that are accurately formed and consistent in size Monitoring Strategy			Not yet demonstrating	
	Spells multisyllabic words using phonic and morphemic knowledge, and high-frequency words Monitoring Strategy			Not yet demonstrating	

Year 3 Marking Guides Term 4



What's the Matter?

Student		Teacher	
Learning area	Science	Subject	
Technique	Experimental Investigation: Practical Demonstration, Experiment, Multimodal		
Purpose			

	A	B	C	D	E
Science Understanding	Classify solids and liquids based on observable properties and describe how to cause a change of state of matter by adding and removing heat.	Classify solids and liquids based on observable properties and describe how to cause a change of state of matter by adding or removing heat.	Classify solids and liquids based on observable properties and describe how to cause a change of state of matter.	Identify a solid and liquid based on observable properties	Identify a solid or liquid
	Describe how people use data to develop scientific explanations about states of matter.			Describe how people use data.	
	Identify solutions that use scientific explanations about changing states of matter to meet a need and solve a problem.	Identify solutions that use scientific explanations about changing states of matter to meet a need.	Identify solutions that use scientific explanations about changing states of matter.	Identify a solution.	
	Use scaffolds to plan safe investigations and fair tests				
	Organise data and information using provided scaffolds and identify patterns and relationships in solids and liquids to compare properties to draw conclusions about states of matter.	Organise data and information using provided scaffolds and identify patterns and relationships in solids and liquids to compare properties	Organise data and information using provided scaffolds and identify patterns and relationships in solids and liquids	Organise data and information using provided scaffolds and identify a solid or liquid.	
	Compare their findings with those of others, draw on prior knowledge to explain and provide reasons about how they kept their investigation fair, identify further questions based on differences in findings or new ideas and draw conclusions about states of matter.	Compare their findings with those of others, draw on prior knowledge to explain and provide reasons about how they kept their investigation fair, identify further questions based on differences in findings and draw conclusions about states of matter.	Compare their findings with those of others, explain how they kept their investigation fair, identify further questions and draw conclusions about states of matter.	Compares their findings with those of others and draw a conclusion.	Draw a conclusion.

Year 3 Marking Guides Term 4



Who are our Neighbours?

Year 3

Student		Teacher	
Learning area	HASS	Subject	Geography
Technique	Test		
Purpose			
Students examine the representation of Australia, the location of Australia's neighbouring countries, and the similarities and differences between places at those scales in terms of natural, managed and constructed features. They explore the interconnections of First Nations Australians in different parts of Australia to Country/Place.			

	A	B	C	D	E
Knowledge and Understanding	Describe using a globe or digital source (map), the direction or representation of places, within and near Australia such as Indonesia and New Zealand and label the states and territories in Australia Task A	Describe, using a globe or digital source (map), the direction or representation of places, within and near Australia such as Indonesia and New Zealand and naming the states and territories in Australia Task A	Describe using a globe or digital source (map), the direction or representation of places, within and near Australia such as Indonesia and New Zealand. Task A	Identify, using a globe or digital source (map) a place, within and near Australia. Task A	
	Identify, compare and explore reasons for the similarities, differences and connections of people and managed and built features in a neighbouring country, such as Indonesia or New Zealand, to places across those scales. Task B – fact sheet highlighting Reason included in persuasive task	Identify and compare the similarities, differences and connections of people and managed and built features in a neighbouring country, such as Indonesia or New Zealand, to places across those scales.	Identify the similarities, differences and connections of people and managed and built features in a neighbouring country, such as Indonesia or New Zealand, to places across those scales. Task B – fact sheet highlighting	Identify a similarity or difference of a country	
	Interpret and compare climate information in different formats to describe the temperature and rainfall for a place in Australia and a place in a neighbouring country.	Interpret information in different formats to describe the temperature and rainfall for a place in Australia and a place in a neighbouring country.	Interpret information and data in different formats Task B – fact sheet	Recognise information and data in different formats	Recognise information and data
	Analyse information using climate and rainfall data to identify perspectives and draw conclusions comparing evidence of change.	Analyse information using climate and rainfall data to identify perspectives and draw conclusions using evidence of change.	Analyse information and data to identify perspectives and they draw conclusions Task B – fact sheet	Identify a perspective from information and data.	Identify information and data.
	Use ideas from sources, and geographical terms such as "climate", "environment", "natural" and "constructed" and civics terms such as "community", "decision-making" and "participation" to present descriptions and explanations.	Use ideas from sources, and geographical terms such as "climate", "environment", "natural" and "constructed" to present descriptions and explanations.	Use ideas from sources, and subject-specific terms to present descriptions and explanations	Use an idea from sources	Use an idea from a source

Year 3 Marking Guides Term 4



Unit 4: Number, Algebra and Computational thinking Mathematics AC V9

Year 3

Assessment task 4.1 — Ordering and representing numbers, solving problems, finding unknowns and creating algorithms²

Purpose: To order and represent numbers beyond 10 000 and solve problems involving two- and three-digit numbers. To find unknowns in addition and subtraction number sentences and create algorithms and explore patterns.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	Orders and represents natural numbers beyond 10 000 using naming and writing conventions and names what happens when one, one ten and one hundred is added to a number. (Part A Q3) Extends and uses single-digit addition and related subtraction facts and applies additive strategies including partitioning, rearranging or regrouping to solve problems involving two- and three-digit numbers and explains which strategy is more useful. (Part A 3a, b, c) Finds unknown values in number sentences involving addition and subtraction, and represents and solves problems with an unknown using the inverse relationship including a word problem. (Part C Q3a, b)	Orders and represents natural numbers beyond 10 000 using naming and writing conventions. (Part A Q2) Extends and uses single-digit addition and related subtraction facts and applies additive strategies including partitioning, rearranging or regrouping to solve problems involving two- and three-digit numbers. (Part A Q2a, b, c, d) Finds unknown values in number sentences involving addition and subtraction and represents and solves problems with an unknown using the inverse relationship. (Part C Q2a, b)	Orders and represents natural numbers beyond 10 000. (Part A Q1) Extends and uses single-digit addition and related subtraction facts and applies additive strategies to solve problems involving two- and three-digit numbers. (Part B Q1a, b) Finds unknown values in number sentences involving addition and subtraction. (Part C Q1a, b, c, d)	Represents natural numbers beyond 10 000. Extends and uses single-digit addition and related subtraction facts and applies additive strategies to solve problems involving two- or three-digit numbers. Finds unknown values in number sentences involving addition or subtraction.	Represents a natural number beyond 10 000. Extends and uses single-digit addition and applies additive strategies to solve a problem involving two- or three-digit numbers. Finds an unknown value in number sentences involving addition or subtraction.
Problem-Solving	Creates algorithms to investigate numbers, including algorithms involving a sequence of steps and decisions, and identifies simple and emerging patterns. (Part D Q2)	Creates algorithms to investigate numbers and identifies simple and emerging patterns. (Part D Q1c)	Creates algorithms to investigate numbers and identify simple patterns. (Part D Q1b)	Follows an algorithm to generate a number pattern and identify the pattern. (Part D Q1a)	Follows an algorithm to generate a number pattern.

Year 3 Marking Guides Term 4



Unit 4: Probability and Probability experiments and simulations Mathematics AC V9

Year 3

Assessment task 4.2 — Identifying likelihood of events and conducting chance experiments.

Purpose: To identify outcomes and the likelihood of events and conduct repeated chance experiments.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	Uses a chance experiment to identify and describe outcomes and the likelihood of everyday events, explaining reasoning, and predicts a result explaining their prediction by considering all possible outcomes and likelihoods. (Part A Q1, Q2a, b, c, d, e all correct)	Uses a chance experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning, and predicts a result explaining their prediction. (Part A Q2e)	Uses a chance experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning. (Part A Q1, Q2a, b, c, d some correct)	Uses a chance experiment to identify outcomes and the likelihood of events.	Uses a chance experiment to identify an outcome and the likelihood of an event.
Problem-Solving and Reasoning	Conducts repeated chance experiments, discusses variation between own and given results, and describes the randomness of chance experiments using likelihood and results. (Part B Q5)	Conducts repeated chance experiments and discusses variation between own and given results. (Part B Q4)	Conducts repeated chance experiments and discusses variation in results. (Part B Q1, 2, 3)	Conducts repeated chance experiments with equally likely outcomes, identifying possible outcomes and recognising variation in results.	Conducts repeated chance experiments with equally likely outcomes, identifying possible outcomes.
Feedback:					