

Year 5 Marking Guides Term 4



Storm Boy

Year 6

Student		Teacher	
Learning area	ENGLISH	Subject	Informative Text: Written text
Technique	Extended Response		
Purpose			
Create a written text that includes an opinion (film vs novel) for peers.			

	A	B	C	D	E
Writing & Creating	Create written text that includes an opinion (preference film vs novel) for peers, developing and expanding on ideas such as characterisation, an event and an important issue with supporting details from texts (the film and the novel).	Create written text that includes an opinion (film vs novel) for peers, developing and expanding on ideas such as characterisation and an event with supporting details from texts (the film and the novel).	Create written text that includes an opinion (film vs novel) for peers, developing and expanding on ideas such as characterisation, with supporting details from texts (the film and the novel).	Creates a written text for an audience sharing an opinion (preference film vs novel). Explores ideas such as setting, characterisation or figurative language of the text.	Shares an opinion about a text.
	Uses a range of well-structured, sequenced paragraphs and simple cohesive devices to effectively organise, develop and link ideas, including a concluding statement.	Uses sequenced paragraphs and simple cohesive devices to organise, develop and link ideas.	Uses paragraphs to organise, develop and link ideas.	Uses paragraphs	
	Use language features including complex sentences that makes connections between ideas, tenses, topic-specific vocabulary to suit purpose and context, literary devices for effective descriptions.	Use language features including appropriate verb tense and adverbs, complex and compound sentences, consistent tense, topic-specific vocabulary and literary devices.	Use language features including noun group/phrases, complex sentences, tenses, topic-specific vocabulary including appropriate pronoun references and literary devices.	Use language features including compound sentences Uses topic specific vocabulary.	Uses simple sentences. Uses vocabulary such as words and phrases from the text.

Year 5 Marking Guides Term 4



Persuasive Speech

Student		Teacher	
Learning area	ENGLISH	Subject	Speaking and listening
Technique	Persuasive speech		
Purpose			
To create a persuasive speech to share with peers to develop and expand on ideas about how you demonstrate the Spirit of Talara.			

Speaking and Listening	Interact with others, listen to, create and deliver a spoken text on how you demonstrate the spirit of Talara.			Listen to, create and deliver a spoken text on how you demonstrate the spirit of Talara	Listen to and create a spoken text on how you demonstrate the spirit of talara.
	Use text structures of a persuasive speech to organise, develop and link ideas logically to enhance audience understanding	Use text structures of a persuasive speech to organise, develop and link ideas logically	Use text structures of a persuasive speech to organise, develop and link ideas.	Develops and/or expands on ideas to persuade an audience	Explores ideas attempting to persuade an audience
	Use language features including topic-specific vocabulary and literary devices, and/or multimodal features and varies features of voice such as volume, pace, tone and pitch to enhance audience engagement and understanding.	Use language features including topic-specific vocabulary, elaborated ideas and literary devices, and/or multimodal features and varies features of voice such as volume and pace.	Use language features including topic-specific vocabulary and literary devices and features of voice.	Uses topic specific vocabulary and features of voice	Uses topic specific vocabulary or features of voice

Year 5 Marking Guides Term 4



Matter Matters

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	SCIENCE	Subject	Information Report
Technique	Experimental Investigation- Investigating Evaporation		
Purpose	[Enter the task details.]		

	A	B	C	D	E
Science Understanding and Science as a Human Endeavour	Relate the particulate arrangement of solids, liquids and gases to their observable properties. Classify substances as solids, liquids and gases and investigate their properties (venn diagram) Q1C	Relate the particulate arrangement of solids, liquids and gases to their observable properties - Classify substances as solids, liquids and gases - Explain observable properties Q1B	Relate the particulate arrangement of solids, liquids and gases to their observable properties. Model the motion and arrangement of particles to represent solids, liquids or gases Q1A	Relate the particulate arrangement of solids, liquids or gases to their observable properties.	Identify solids, liquids and gases.
Skills	Plan safe investigations to identify patterns and relationships and make reasoned predictions. Part B				
	Identify precise variables to be changed, measured and controlled in a scientific investigation. Part B	Identify relevant variables to be changed, measured and controlled in a scientific investigation. Part B	Identify variables to be changed and measured in a scientific investigation. Part B	Recognise variables to be changed and measured in a scientific investigation. Part B	Recognise variables in a scientific investigation.
	Use equipment to generate data with appropriate precision. Part B				
	Construct representations to organise data and information and describe patterns, trends and relationships in a scientific investigation.	Construct representations to organise data and information and describe patterns trends and relationships in a scientific investigation.	Construct representations to organise data and information and describe patterns, trends and relationships in a scientific investigation.	Construct representations to organise data and information in a scientific investigation.	Construct representations to organise data.

Year 5 Marking Guides Term 4



	Column graph that illustrates the relationship Part B	Column graph Part B	Part B - Observational drawings / diagrams - Tables Part B	- Observational drawings / diagrams - Tables Part B	
	Compare their methods and findings to those of others examining the difference between data (observations/measurements) and evidence (used to support scientific understanding). Identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions which piece of evidence would best justify this response? Part B	Compare their methods and findings to those of others, discussing the difference between data (observations/measurements) and evidence (used to support scientific understanding). Identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. - Is it a fair test? - Recognise error in measurement? Part B	Compare their methods and findings to those of others. Identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. Changed too many variables? Part B	Identify their methods and findings and those of others. Recognise possible sources of error in their investigation, pose a question for further investigation Part B	Identify their methods and findings. Recognise a source of error in their investigation. Part B
	Use a selection of language features that reflect their purpose and audience when communicating their ideas and findings in a well-sequenced scientific investigation. - Logical sequence - Precise scientific vocabulary Part B	Use a selection of language features that reflect their purpose and audience when communicating their ideas and findings in a sequenced scientific investigation. Sequenced Part B	Use a selection of language features that reflect their purpose and audience when communicating their ideas and findings in a scientific investigation. - Tables - Sub-headings - Vocabulary Part B	Choose language features that reflect their purpose when communicating their ideas and findings. Part B	Communicate their ideas and findings. Part B

Year 5 Marking Guides Term 4



Democracy: Unit 4

Year 5

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	HASS	Subject	Description: Written
Technique	Test: Democracy Part A: Identifying values Part B: Identifying features Part C: Explain how citizens work together to achieve a civic goal Part D: Responding to an issue		
Purpose	To investigate democratic values and features of Australia's democracy. Consider criteria for proposing actions or responses when responding to an issue.		

	A	B	C	D	E
Knowledge and Understanding	Explain the key values and features of Australia's democracy and how people achieve civic goals. Exploring the secret ballot, compulsory voting and preferential as key features of Australian democracy. Recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair. Part A Q3	Explain the key values and features of Australia's democracy and how people achieve civic goals. Identifying the characteristics that would make for a good representative. Part A Q2	Explain the key values and features of Australia's democracy and how people achieve civic goals. Explain the importance of the key values. Part A Q1 Part B Q1 Part C Q2	Identify a key value or feature of Australia's democracy and how people achieve civic goals.	Identify a key value or feature of Australia's democracy or how people achieve civic goals.
Skills	Consider criteria in proposing actions or responses to identified challenge or issue and consider potential effects. Consider the environmental factors that may influence the actions or outcomes. Part D Q4	Consider criteria in proposing actions or responses to identified challenge or issue and consider potential effects. Part D Q3	Consider criteria in proposing actions or responses to identified challenge or issue. students identify an issue that needs attention at Talara Primary College. Part D Q2	Identify criteria in proposing actions or responses to an identified issue.	Identify an action or response to an issue.

Year 5 Marking Guides Term 4



Unit 4: Ordering decimals and using factors and multiples

Assessment task 4.1

Purpose: To write and order decimals and create and use algorithms to explain patterns in factors and multiples of numbers.

Student Name:

Teacher Name:

	A	B	C	D	E
Understanding, Fluency	Uses place value to write and order decimals of varying numbers of places including decimals greater than one and applies knowledge of place value to justify position of a given time. Part A Q4, Q5 Creates and uses algorithms to experiment with divisibility and lowest common multiples and identify and explain patterns in the factors and multiples of numbers. Part B Q3c	Uses place value to write and order decimals of varying numbers of places including decimals greater than one. Part A Q3 Creates and uses algorithms to experiment with divisibility and identify and explain patterns in the factors and multiples of numbers. Part B Q3a, Q3b	Uses place value to write and order decimals including decimals greater than one. Part A Q1, Q2 Creates and uses algorithms to identify and explain patterns in the factors and multiples of numbers. Part B Q1, Q2	Uses place value to write and compare decimals. Creates and uses an algorithm to identify patterns involving multiples.	Uses place value to write and compare decimals. Creates and uses an algorithm to identify patterns involving multiples.
Feedback:					

Year 5 Marking Guides Term 4



Unit 4: Assessment task 4.2 — Conducting repeated chance experiments

Assessment task 4.1

Purpose: To conduct repeated chance experiments, estimate likelihoods and compare likely and unequally likely outcomes to solve a problem.

Student Name:

Teacher Name:

	A	B	C	D	E
Problem solving & reasoning	Conducts repeated chance experiments, lists the possible outcomes, estimates likelihoods. Makes comparisons of likelihoods and frequencies between chance experiments of two spinners Uses the comparisons to communicate a reasoned solution to the problem. Q5, Q6	Conducts repeated chance experiments, lists the possible outcomes, estimates likelihoods Makes comparisons of likelihoods and frequencies between chance experiments of two spinners Communicates a solution to the problem. Q4	Conducts repeated chance experiments, lists the possible outcomes, estimates likelihoods Makes comparisons between chance experiments of two spinners. Q1, Q2, Q3	Conducts repeated chance experiments, lists possible outcomes and makes a comparison between experiments.	Conducts repeated chance experiments and lists possible outcomes. Identifies frequency of outcomes for repeated chance experiments.
Feedback:					