

Year 5 Marking Guides Term 2

English Information Report

	A	B	C	D	E
Speaking and Listening	<p>interact with others, listen to, create and deliver a spoken text on the management of a severe weather event, experimenting with features of voice such as volume, pace, tone and pitch to enhance audience engagement and understanding</p> <p>I can adjust my tone and pitch when presenting to engage the audience</p>	<p>interact with others, listen to, create and deliver a spoken text on the management of a severe weather event, experimenting with features of voice such as volume and pace</p> <p>I can adjust my volume and pace when presenting</p>	<p>interact with others, listen to, create and deliver a spoken text on the management of a severe weather event, experimenting with features of voice (Part B)</p> <p>I can actively listen</p> <p>I can experiment with my voice when presenting</p>	<p>listen to, create and deliver a spoken text on the management of a severe weather event</p> <p>I can deliver my presentation</p>	<p>listen to and create a spoken text on a severe weather event</p>
	<p>for particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts on severe weather event presentations by asking peers specific questions to clarify meaning and deepen understanding</p> <p>I can pose a specific question to gain deeper understanding</p>	<p>for particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts on severe weather event presentations by questioning peers to clarify meaning</p> <p>I can pose a question to clarify meaning</p>	<p>for particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts on severe weather event presentations by questioning peers (Part B)</p> <p>I can pose a question for a peer to expand and develop ideas.</p>	<p>for particular purposes and audiences, they share and develop ideas and opinions on severe weather event presentations by questioning peers</p> <p>I can pose a question for a peer about a severe weather event</p>	<p>they share and develop ideas and opinions on severe weather event presentations</p> <p>I can share ideas and opinions about a severe weather event.</p>
Writing and Creating	<p>create written and/or multimodal informative texts including topic specific language features, on the management of a severe weather event, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts</p> <ul style="list-style-type: none"> adverbs for effective descriptions Subject specific vocabulary <p>I can use adverbs for effective descriptions</p> <p>I can use subject specific vocabulary</p>	<p>create written and/or multimodal informative texts including language features, on the management of a severe weather event, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts</p> <ul style="list-style-type: none"> Appropriate verb tense and adverbs <p>I can use appropriate verb tense</p> <p>I can use adverbs</p>	<p>create written and/or multimodal informative texts on the management of a severe weather event, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts</p> <ul style="list-style-type: none"> Appropriate pronoun references, noun group/phrases <p>I can use appropriate pronouns.</p> <p>I can use noun groups/phrases.</p> <p>(Part A)</p>	<p>create written and/or multimodal informative texts on the management of a severe weather event</p>	<p>create written and/or multimodal informative texts on a severe weather event</p>
	<p>use paragraphs to organise, develop and link ideas on the management of a severe weather event</p> <ul style="list-style-type: none"> Starting point of paragraphs and sentences to give prominence to the message and the rest of the sentence elaborates providing new informative <p>I can make sure the information in my paragraph links to my topic sentence.</p> <p>Example</p> <p><i>Floods can have severe consequences. The paragraph then describes the topic sentence</i></p>	<p>use paragraphs to organise, develop and link ideas on the management of a severe weather event</p> <ul style="list-style-type: none"> Starting point of paragraphs to give prominence to the message <p>I can ensure the topic sentence is the most important part of the paragraph</p> <p>Example</p> <p><i>Floods can have severe consequences</i></p>	<p>use paragraphs to organise, develop and link ideas on the management of a severe weather event (Part A)</p> <ul style="list-style-type: none"> Starting point of paragraphs signals topic to be developed <p>I can use subtitles to organise my paragraphs</p> <p>Example</p> <p><i>(use of a subtitle)</i></p> <p><i>Impact of severe weather event</i></p>	<p>use paragraphs to develop and link ideas on the management of a severe weather event</p> <p>I can organise my ideas into paragraphs</p>	<p>develop ideas on a severe weather event</p>

Year 5 Marking Guides Term 2

Humanities and Social Sciences

		A	B	C	D	E
Knowledge and Understanding	Geography	<p>explain the management of severe weather events and their consequences in Australian spaces such as the practices and laws that aim to manage and mitigate human impact.</p> <p>(Mitigate means to make something less severe, intense. eg. Mitigate through building codes, zoning, firebreaks and controlled burns.)</p>	<p>explain the management of severe weather events and their consequences in Australian spaces such as the practices and laws that aim to manage human impact. (Manage means to handle or control a situation. eg. manage local environments, creation of wildlife corridors and national parks)</p>	<p>explain the management of severe weather events and their consequences in Australian spaces</p>	<p>explain severe weather events and their consequences in Australian spaces</p>	<p>identify a severe weather event in Australian spaces</p>
	Skills	Questioning and researching	<p>develop useful questions to elicit more ideas and locate, collect and organise information and data from primary and secondary sources about severe weather events</p>	<p>develop useful questions and locate, collect and organise information and data from primary and secondary sources about severe weather events</p>	<p>develop questions and locate, collect and organise information and data from primary and secondary sources about severe weather events</p>	<p>develop questions, locate and collect information and data about a severe weather event</p>
Concluding and decision-making		<p>suggest conclusions about the management of severe weather events based on valid evidence that consider differing information.</p>	<p>suggest conclusions about the management of severe weather events based on valid evidence</p>	<p>suggest conclusions about the management of severe weather events based on evidence</p>	<p>suggest conclusions about severe weather events</p>	<p>suggest conclusions about weather events</p>
Communicating		<p>select and referencing ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations about severe weather events using accurate and subject-appropriate terms (E.g., terms such as; "characteristics", "environmental", "human", "ecosystems", "sustainable", "settlement" and "management"; "scarcity", "choices", "resources", and "needs and wants")</p>	<p>select and referencing ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations about severe weather events</p>	<p>select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations about severe weather events</p>	<p>select ideas from sources and present descriptions about severe weather events</p>	<p>select sources and present descriptions about weather events</p>

Year 5 Marking Guides Term 2

Science Coast to Coast

		A	B	C	D	E
Knowledge and Understanding	Earth and Space Sciences	<p>describe key processes that cause slow or rapid change to change Earth's surface on the Sunshine Coast's waterways and coastline. Predict the effect these changes will have in the future (Q3)</p> <ul style="list-style-type: none"> Community Environment Weathering Erosion Transportation Deposition 	<p>describe key processes that cause slow or rapid change to change Earth's surface on the Sunshine Coast's waterways and coastline. Identify measures that could minimise further negative effects (Q1d, Q2d)</p> <ul style="list-style-type: none"> Environment Weathering Erosion Transportation Deposition 	<p>describe key processes that change Earth's surface on the Sunshine Coast's waterways and coastline (Q1b, c, 2b, c)</p> <ul style="list-style-type: none"> Weathering Erosion Transportation Deposition 	<p>describe processes that change Earth's surface (Q1a, 2a)</p>	<p>describe a process related to a change on Earth</p>
	Use and influence of Science	<p>identify examples where scientific knowledge (facts) informs the actions of individuals and communities. Identify factors that influence individual group decision making (Q1e, 2e, 4)</p> <ul style="list-style-type: none"> Cultural Knowledge Sustainability 	<p>identify examples where scientific knowledge (facts) informs the actions of individuals and communities. Identify factors that influence individual group decision making (Q1e, 2e, 4)</p> <ul style="list-style-type: none"> Sustainability 	<p>identify examples where scientific knowledge (facts) informs the actions of individuals and communities (Q1e, 2e, 4)</p> <ul style="list-style-type: none"> Decision Making Rules and Regulations Built features 	<p>identify examples of an action or rule to be followed (park ranger sign, barrier around cliff)</p>	<p>identify an action</p>
Science Inquiry	Processing, modelling and analysing	<p>construct representations to organise data and information and describe patterns, trends and relationships over time using maps and aerial photographs associated with the local waterways and coastline of the Sunshine Coast (5a, b ICT, 6a)</p> <ul style="list-style-type: none"> Digital Software 	<p>construct representations to organise data and information and describe patterns using maps and photographs, trends and relationships associated with the local waterways and coastline of the Sunshine Coast (5a, b ICT, 6b)</p> <ul style="list-style-type: none"> Digital Software 	<p>construct representations to organise data and information and describe patterns, trends and relationships associated with the local waterways and coastline of the Sunshine Coast (5a, b Hard Copy)</p> <ul style="list-style-type: none"> Visual/physical Models Tables Graphs 	<p>construct representations to organise data and information associated with the local waterways and coastline of the Sunshine Coast</p> <ul style="list-style-type: none"> Visual/physical Models Tables Graphs 	<p>construct representations to organise data</p>



Year 5 Marking Guides Term 2

Maths Multiplicative Reasoning

Understanding and fluency	Problem solving and reasoning	
<p>Solves simple problems involving the four operations using a range of operations.</p> <p>Checks the reasonableness of answers using estimation and rounding.</p>	<p>Solves problems and verifies reasonableness of answers.</p> <p>Explains problem solving processes and adapts mathematical thinking across contexts.</p>	
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> <li style="margin-bottom: 15px;">◀ Calculates using multiplication and division in a complex unfamiliar situation.(Q6, 7) <li style="margin-bottom: 15px;">◀ Recognise an unreasonable estimate (4b) Calculates using multiplication and division showing more than one possible correct answer. (Q5) <li style="margin-bottom: 15px;">◀ Calculates using multiplication and division.(Q1a,b) Efficiently estimates the value of an expression.(Q2, 3a, 4a) <li style="margin-bottom: 15px;">◀ Exhibits some 'C' descriptors in simple familiar situations <li style="margin-bottom: 15px;">◀ </div>	<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> <li style="margin-bottom: 15px;">◀ Communicates effectively and logically justifies solutions. (Q6, 7) Explains clearly and concisely, uses words, jottings, diagrams and/or symbols, to organise and explain mathematical processes.(Q6, 7) <li style="margin-bottom: 15px;">◀ Finds reasonable answers to problems using number sense. Adapts calculation methods to suit contexts. (Q1c) Explains how estimation and rounding can be used to efficiently solve problems (Q3,4b) <li style="margin-bottom: 15px;">◀ Calculates exact answers to problems.(Q1a,b, 2,6) Gives a simple explanation why answers are reasonable. (Q3a) <li style="margin-bottom: 15px;">◀ Exhibits some 'C' descriptors in simple familiar situations <li style="margin-bottom: 15px;">◀ </div>	<div style="display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px; text-align: center; line-height: 30px;">A</div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px; text-align: center; line-height: 30px;">B</div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px; text-align: center; line-height: 30px;">C</div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px; text-align: center; line-height: 30px;">D</div> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px; text-align: center; line-height: 30px;">E</div> </div>



Year 5 Marking Guides Term 2

Maths Geometry

Understanding and Fluency	Problem solving and Reasoning						
Estimates, measures and compares angles using degree.	Reasons the size of angles.						
 <ul style="list-style-type: none"> ◀ Draw and label angles within shapes in a complex, unfamiliar way (Q7) ◀ Apply understanding of angles in a complex familiar situation. (Q5b,5c,Q6) Uses a protractor to measure angles of a certain size. (Q2) Construct and label angles. (Q3) ◀ Classifies angles as smallest and largest (Q1a,b) Estimates angles using degrees (Q1c) ◀ Recognises and draws some angles correctly ◀ Draws an angle 	 <ul style="list-style-type: none"> ◀ Apply understanding of angles in a complex unfamiliar situation (Q4) Explain why a shape with 180° must be a triangle. (Q7) ◀ Describes transformation needed with reference to objects on a map (Q8) ◀ Recognises that a clock turns 90 degrees in fifteen minutes. (Q5a) Identifies objects from a map after applying transformations. (Q8) ◀ Draws an irregular quadrilateral with some labels ◀ 	<table border="1" style="width: 100%; height: 100%; text-align: center; vertical-align: middle;"> <tr> <td style="padding: 10px;">A</td> </tr> <tr> <td style="padding: 10px;">B</td> </tr> <tr> <td style="padding: 10px;">C</td> </tr> <tr> <td style="padding: 10px;">D</td> </tr> <tr> <td style="padding: 10px;">E</td> </tr> </table>	A	B	C	D	E
A							
B							
C							
D							
E							

Year 5 Marking Guides Term 2

Maths Symmetry

Understanding and Fluency	Problem solving and Reasoning						
Estimates, measures and compares angles using degree. Identifies line and rotational symmetry. Connects 3D objects with their nets.	Reasons the size of angles. Analyses shapes and 2D representations to connect with a 3D object. Transfers understanding of symmetry to a new context.						
 <ul style="list-style-type: none"> <li data-bbox="188 533 981 560">◀ Accurately identifies the position of faces on 3D objects from nets. (Q4) <li data-bbox="188 708 1055 735">◀ Describes and identifies rotation, transformation and reflection symmetry. (Q6) <li data-bbox="188 884 719 911">◀ States the 3D object from a given net. (Q2, 3a) <li data-bbox="188 1059 210 1086">◀ <li data-bbox="188 1235 667 1262">◀ Identifies a shape that displays symmetry. 	 <ul style="list-style-type: none"> <li data-bbox="1167 523 1899 576">◀ Creates reflection symmetry with initials. (Q7) Identifies correct symbol when connecting a net and a cube. (Q4) <li data-bbox="1167 708 1733 735">◀ Draws 3D objects from 2D representations. (Q3b) <li data-bbox="1167 884 1608 911">◀ Identifies symmetry in shapes. (Q1, 5) <li data-bbox="1167 1059 1742 1086">◀ Recognises a line of symmetry within a shape.(Q1) <li data-bbox="1167 1235 1509 1262">◀ Identifies an irregular shape. 	<table border="1" style="width: 100%; height: 100%; text-align: center; vertical-align: middle;"> <tr><td data-bbox="2054 459 2132 635">A</td></tr> <tr><td data-bbox="2054 635 2132 802">B</td></tr> <tr><td data-bbox="2054 802 2132 970">C</td></tr> <tr><td data-bbox="2054 970 2132 1137">D</td></tr> <tr><td data-bbox="2054 1137 2132 1321">E</td></tr> </table>	A	B	C	D	E
A							
B							
C							
D							
E							