

Year 6 Term 2 Marking Guides

Dilemma, Dilemma- Imaginative Text

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	English	Subject	Imaginative Text
Technique	Extended Response: Narrative Short Story		
Purpose	To write an imaginative and entertaining short story about a character who faces a dilemma.		

	A	B	C	D	E
Writing and Creating	Create a cohesive short story using a narrative structure for a particular purpose to entertain an audience, developing and elaborating on relevant ideas from topics or texts.	Create a short story using a narrative structure for a particular purpose to entertain an audience, developing and elaborating on relevant ideas from topics or texts.	Create a short story using a narrative structure for a particular purpose and audience, developing and elaborating on relevant ideas (character, setting and events) from topics or texts.	create a narrative short story for an audience, including a simple orientation, complication and resolution.	
	Use a variety of vivid language features including sentence structures, topic-specific vocabulary and deliberate literary devices for an effect. - A variety of elaborated simple, compound complex sentences - Adverbials to represent time, manner, place and reason - Vivid emotive and figurative language and vocabulary	Use a variety of expanded and sharpened language features including sentence structures, topic-specific vocabulary and literary devices. - A variety of extended simple, compound complex sentences - Deliberate choice of precise verbs for particular effect (e.g., characterisation “howls”) - Elaborated noun groups to build richer descriptions - A variety figurative language – metaphors, similes, personification, imagery or hyperbole	Use and vary language features including sentence structures, topic-specific vocabulary and literary devices. - Simple, compound and complex sentences to explain ideas - Commas to separate clauses and dialogue - Simple figurative language – e.g., metaphor, simile, personification, imagery or hyperbole - Paragraphs - Consistent tense	use language features including simple sentence structures and topic-specific vocabulary.	
	Spell complex words with uncommon letter patterns using phonic, morphemic and grammatical knowledge.	Spell using phonic, morphemic and grammatical knowledge. Uses uncommon grapheme-phoneme-relationships to write increasingly complex words.	Spell using phonic, morphemic and grammatical knowledge.	spell using phonic and/or some grammatical knowledge	

Year 6 Term 2 Marking Guides

Dilemma Dilemma, Reading Comprehension

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	English	Subject	Imaginative Text
Technique	Test: Reading Comprehension		
Purpose	To analyse and compare text structures and language features authors use to influence readers.		

	A	B	C	D	E
Reading and viewing	<p>read, view and comprehend <i>Connected created to engage audiences</i>. Identifies main idea and related/supporting ideas. Draws inferences and verifies using textual evidence. Explains how figurative language creates vivid and less predictable shades of meaning. (Q1c)</p>	<p>read, view and comprehend <i>Connected created to engage audiences</i>. Identifies main idea and related/supporting ideas. Draws inferences and verifies using textual evidence. (Q1b)</p> <ul style="list-style-type: none"> - Explains how evidence and detail build ideas. 	<p>read, view and comprehend <i>Connected created to engage audiences</i>. Identifies main idea and related/supporting ideas (Q1a)</p>	<p>Read/listen and identify some elements from different texts.</p>	
	<p>Identify, compare and explain similarities and differences in how ideas are presented and developed including through characters, and/or events, and how texts reflect contexts and influence the reader. (Q2c)</p>	<p>Identify and compare similarities and differences in how ideas are presented and developed including through characters, and/or events, how texts reflect contexts. (Q2b)</p>	<p>identify similarities and differences in how ideas are presented and developed including through characters and/or events, and how texts reflect contexts (Q2a)</p>	<p>Recognise similarities and/or differences in how ideas are presented including through characters, settings and/or events.</p>	
	<p>explain how language features including literary devices and the author's style and vivid emotive vocabulary influence audiences (Q3c)</p>	<p>explain how language features including literary devices enhance the characterisation, setting and/or events to influence audiences</p> <ul style="list-style-type: none"> - Explain how the embedded clause elaborates on ideas in a sentence (Q3b) 	<p>explain how language features including literary devices influence audiences</p> <ul style="list-style-type: none"> - Identify and explain noun groups/verbs/adverbs and how they influence the reader (Q3a) 	<p>Identify language features</p>	

Year 6 Term 2 Marking Guides

Science- Lost in Space

		A	B	C	D	E
Science Understanding	Earth and Space Sciences	<p>Model the relationship between the sun and Earth planets of the solar system</p> <p>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</p>	<p>Model the relationship between the sun and Earth planets of the solar system</p> <p>Explain how the relative positions of Earth and the sun relate to observed phenomena on Earth (and variable length of day and night). Q1b</p>	<p>Model the relationship between the sun and Earth planets of the solar system</p> <p>Explain how the relative positions of Earth and the sun relate to observed phenomena on Earth (day and night) Q1a.</p>	<p>Model the relationship between the sun and Earth planets of the solar system</p> <p>Describe day and night></p>	<p>Model the sun and Earth.</p>
	Nature and Development of Science	<p>Explain in detail with evidence why science is often collaborative.</p> <p>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</p>	<p>Explain with evidence why science is often collaborative.</p> <p>Describe different individuals' contributions to scientific knowledge through constructing a timeline to show how astronomers from many countries have advanced ideas about space. Q2b</p>	<p>Explain why science is often collaborative.</p> <p>Describe different individuals' contributions to scientific knowledge through constructing a timeline to show how astronomers from many countries have advanced ideas about space. Q2a</p>	<p>Identify why science is often collaborative. Order different individuals' contributions to scientific knowledge on a time line about space.</p>	<p>Order different individuals on a time line about space.</p>
	Planning and Conducting	<p>Pose investigable questions about eclipses.</p> <p>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</p>	<p>Pose investigable questions about eclipses.</p> <p>Plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions about the impact of size and distance on eclipses Q3a</p>	<p>Pose investigable questions about eclipses.</p> <p>Plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions Q3a</p>	<p>Pose questions about eclipses.</p> <p>Plan safe investigations to identify a pattern and make a prediction</p>	<p>Take part in an investigation</p>
	Processing, Modelling and Analysing	<p>Using accurate labelled diagrams construct representations to organise and process data and information</p> <p>Precisely describe patterns, trends and relationships related to the relative positions of the sun, moon and Earth</p> <p>Q1 and 3</p>	<p>Using accurate labelled diagrams construct representations to organise and process data and information</p> <p>Describe patterns, trends and relationships related to the relative positions of the sun, moon and Earth Q1 and 3</p>	<p>Using labelled diagrams construct representations to organise and process data and information</p> <p>Describe patterns, trends and relationships related to the relative positions of the sun, moon and Earth Q1 and 3</p>	<p>Using diagrams construct representations to organise and process data and information related to the relative positions of the sun, moon and Earth</p>	<p>Using diagrams to organise information related to the sun, moon and Earth</p>
	Communicating	<p>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</p>	<p>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</p>	<p>Select and use language features effectively for their purpose and audience when communicating their ideas and findings via a poster or slide show</p>	<p>Select and use language features for their purpose and audience when communicating their ideas via a poster or slide show</p>	<p>Use language features when communicating their ideas via a poster or slide show</p>

Year 6 Term 2 Marking Guides

Humanities and Social Sciences

	A	B	C	D	E
Knowledge and understanding	<p>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.</p>	<p>explain the causes and effects of migration to Australia since Federation and the similarities and the differences European and Asian migrants experienced.</p>	<p>explain the causes and effects of migration to Australia since Federation and to today. (PART A)</p>	<p>identify why groups migrated to Australia.</p>	<p>identify that people move from one place to another.</p>
	<p>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.</p> <p>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.</p>	<p>explain the key institutions of Australia's system of government and its connection to the Westminster system.</p> <p>explain the roles and responsibilities of 3 levels of government in Australia (state, local and federal) identifying different types of laws each level makes.</p>	<p>explain the key institutions Australia's system of government</p> <p>explain the roles and responsibilities of 3 levels of government in Australia (state, local and federal) (PART B)</p>	<p>identify the key institutions Australia's system of government</p> <p>identify the 3 levels of government in Australia (state, local and federal)</p>	<p>identify a level of government in Australia.</p>
Skills	<p>locate, collect and organise relevant information and data from a range of primary and secondary sources to improve knowledge about a migrant's experience.</p>	<p>locate, collect and organise information and data from a range of primary and secondary sources to improve knowledge about a migrant's experience.</p>	<p>locate, collect and organise information and data from a range of primary and secondary sources about a migrant's experience. (PART A)</p>	<p>Locate information and data from primary or secondary sources about a migrant's experience.</p>	<p>Locate basic information about a migrant.</p>
	<p>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.</p>	<p>Propose detailed actions or responses and use criteria to assess the possible positive and negative effects of a suggested bill to parliament.</p>	<p>propose actions or responses and use criteria to assess the possible effects of a suggested bill to parliament. (PART B)</p>	<p>propose an action of a suggested bill to parliament.</p>	<p>propose an action for change.</p>
	<p>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.</p>	<p>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.</p>	<p>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)</p>	<p>consider ideas and findings from sources to present descriptions about their proposed bill.</p>	<p>Did not select sources to present their proposed bill.</p>

Year 6 Term 2 Marking Guides

Maths- Investigating Angles

Understanding and Fluency	Problem-solving and Reasoning	
Identifies and applies the angle relationships for angles on a straight line, vertically opposite angles and angles at a point.	Solves angle problems and communicates solutions and thinking.	
<ul style="list-style-type: none"> Calculates unknown angles (a, b, c) using a combination of angle relationships (Q7) 	<ul style="list-style-type: none"> Gives correct answer for d supported by mathematical reasoning (Q9) 	A
<ul style="list-style-type: none"> Calculates unknown angles (h-k) using a combination of angle relationships (Q6) Names 2 sets of angles that up to 180o (Q5) 	<ul style="list-style-type: none"> Explains how the size of angle k was determined (Q6) Calculates the sum for angles COD, COE and COB (Q8) 	B
<ul style="list-style-type: none"> Identifies the correct relationship between angles on a straight line, vertically opposite angles and angles at a point (Q1,2,3,4) Calculates unknown angles using a single angle relationship (Q1,2,3,4) 	<ul style="list-style-type: none"> Gives a correct answer for d through estimation (Q9) 	C
<ul style="list-style-type: none"> Exhibits some 'C' descriptors in simple familiar situations 	<ul style="list-style-type: none"> Calculates the size of angle COD (Q8) Exhibits some 'C' descriptors in simple familiar situations. 	D
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	E
<p>Feedback:</p>		

Year 6 Term 2 Marking Guides

Maths- Order of Operations

Understanding and Fluency	Problem-solving and Reasoning	
<p>Calculates answers by applying the convention of Order of operations. (Q1-5)</p>	<p>Explains how brackets and order of operations affect calculations. (Q6-8)</p>	
<p>◀ Chooses appropriate operations to make expressions true (Q5d)</p>	<p>Explains an answer will be different because of correctly applying the order of operations. Provides a correct expression for a scenario without using brackets unnecessarily (Q7) Formulates two number sentences according to the set criteria (Q8)</p>	A
<p>Determines that brackets are not needed to make an expression true (Q3b, 4a) ◀ Correctly writes numerical expressions involving brackets to match a story (Q4b-c) Chooses appropriate operations to make expressions true (Q5a-c)</p>	<p>◀ Correctly calculates the answer to Jack's question and explains how he got the result (Q6)</p>	B
<p>◀ Correctly sequences the order operations (Q1) ◀ Mostly correct when calculating using the order of operations (Q2) Inserts sets of brackets to make an expression true (Q3a, 3c)</p>	<p>◀ Either correctly explains or calculates the correct answer (Q6) ◀ Provided a response which demonstrated some use of number sentences and order of operations (Q8)</p>	C
<p>◀ Exhibits some 'C' descriptors in simple familiar situations</p>	<p>◀</p>	D
<p>◀</p>	<p>◀</p>	E
<p>Feedback:</p>		