



Sample assessment task

Year level	2
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Memories are made of this

Task details

Description of task	Students explore and learn about what life was like for a child in their grandparents' time. They discuss, negotiate and formulate five questions to interview a grandparent, or other older significant person, about the way in which how technology has changed over time. Students complete a comparison table to show their understanding of the similarities and differences between 1955 and now.
Type of assessment	Formative and Summative
Purpose of assessment	To inform progression of learning
Assessment strategy	Written task (comparison table)
Evidence to be collected	Interview of grandparent/s (or significant other/s) Comparison table
Suggested time	Class discussion – one lesson Questions for grandparents to be completed at home (a few days to a week) Comparison table – one lesson

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today</p> <p>Humanities and Social Sciences skills</p> <p>Identify relevant information Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)</p>
Key concepts	Cause and effect, Continuity and change
Early Years Learning Framework (EYLF)	<p>Outcome 4: Children are confident and involved learners</p> <p>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</p> <p><small>[Commonwealth of Australia. (2009). <i>Belonging, being & becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</small></p>
National Quality Standard	<p>National Quality Standard: Quality Area 1 – Educational program and practice</p> <p>Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</p> <p>Element 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.</p> <p><small>[Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</small></p>

Task preparation

Prior learning	Students will have had experience comparing photographs, places, experiences, artefacts and objects. They will have explored aspects of the past and discussed change.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.

Assessment task

Assessment conditions	Students will complete their grandparent interview at home and the comparison table at school (individually).
Resources	Website (as suggested in lesson plan), digital technology as appropriate, paper, pencils

Instructions for teacher

Memories are made of this

[Based on 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association.]

Strategy	Lesson 1
Inspire/inform	<ul style="list-style-type: none">• Discuss the past and the present. Give some examples of each. Discuss different generations and generate general conversation as to how life has changed over the years.• Discuss how important it is to hear the stories of older people and how history is documented to preserve memories of an era.• Ask the students to think about their own grandparents and consider what it might have been like for them at school and home, and think about what toys or devices they might have had in 1955.
Show	<ul style="list-style-type: none">• Use a video stimulus to demonstrate differences between life in the 1950s and today. <i>For child appropriate clips see:</i> http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/14160/toys_games/looking_back.html (includes videos and activities comparing and contrasting toys and games, families, home life, transport and school)• Compare the video with how children learn today and discuss what is different, with focus being on the use of technology (use Venn diagram to organise information).
Tell	<ul style="list-style-type: none">• Tell the students that they will be formulating five questions to ask their grandparents about the changes in technology from when they were a child to today.• Tell them that they will interview one of their grandparents in order to find out the differences between then and now.
Apply	<ul style="list-style-type: none">• Formulate five questions to ask their grandparents about the changes in technology from when they were a child to today, using the following activities as a suggestion<ol style="list-style-type: none">(a) Complete a whole class Venn diagram to compare life today with life in the past, paying particular attention as to how technology has changed(b) Facilitate a class brainstorm of questions(c) Students develop five questions, using class brainstorm as stimulus(d) Students take questions home and organise a short interview with a chosen grandparent
Reflect	<ul style="list-style-type: none">• PMI strategy (Positive, Minus and Interesting)• Reflect on the discussion with grandparents. Did they find the information different or interesting? Was anyone surprised by any of the answers?

Strategy	Lesson 2																								
Inspire/inform	<ul style="list-style-type: none"> Use a circle to reflect on how students felt about their interview with their grandparent/s 																								
Show	<ul style="list-style-type: none"> Ask some students to share their answers with the class and discuss some of the questions/answers Explain to the students they will be completing a comparison table, comparing the technology of the past to the technology of today and using the answers they received from their grandparents'/significant other/s <table border="1" data-bbox="368 517 1481 801"> <thead> <tr> <th data-bbox="368 517 587 613">Type of technology</th> <th data-bbox="587 517 887 613">Past technology</th> <th data-bbox="887 517 1182 613">Today's technology</th> <th data-bbox="1182 517 1481 613">Which is better? (explain why and give examples)</th> </tr> </thead> <tbody> <tr> <td data-bbox="368 613 587 651">Games played</td> <td data-bbox="587 613 887 651"></td> <td data-bbox="887 613 1182 651"></td> <td data-bbox="1182 613 1481 651"></td> </tr> <tr> <td data-bbox="368 651 587 689">Relaxation time</td> <td data-bbox="587 651 887 689"></td> <td data-bbox="887 651 1182 689"></td> <td data-bbox="1182 651 1481 689"></td> </tr> <tr> <td data-bbox="368 689 587 728">School life</td> <td data-bbox="587 689 887 728"></td> <td data-bbox="887 689 1182 728"></td> <td data-bbox="1182 689 1481 728"></td> </tr> <tr> <td data-bbox="368 728 587 766">Etc.</td> <td data-bbox="587 728 887 766"></td> <td data-bbox="887 728 1182 766"></td> <td data-bbox="1182 728 1481 766"></td> </tr> <tr> <td data-bbox="368 766 587 801"></td> <td data-bbox="587 766 887 801"></td> <td data-bbox="887 766 1182 801"></td> <td data-bbox="1182 766 1481 801"></td> </tr> </tbody> </table>	Type of technology	Past technology	Today's technology	Which is better? (explain why and give examples)	Games played				Relaxation time				School life				Etc.							
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Tell	<ul style="list-style-type: none"> Model and view table on board, discuss expectations and assist students as required with creating tables. <i>This may be done in digital or hard copy form. Headings under 'Type of Technology' may be altered as appropriate.</i> 																								
Apply	<ul style="list-style-type: none"> Students will complete only the columns comparing the past and present technology in their comparison table, based on their interview. <i>Teachers will differentiate and scaffold this section of the task as appropriate, in order to support or extend students.</i> Ask a volunteer to read their columns to the class. Ask the students how they would feel if they lived 60 years ago? Which era do they think was better and why? Does technology create more or fewer problems for people? 																								
Reflect	<ul style="list-style-type: none"> Students reflect on their learning by completing the fourth column, considering the question: 'How does the technology used today differ from the past?' 																								

Sample assessment key

Description	Check
Task: Poses questions about the past	✓
Student poses open and interesting questions to gather information about their grandparent's past	
Student poses interesting questions to gather information about their grandparent's past	
Student poses simple questions to gather information about their grandparent's past	
Student requires assistance to pose questions to gather information about their grandparent's past	
Description	Check
Task: Presents answers to questions in comparison table, using relevant terms (<i>terms may include: 'in the past,' 'many years ago,' 'in the olden days,' 'in the present,' 'in the future'</i>)	✓
Student develops a detailed table that shares appropriate findings, conveys significant information about the past and uses relevant terms	
Student develops a table that shares appropriate findings, conveys information about the past and uses some relevant terms	
Student develops a table that shares findings, conveys information about the past and uses limited relevant terms	
Student requires assistance to develop a simple table that shares a finding, using everyday language	
Description	Check
Task: Student presents information in the fourth column of table to show 'Which is better?'	✓
Compares and contrasts the technology of today with the past, describing how the past and the present differ, using specific examples to support this	
Explains how technology has changed and can identify that the past is different from the present, using some examples	
Describes how technology has changed and identifies that the past is different from the present	
Lists some changes in technology	

Making connections across learning environments

National Quality Standard: Quality Area 1 – Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Element 1.1.6 Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.

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	Provocation	Resources
Inside spaces/environments	<p>Are you home? Allow the students to set up in indoor home (or part thereof) that demonstrates an understanding of life styles in a different decade.</p>	Home corner equipment such as couch, kitchen facilities, table set up and so on
	<p>Photo gallery Ask the students to source photos that show life in a different decade. They can search magazines, ask family members, search the internet. Create a 1950’s photo gallery and participate in a ‘walk through’ strategy. Invite another class to visit your gallery.</p>	Photos from the 50’s, magazines, internet....
Outside spaces/environments	<p>Play it again Sam! Students research and play childhood games from the 50’s.</p>	Students create a list of resources required once they complete the research
	<p>Steal the stick Two teams. Each team defends their bucket of sticks while each team is trying to steal the other team’s sticks. After 5 minutes call a halt and count the sticks. You could also play this game inside as a walk only game with a cup of pencils instead of sticks.</p>	Buckets, sticks, a space large enough to play
Ambience/Aesthetics	Music from the 50’s.	