



Sample assessment task

Year level	3
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Symbolism in a Slouch Hat

Task details

Description of task	<p>There are three parts to this task.</p> <p>Part 1: Students are provided with a visual image of a symbol from WWI: a slouch hat (with feathers). They complete a See/Think/Wonder graphic organiser to respond to this image.</p> <p>Part 2: Watch the following clip https://schoolsequella.det.nsw.edu.au/file/340f2c11-4351-4eac-bc06-9994081fa2ce/1/Anzac-symbols.zip/index.htm</p> <p>Discuss the clip as a class, focusing on the hat as a symbol. What does it represent?</p> <p>Part 3: Create an illustration, using the slouch hat in the picture. Think of a slogan that shows the significance of the slouch hat as a symbol and one that will help others to remember the importance of acknowledging Anzac Day.</p>
Type of assessment	Formative and Summative
Purpose of assessment	<p>To assess students' ability to locate and record relevant information from sources and plan further teaching if required</p> <p>To assess students' historical knowledge and understanding at the end of a learning cycle</p>
Assessment strategy	Observation, graphic organiser, Symbol illustration
Evidence to be collected	<p>See/Think/Wonder graphic organiser</p> <p>Symbol illustration</p>
Suggested time	<p>See/Think/Wonder graphic organiser and video clip – 1 hour</p> <p>Symbol illustration – 1 hour</p>

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, Anzac Day, National Sorry Day) and the importance of symbols and emblems</p> <p>Humanities and Social Sciences skills</p> <p>Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)</p> <p>Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms</p>
Key concepts	Evidence, Significance, Perspectives, Empathy

Task concepts

Prior learning	Students will have been exposed to stories about Anzac Day. Class discussions about special commemorative ceremonies and the way in which families in the class participate on this day will highlight its importance and the need for remembrance.
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 tasks.

Assessment task

Assessment conditions	<ul style="list-style-type: none">• All activities are to be completed individually, in-class (<i>apart from Part 2 – whole class discussion of clip</i>)
Resources	<ul style="list-style-type: none">• See/Think/Wonder graphic organiser• Illustration• YouTube clip

Instructions for teacher

Symbolism in a Slouch Hat

Part 1: Formative Assessment – See/Think/Wonder graphic organiser

Distribute graphic organiser templates. Ask students to complete the template, focusing their attention in each section on what they 'See', 'Think' and 'Wonder' about the image of the Slouch Hat in the centre of the organiser.

Part 2: Watch the clip and discuss as a class

<https://schoolsequella.det.nsw.edu.au/file/340f2c11-4351-4eac-bc06-9994081fa2ce/1/Anzac-symbols.zip/index.htm>

Part 3: Summative Assessment – Symbolic Illustration

Instruct students to create an illustration, using the slouch hat as a focal point. Ensure students understand that the purpose of the illustration is to highlight the significance of the slouch hat as a symbol. They may add other elements to their illustration. Ask students to develop a slogan (one line only) that highlights the importance of remembrance on Anzac Day. This could be a rhyming line/strong statement/persuasive comment/question etc.

Symbolism in a Slouch Hat

Part 1: See/Think/Wonder

Using the organiser below, respond to the photograph of a slouch hat. Make sure you think carefully about the information you write in each section of the organiser.

What do I SEE?



[Image: Adam_lowe. (2009). *Anime eyes*. Retrieved February, 2016, from <https://openclipart.org/detail/23388/anime-eyes>]



[Image: McCarthy, J. (n.d.). Slouch hat. In N. McLennan, *James Taylor's Light Horse uniform*. Retrieved May, 2016, from www.nma.gov.au/collections/highlights/light_horse_uniform Jason McCarthy, National Museum of Australia]

What do I THINK?



[Image: GDJ. (2015). *Deep thought*. Retrieved February, 2016, from <https://openclipart.org/detail/221707/deep-thought>]

What do I WONDER?



[Image adapted from: ClkerFreeVectorImages. (n.d.). [Light bulb]. Retrieved February, 2016, from <https://pixabay.com/en/idea-cloud-think-concept-symbol-48100/>]

Sample observation key	
Description	Check
See/Think/Wonder – recording data (formative assessment)	✓
Records relevant information into appropriate sections of the graphic organiser	
Records mostly relevant information onto the graphic organiser, using most appropriate sections of the graphic organiser	
Records some information onto the graphic organiser, with some appropriate content organised into appropriate sections	
Description	Check
See/Think/Wonder – developing questions (formative assessment)	✓
Wondering questions are open-ended, relevant and could be used to inform further inquiry	
Wondering questions are mostly open-ended and some of them could be used to inform further inquiry	
Wondering questions are mostly closed and will limit further inquiry	
Sample assessment key	
Description	Marks
Symbolic Illustration – images	
Slouch hat is the main focal point of the illustration; illustration contains other images that support and reflect the theme	3
Slouch hat is the main focal point of the illustration; illustration contains some other images that mostly support and reflect the theme	2
Slouch hat has limited relevance in the illustration; illustration contains a limited amount of other images, with some supporting the theme	1
Subtotal	3
Description	Marks
Symbolic Illustration – slogan	
Slogan focuses on the importance of remembrance on Anzac Day, and the single line makes a strong impression on the reader	3
Slogan reflects the importance of remembrance on Anzac Day, and the single line makes an impression on the reader	2
Slogan has limited relevance to Anzac Day, with irrelevant information in the single line	1
Subtotal	3
Total	12