



Sample assessment task

Year level	2
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Now and Then

Task details

Description of task	Students will analyse a range of images of significance from the past and present. They will choose one building or site and complete two labelled illustrations (from the past and the present). They will identify similarities and differences in illustrations to demonstrate their understanding of what the present reveals about the past of a significant site.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of the importance of a significant site from our past and how it exists in our present lives.
Assessment strategy	Visual representations, written explanations
Evidence to be collected	Annotated illustrations (two) of an image of a significant place around their area, including information presented as lists and a concluding statement
Suggested time	90 minutes

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <p>Humanities and Social Sciences skills</p> <p>A> Represent collected information and/or data in to different formats (e.g. tables, maps, plans)</p> <p>E> Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p> <p>C&R> Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)</p>
Key concepts	Source, Continuity and Change, Significance
Early Years Learning Framework (EYLF)	<p>Outcome 1: Children have a strong sense of identity</p> <p>Children develop knowledgeable and confident self-identities</p> <p>Outcome 2: Children are connected with and contribute to their world</p> <p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>[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.]</p>

National Quality Standard	<p>National Quality Standard Quality Area 1 – Educational program and practice</p> <p>Element 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</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.] Attribution 3.0 Australia licence.]</small></p>
Task preparation	
Prior learning	<p>Students will have had experience comparing (identifying similarities and differences) photographs, places, experiences, artefacts (phones, watches) and objects. They will be familiar with terminology relating to Place, Environment and Sustainability concepts.</p>
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment Task	
Assessment conditions	<ul style="list-style-type: none"> • This is an individual, in-class assessment
Resources	<ul style="list-style-type: none"> • Access to the website: http://feature.thewest.com.au/nowandthen/ • Perth – Now and Then sheet (suggest copying to A3) for each student • Pencils (lead and colour)

Instructions for teacher

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

Perth Now and Then

Strategy	Lesson 1
Inspire/inform	<ul style="list-style-type: none">Explain to students they will be viewing images of significant sites from the past and comparing them to the present. They will choose an image, re-draw it and list any similarities and differences between the past and the present. Students will also write a concluding statement about what the present-day view (of the image) reveals about the past.
Show	<ul style="list-style-type: none">Show students some images of the past and present, using the slider tool on each image on the following website: http://feature.thewest.com.au/nowandthen/Class discussion: how have things changed over time and what does this tell us about the past? For example, what did their school site look like before the school was built? Are there old buildings around the school that have been there for a long time? How can you tell?
Try /transfer	<ul style="list-style-type: none">Discuss places on the website.Students to think about other places they think may have changed over the years. Consider renovations and recent changes as well as significant changes over time, if the building is very old or has particular historical significance. How can we 'see' the past in the present?
Apply	<ul style="list-style-type: none">Access website again.Ask students to choose one image from this site and complete two drawings:<ol style="list-style-type: none">Image from the pastImage from the presentLabel the illustrations with descriptive words to show an understanding of similarities and differences, how the places have changed over time and how the present reveals information about the past
Reflect	<ul style="list-style-type: none">Swap illustrations and discuss with a partner.

Perth - Now and Then

ILLUSTRATION OF "THEN" - THE PAST

ILLUSTRATION OF "NOW" THE PRESENT

Similarities (List what is the same in the illustrations)

Differences (List what is different in the illustrations)

Conclusion (What do you notice from the present "now" image, and what does it tell you about the past?)

Sample assessment key	
Description	Check
Task – Illustrations Past and Present (Source, Continuity and Change)	✓
Illustrations reflect key elements of the past and present and are recognisable representations of a significant place in Perth’s history	
Illustrations reflect elements of the past and present and are recognisable representations of a significant place in Perth’s history	
Illustrations attempt to reflect some elements of the past and present	
Description	Check
Task – Labels of Illustrations (Source, Continuity and Change)	✓
Lists clearly differentiate between the past and the present and include the significance of the site	
Lists show some detail and differentiate between the past and the present	
Lists are missing or not clear. There is no differentiation between the past and the present or understanding of the significance of the site	
Description	Check
Task – Concluding statement (Significance)	✓
The concluding statement explains how the present reveals information about the past	
The concluding statement identifies how the present reveals information about the past	
The concluding statement shows limited understanding of the significance of the past and the present	

Making connections across learning environments

National Quality Standards:

Quality Area 1 – Educational program and practice

Element 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

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	Chalk and Talk! Students create an old schoolroom and practice their handwriting on blackboards with chalk. Set up a blackboard easel for the "teacher".	One large and several small blackboards (can buy blackboard paint and make your own), chalk, cloth dusters.
	Black and White Still Art(efacts)! Students arrange and draw one or more of the artefacts to create black and white images.	Suitable artefacts (such as old watches, telephones), charcoal, lead pencils, black markers, paper.
	Ye Olde Worlde Schoolroom! Create a schoolroom within the schoolroom for play.	Dress-ups including long skirts, blouses, vests, cloth caps, mop caps, a cane, wooden rulers, wooden abacus, wooden puzzles and other toys, ink, school bell.
Outside spaces/environments	Ye Olde Worlde Games! Play all the fine motor games such as hand clapping games, marbles, jacks.	Marbles, knucklebones
	Hoop da hoop! Play the gross motor games such as roll the hoops with a stick, jump rope, Blind Man's Bluff, Hopscotch.	Long ropes, blindfolds, hoops, stick, chalk, stone, elastics.
	Free Play Play Tag, Hide and Seek, Scarecrow, What's the Time, Mr Wolf? Please Mr Crocodile, may we cross the golden river?	Nil