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# EARLY CHILDHOOD STUDIES

(Year 12 E656)

## *Common Assessment Tasks*



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## Guidelines for the Common Assessment Tasks

This document contains the requirements for the Common Assessment Tasks in Year 12 Early Childhood Studies. Specific headings are used to provide information and assistance to teachers in presenting each of the tasks to ensure its relevance to Early Childhood Studies.

The specific content of each task is to be determined by the teacher. Whilst parameters are set as to the context and genre of each task, the teacher is free to determine the content of the task in keeping with the teaching learning program.

Each task description is presented with the following headings:

### 1. **Specific Outcomes**

A set of outcomes specified for each task, with some flexibility available to the teacher to determine in which tasks, Outcomes 7 and 8 will be assessed. [Optional outcomes]. On completion of the subject, the student must have been provided with at least two opportunities to demonstrate achievement of outcomes 7 and 8. Outcome 3 will be assessed three times.

### 2. **Task**

This section specifies the task to be completed.

### 3. **Task Description**

The Task Description outlines what requirements are necessary for the student to complete the task, and clarifies for teachers the major focus of the task.

### 4. **Task Parameters**

This section outlines the specific requirements of the task. Without specifying the content of each task, it establishes the specific context in which the task is to be carried out. The parameters ensure the student is provided with the opportunity to meet the Specific Outcomes listed for the task, and that comparability is possible between students at different schools.

### 5. **Authentication**

This section relates to the requirements of the student and the teacher in ensuring that the task is the student's own work. It is important that the teacher is able to authenticate all work completed for assessment by the student.

### 6. **Support for Teachers**

*This section provides teachers with a variety of ideas to assist with the design of tasks. Teachers are reminded to consider confidentiality issues when working with children. Parent's signed permission is required when a child's face is recognisable in a photo that will be published.*

**Performance Criteria**

Ratings for student performance of each outcome will be based on the following criteria:

**Outcome 1: Understands the factors that impact on the relationships between children and families.**

Satisfactory	High	Very high
The student gives examples of factors that impact on relationships between children and families.	The student explains and gives examples of factors that impact on relationships between children and families.	The student explains and gives examples of factors that impact on relationships between children and families and discusses the effect on child rearing.

**Outcome 2: Understands the factors that impact on the position of children in Australian Society.**

Satisfactory	High	Very high
The student outlines factors that influence the position of children in Australia.	The student identifies and describes factors that influence the position of children in Australia.	The student examines and assesses factors that influence the position of children in Australia.

**Outcome 3: Investigates services and networks available to support children and their families.**

Satisfactory	High	Very high
The student identifies services and networks available to support children and their families.	The student identifies and gives a detailed description of services and networks available to support children and their families.	The student identifies, describes and makes recommendations of services and networks available to support children and their families.

**Outcome 4: Develops strategies that enhance children's development in a range of contexts.**

Satisfactory	High	Very high
The student lists a range of contexts and develops appropriate experiences that enhance children's development.	The student describes a range of contexts and develops and undertakes appropriate experiences that enhance children's development.	The student describes, undertakes and justifies experiences appropriate to a range of contexts that enhance children's development.

**Outcome 5: Demonstrates the qualities and skills required for effective interaction with children**

Satisfactory	High	Very high
The student displays basic verbal and non-verbal qualities and skills when interacting with children.	The student displays a range of verbal and non-verbal qualities and skills when interacting with children.	The student displays a range of verbal and non-verbal qualities and skills, initiative and commitment when interacting with children.

**Outcome 6: Works effectively as a team member.**

Satisfactory	High	Very high
The student displays effective organisational skills and displays some initiative when working in a team.	The student demonstrates co-operation, initiative, high motivation and commitment when working in a team.	The student demonstrates co-operation, initiative, high motivation, commitment and leadership when working as a team member.

**Outcome 7: Collects, organises and presents information an appropriate manner.**

Satisfactory	High	Very high
The student collects, organises and presents relevant information and ideas.	The student independently collects, organises and applies relevant information and ideas and uses it in an appropriate presentation.	The student independently collects, organises and examines relevant information and ideas and uses it in an appropriate presentation.

**Outcome 8: Communicates ideas and information.**

Satisfactory	High	Very high
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The student communicates ideas and information using a variety of techniques suited to the context of the task.	The student clearly communicates ideas and information using a variety of techniques suited to the context of the task.	The student systematically and effectively communicates ideas and information using a variety of techniques suited to the context of the task.
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## Task One: Written Report

**Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the specified outcomes and the optional outcomes [], if selected.**

### 1. Specific Outcomes

Outcome 1: Understands the factors that impact on the relationships between children and families.

Outcome 2: Understands the factors that impact on the position of children in Australian Society

Outcome 3: Investigates services and networks available to support children and their families.

[Outcome 7: Collects, organises and presents information in an appropriate manner.]

[Outcome 8: Communicates ideas and information.]

### 2. Task

A written report on the services and networks that support families.

### 3. Task Description

Students will research the services and networks available to support children and families in a context determined by the teacher. The students will present a report appropriate to the 'audience'.

### 4. Task Parameters

Teachers will determine the context and specific requirements of this task.

The task will be completed and submitted after a series of activities which have developed the students knowledge and understanding of the outcomes.

Students are required to access a variety of primary and secondary resources and record these in a reference list.

### 5. Authentication

The following authentication procedures will apply:

- the teacher is to monitor the development and progress of the task;
- the work will be assessed only if the teacher can attest that the work is the student's own work;
- all sources of information must be acknowledged by the student in a reference list.

### 6. Support for Teachers

*Information to assist students with the structure of a report is available in First Steps and Stepping Out materials in schools, including:*

The First Steps *Writing Resource Book* Rigby Heinemann, on behalf of Education Department of Western Australia, 1997

*The report framework can be varied to suit the purpose and audience, however it will consist of three parts; Classification, Description and Conclusion.*

*Teachers are encouraged to familiarize themselves with the components of a report to assist in the management of this task.*

**Example contexts for this task:**

1. *You are a parent who has recently moved into a new area in the metropolitan area. Research the services available to support your family. Identify any needs in the community and write a report to the local council to recommend changes or additions to the services they offer.*
2. *You are employed as a social worker with a diverse caseload. Prepare a report 'identifying' the issues affecting families at risk in your area and the support available in the community.*
3. *Research services and agencies available in your area in order to make recommendations to the members of the local playgroup.*
4. *You have become a member of a local action group. Research the needs of your community and whether these needs are being met. Write a report of your investigation and the recommendations of the actions that the group could take to overcome the problems families in your community face.*

*The following Case Studies may provide teachers with examples on which to base the report. Teachers are encouraged to develop their own scenarios related to local community needs and issues, if they wish to use a case study in the Written Report.*

- (a) *Margaret Harper is a single mother who has never married. She has three children; Colin, 6 years, Carl, 5 years, and Lynn 18 months. Colin has problems at school, difficulty managing anger and is bullying his siblings. Carl is withdrawn, wets the bed and frets when away from his mother. Lynn eats and sleeps well. Margaret is constantly being called to Colin's school. She is unable to enforce limits with Colin. She is fearful she will hurt him physically. Margaret wants the children taken away from her, for fear of hurting them.*
- (b) *Adrian Brown's wife, Nancy, died recently in a car accident. They have two children; Judy, 4 years, and Georgina, 12 months. Adrian has his own, established, business which is doing well. They have no extended family, locally. Judy is grieving for her mother and clings to Adrian. She is not sleeping, wets the bed and has nightmares. Her speech has regressed and she sucks her thumb constantly. Georgina cries constantly, will not eat and insists on having a bottle. Adrian is grieving, tired, feels a sense of helplessness and needs help in the day to day caring for the children.*
- (c) *Susan and Greg are married and have a 3 month old baby. Joshua. Susan has two children from a previous marriage; Alison, 5 years, and Timothy, 3 years. Greg also has a child; Tristan, 4 years, from a previous marriage. They all live together. Joshua is the result of an unplanned, unwanted pregnancy. Susan is disinterested in the baby. She is exhausted and generally unwell. Greg works long hours and is of little support to Susan. Tristan has behavioural problems and does not accept the other children. Alison and Timothy fight, are unwilling to share and are physically aggressive. Tantrums*

*result from a sense of feeling left out.*

*Tristan and Timothy bed wet.*

*Susan's only way of controlling the children is by hitting them.*

## **Task Two: Applied Project and Oral Presentation**

**Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the specified outcomes and the optional outcomes if selected.**

### **1. Specific Outcomes**

**Outcome 1:** Understands the factors that impact on the relationships between children and families.

**Outcome 2:** Understands the factors that impact on the position of children in Australian Society

**Outcome 3:** Investigates services and networks available to support children and their families.

[**Outcome 7:** Collects, organises and presents information in an appropriate manner.]

[**Outcome 8:** Communicates ideas and information.]

### **2. Task**

An Applied Project and Oral presentation.

### **3. Task Description**

Students will plan and conduct an oral presentation for a selected 'audience', applying knowledge and understandings gained through the compilation of a Research Portfolio.

#### **Portfolio**

Develop a portfolio of evidence from primary and secondary sources to investigate the issue you have selected.

#### **Oral presentation**

Conduct a presentation that will effectively convey information which interests and engages the 'audience'. The purpose of the presentation will be an application of the knowledge and understanding of the issue, to propose solutions or to recommended action.

### **4. Task Parameters**

The task will be completed and submitted after a series of activities which have developed the students' knowledge and understanding of the outcomes.

The teacher should act as a guide, monitoring and discussing the task with the students, ensuring students complete the task as set.

Students should be allowed sufficient time to complete all aspects of the task. The development of the presentation should feature consultation and negotiation between the student and teacher, to discuss progress and make suggestions for improvement.

Teacher and students should establish a timeline for completion and will establish the "audience" that will be the focus of the oral presentation. The audience may be a real group associated with a parent group or play group, or the class may play the role specified by the teacher.

### **5. Authentication**

The following authentication procedures will apply:

- the teacher is to monitor the development and progress of the task
- the work will be assessed only if the teacher can attest that the work is the student's own work

- all sources of information must be acknowledged by the student in a reference list.

## 6. Support for teachers

### **References to primary and secondary sources**

- *Primary sources of information are those which have involved students in seeking and collecting their own data and information e.g. observations, interviews, surveys etc.*
- *Secondary sources of information include references to data or information, which has already been published.*

### **The Portfolio developed may include, for example:-**

- *a definition of the issue and why it was selected*
- *the impact of the issues on children and families*
- *history of the issue*
- *relevant statistics from State or Commonwealth sources*
- *services available in WA, Australia and globally if appropriate*
- *reference list – primary and secondary sources*
- *conclusion*
- *planning for the presentation: key aspects of the issue and the reason for the presentation*

### **Oral Presentation**

*When planning their presentation, students need to consider how to effectively convey the information. The form of the presentation could be a speech, demonstration of practical activity, role play, mini TV presentation, radio interview, conduct a debate, etc.*

*Consider :*

- *That the presentation may take 10 minutes to address the issue*
- *The needs of the 'audience', using appropriate methods of presentation and language.*
- *The use of appropriate notes/palm cards/technology to support delivery*
- *That a formal speech may be appropriate depending on the nature of the task.*

<b>Task Three: Applied Project</b>
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Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the specified outcomes and the optional outcome if selected.

### 1. Specific Outcomes

**Outcome 4:** Develops strategies that enhance children's development in a range of contexts.

**Outcome 5:** Demonstrates the qualities and skills required for effective interaction with children.

**Outcome 6:** Works effectively as a team member.

[**Outcome 8:** Communicates ideas and information].

### 2. Task

Applied project and evaluation

### 3. Task Description

Develop, implement and evaluate play experiences designed to enhance the development of children of an identified age group.

### 4. Task Parameters

The task will be completed and submitted after a series of play experiences, which have developed the student's knowledge, and understanding of the outcomes.

The teacher should act as a guide, monitoring and discussing the task with students; ensuring students complete the task as set.

Students should be allowed sufficient time to complete all aspects of the task. Teacher and students should establish a timeline for completion.

Although some aspects of the task will be completed in groups, it is expected that each student will develop their own record of this applied project.

### 5. Authentication

The following authentication procedures will apply:

- the teacher is to monitor the development and progress of the task
- the work will be assessed only if the teacher can attest that the work is the student's own work
- the supervising adult must sign, date and make a brief, general comment on each logbook entry
- all sources of information must be acknowledged by the student in a reference list.

### 6. Support for Teachers

- *The task comprises a number of sections that will need to be undertaken.*
- *Identify the level of development and describe the needs of children in a selected age group.*
- *Conduct a trial of your selected play experiences with your peers.*
- *Adjust planned activities if needed as a result of the feedback from trial.*
- *Conduct at least two contrasting play experiences with a group of children of the relevant age group.*
- *Evaluate the effectiveness of your play experiences considering a range of contexts and contrasting areas of development*

## Task Four: Group Activity

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the specified outcomes and the optional outcome if selected.

### 1. Specific Outcomes

**Outcome 4:** Develops strategies that enhance children's development in a range of contexts.

**Outcome 5:** Demonstrates the qualities and skills required for effective interaction with children.

**Outcome 6:** Works effectively as a team member.

[**Outcome 7:** Collects, organises and presents information in an appropriate manner.]

### 2. Task

Group activity

### 3. Task Description

Document your experiences when working in a team to enhance the development of children of varying needs and abilities.

### 4. Task Parameters

The task will be completed and submitted after a series of activities which have developed the students knowledge and understanding of the outcomes.

The teacher should act as a guide, monitoring and discussing the task with students, ensuring students complete the task as set.

Students should be allowed sufficient time to complete all aspects of the task. Teacher and students should establish a timeline for completion.

### 5. Authentication

The following authentication procedures will apply:

- the teacher is to monitor the development and progress of the task
- the work will be assessed only if the teacher can attest that the work is the student's own work
- all sources of information must be acknowledged by the student in a reference list.

### 6. Support for teachers

- *This activity requires students to work with children of varying needs and abilities*
- *Keep a journal of your experiences.*
- *Develop and apply a checklist of personal and team qualities and skills required to work with children.*
- *Reflect on your involvement and contribution.*
- *The strategies used could be developed from those identified in Task 3.*

## Task Five: Research Project

Curriculum Council requirements for this task are outlined below. Evidence must be provided to demonstrate student achievement of each of the specified outcomes.

### 1. Specific Outcomes

**Outcome 3:** Investigates services and networks available to support children and their families.

**Outcome 7:** Collects, organises and presents information in an appropriate manner.

**Outcome 8:** Communicates ideas and information.

### 2. Task

Research Project

### 3. Task Description

Investigate career opportunities in services that support children and their families.

### 4. Task Parameters -

- Students are required to access a variety of resources.
- The presentation of the research will be negotiated with the teacher.

### 5. Authentication

The following authentication procedures will apply:

- the teacher is to monitor the development and progress of the task
- the work will be assessed only if the teacher can attest that the work is the student's own work
- all sources of information must be acknowledged by the student in a reference list.

### 6. Support for teachers

*Interviews with visiting speakers or people working with children would provide useful information and could be gathered throughout the year.*

*The following information may be included: skills, essential personal qualities, training or qualifications, job description, links to other areas of employment and reflect on your suitability for each position.*

*The information gathered from the research activity could be applied to:*

- a) an application for a job and participation in a mock interview.*
- b) writing an article for a magazine, using information gathered from interviewing a person working with children in a service that supports children and families.*
- c) a newspaper article 'a day in the life as ....'*
- d) A presentation to Year 10 students about the advantages of studying Early Childhood Studies, in the context of subject selections and planning for careers.*

## Early Childhood Studies Year 12 Student Performance Record

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Task	Outcomes								
	1	2	3	4	5	6	7	8	
Task 1: Written Report									
Task 2: Applied Project and Oral Presentation									
Task 3: Applied Project									
Task 4: Group Activity									
Task 5: Research Project									
Final Level Achieved									

On completion of this subject, the student must have been provided with at least two opportunities to demonstrate outcomes 7 and 8. Teachers will determine in which tasks, other than task 5, that outcomes 7 and 8 will be assessed.

### Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V** is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better.
- H** is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S** is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND** is attained when more than 50% of ratings are at a Not Demonstrated level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

- The student has completed all the CATs incorporating that outcome
- The student has demonstrated S for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgement should then be used to determine whether a final rating of ND or S is appropriate in each situation.

### Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

**A final rating of ND for any outcome will result in a grade of D being awarded. Where there are more than 50% of outcomes with a final rating of ND an E grade is awarded.**

## EARLY CHILDHOOD STUDIES YEAR 12 E656 GRADING COMBINATIONS

V	H	S	ND	GRADE
8	0	0	0	A
7	1	0	0	A
7	0	1	0	A
6	2	0	0	A
6	0	2	0	A
6	1	1	0	A
5	3	0	0	A
5	2	1	0	A
5	1	2	0	A
4	4	0	0	A
4	3	1	0	A
4	2	2	0	A

V	H	S	ND	GRADE
3	0	5	0	C
2	1	5	0	C
1	2	5	0	C
2	0	6	0	C
1	1	6	0	C
1	0	7	0	C
0	3	5	0	C
0	2	6	0	C
0	1	7	0	C
0	0	8	0	C

V	H	S	ND	GRADE
5	0	3	0	B
4	1	3	0	B
4	0	4	0	B
3	5	0	0	B
3	4	1	0	B
3	3	2	0	B
3	2	3	0	B
3	1	4	0	B
2	6	0	0	B
2	5	1	0	B
2	4	2	0	B
2	3	3	0	B
2	2	4	0	B
2	3	3	0	B
2	2	4	0	B
1	7	0	0	B
1	6	1	0	B
1	5	2	0	B
1	4	3	0	B
1	3	4	0	B
0	8	0	0	B
0	7	1	0	B
0	6	2	0	B
0	5	3	0	B
0	4	4	0	B

**NOTE:** A final rating of “ND” for any outcome will result in a grade of “D” being awarded. Where there are more than 50% of outcomes with a final rating of “ND” an “E” grade is awarded.

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