



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Child Studies
<b>Topic</b>	Play & the Developing Child
<b>Class Teacher</b>	Miss Cutcliffe
<b>Head Teacher</b>	Miss Dray
<b>Year</b>	Year 10
<b>Date Given</b>	29/07/20
<b>Date Due</b>	26/08/20
<b>Weighting</b>	35%

### Assessment Outline

Students are currently completing a unit of work titled '*Play & the Developing Child.*' Students are required to design and construct a toy that benefits a child's learning and promote their toy by writing an Information Report.

#### **Part A: Toy**

Students are to design and construct an **original** toy that benefits a child's learning. These benefits would include the child's physical, social, cognitive or communication development. The toy must either be for a

**6-12 month old** child (e.g. rattle, drum etc)

**OR**

**4-5 year old** child (e.g. instrument, game etc)

The toy must have appropriate safety features, use imaginative flair, colour and be suitable for a particular age group. Possible materials that could be used include: timber, fabric, plastic, recycled products, craft materials, MDF etc. The design plan is to be submitted with the toy.

#### **Part B: Information Report**

An information report presents factual information about a topic, usually by classifying items and describing their characteristics.

This information report is to be no less than 800 words and should give parents factual information about the toy to persuade them to purchase it for their child. The information report should include the following content:

- Explain for whom the toy is suitable
- Explain the safety features that have been included in the toy
- Develop and explain strategies as to how the toy could be used to assist in meeting the specific needs of children
- Explain the benefits the child gains from playing with the toy – include social, cognitive, physical and communication development

#### **Note:**

1. Always refer back to the marking criteria.
2. Refer to the scaffold provided for the information report

You will be given 2 lessons in class to plan and begin designing your toy. Constructing the toy and writing the information report is to be completed at home with all components submitted on the due date.

**STEPS:**

1. Listen to your teacher and the class discussion about the content.
2. Identify the specific needs of the targeted age group.
3. Design a toy that is original and purchase/collect the necessary equipment to construct the toy.  
\* PLEASE SEE YOUR TEACHER **EARLY** IF YOU NEED FINANCIAL ASSISTANCE\*
4. Construct the toy, ensuring that you use imagination and flair. The toy should be safe and have no loose objects or dangerous materials.
5. Address each of the required dot points in the information report. Be sure to utilise the scaffold provided.
6. Write a well structured Information Report and explain how the toy addresses social, cognitive, physical and communication development.
7. Review the marking criteria, ensuring all components have been addressed.

**Non-completion of Task:**

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

**Plagiarism:**

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

**Failure to follow the above procedures may result in a zero award.**

**The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

**Outcomes Assessed**

- 2.1 Plans and implements engaging activities when educating and caring for young children within a safe environment
- 2.2 Evaluates strategies that promote the growth and development of children
- 3.3 Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

**Self-assessment (Highlight the description that best fits your preparation for the task.)**

	<b>Unsatisfactory</b> A student at this level:	<b>Inconsistent</b> A student at this level:	<b>Satisfactory</b> A student at this level:	<b>Commendable</b> A student at this level:	<b>Outstanding</b> A student at this level:
<b>ASSESSMENT</b>	Has an inconsistent preparation for the task. Has not met all components of the task.	Has an inconsistent preparation for the task. Has not met all components of the task.	Has reasonably well prepared for the class and can do the skills required for the task.	Feels confidence in the completeness and effort placed into both theoretical and practical tasks. Has used class time well and acted upon teacher feedback.	Systematically prepares for the task, ensuring both theory and practical components align with the marking criteria. Has used class time well and acted upon teacher feedback.

## Scaffold for an Information Report – PEEL Plan

<p><b>General Statement:</b> Defining the topic / subject</p>	<p>Write a statement about the features of your toy and list reasons why it is a great toy for parents to buy for their child. <b>Use subject specific terminologies.</b></p>
<p><b>Body:</b> A series of paragraphs, each providing information about different aspects of the topic / subject.</p>	<p><b>Paragraph 1</b> Write a <u>point</u> about the features of your toy. <u>Explain</u> the features of your toy with reference to the age group and gender that the toy is suitable for. Give <u>examples</u> to support your statement. State <u>why</u> your toy is a good choice for parents to buy for their child. <u>Link</u> it back to the topic to show its relevance.</p>
<p><b>PEEL Plan</b> <u>Point</u>: Make a statement that is relevant to the topic. <u>Explain</u>: Explain your statement and go into further detail. <u>Example</u>: Give an example to help support your argument. <u>Link</u>: Why did you include the above paragraph? Link it back to the topic to show its relevance.</p>	<p><b>Paragraph 2</b> Write a <u>point</u> about the specific needs of children. <u>Explain</u> how your toy meets these specific needs of children. Give <u>examples</u> to support your statement. State <u>why</u> your toy is important for parents to buy to meet the needs of their child. <u>Link</u> it back to the topic to show its relevance.</p>
	<p><b>Paragraph 3</b> Write a <u>point</u> about how safety is important for children's toys. <u>Explain</u> how your toy is safe for children. Give <u>examples</u> of your toy's safety features. State <u>why</u> your toy is a good choice for parents to buy for their child in terms of safety. <u>Link</u> it back to the topic to show its relevance.</p>
	<p><b>Paragraph 4</b> Write a <u>point</u> about the benefits of play. Include the terms social, cognitive, physical and communication development. <u>Explain</u> the terms social development, cognitive development, physical development and communication development. Give <u>examples</u> of how your toy helps a child to reach each benefit of play e.g. a ball can be rolled to encourage physical development. State <u>why</u> your toy is a good choice for parents to buy for their child due to it meeting each of the listed types of development. <u>Link</u> it back to the topic to show its relevance.</p>
<p><b>Conclusion:</b> A statement that summarises the contents of the report</p>	<p>Make a statement that summarises your reasons as to why your toy is a good toy for parents to buy for their child.</p>

## Marking Criteria

Outcomes	Content	E (1-2)	D (3-4)	C (5-6)	B (7-8)	A (9-10)
2.1	<b>Toy</b>	Create a toy that is not suitable for a child and may not demonstrate numerous safety features. The toy is not an original design and the toy may not be beneficial to the child's learning.	Create a toy that may not be suitable for a child and may not demonstrate numerous safety features. The toy may not be an original design and the toy may not be beneficial to the child's learning.	Create a toy that is suitable for a particular age group and demonstrate basic safety features. The toy may not be an original design but it uses colour. The toy is beneficial to the child as it develops his/her learning.	Create a toy that is suitable for a particular age group and demonstrate some safety features. The toy is an original design and uses colour. The toy is beneficial to the child as it develops his/her learning.	Create a toy that is highly suitable for a particular age group and demonstrate numerous safety features. The toy is an original design, uses imaginative flair and colour. The toy is beneficial to the child as it develops his/her learning.
2.1 2.2 3.3	<b>Information Report</b>	List reasons why parents should buy the toy. May not follow the scaffold. May/may not identify for whom the toy is suitable	Identify why parents should buy the toy. May not follow the scaffold. Identify for whom the toy is suitable.	Outline information about buying the toy. Follow the scaffold and use well-structured paragraphs. Describe who the toy is suitable for, including specific age group and gender.	Describe information about buying the toy. Follow the scaffold and use well-structured paragraphs. Describe who the toy is suitable for, including specific age group and gender.	Explain information about buying the toy. Follow the scaffold and use well-structured paragraphs, with a variety of subject specific terminology. Explain who the toy is suitable for, including specific age group and gender.
		Identify a strategy on how the toy could be used. Identify a safety feature that has been constructed on the toy.	Identifies a strategy on how the toy can be used by a child. Identify a safety feature that has been constructed on the toy.	Develops and/or outlines strategies about how the toy could be used to assist in meeting the specific needs of children. Outline safety features that have been constructed on the toy.	Develop and describe strategies about how the toy could be used to assist in meeting the specific needs of children. Describe safety features that have been constructed on the toy.	Develop and explain creative strategies about how the toy could be used to assist in meeting the specific needs of children. Explain the safety features that have been constructed on the toy.
		Identify one benefit the child gains from playing with the toy.	Identify the benefits the child gains from playing with the toy.	Identify the benefits the child gains from playing with the toy including the social, cognitive, physical and/or communication development.	Outline the benefits the child gains from playing with the toy including the social, cognitive, physical and/or communication development	Explain the benefits the child gains from playing with the toy including the social, cognitive, physical and communication development.

## What you need to do to improve

