



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	PDHPE
Topic	Child Health and Safety
Class Teacher	Mrs Lyden
Head Teacher	Dray
Date Given	Week 2 19/7/2021
Date Due	Term 3, Week 4 3/8/2021

Task Description: You are to read/view, analyse, research and present written communication. The response you submit is to be no more than (5) pages in length.

PART 1 Module Child Health and Safety

TASK DESCRIPTION: Research the information presented in the following website <https://kidsafe.com.au/> to answer the following questions;

1. **Outline** the purpose of the Kidsafe and list two reasons why it was established (½ page max). (3)
2. Go to the campaign tab, Choose ONE (1) **current campaign** (Child Restraint Guidelines or Safe Barriers Saves Lives)
 - A) **Describe** the key features of this campaign (½ page max). (4)
 - B) **Explain** the importance of the guidelines and why parents should adhere to these requirements. (½ page max). (5)

PART 2 Module Starting School

TASK DESCRIPTION:

Using your experience from attending Orange Public School, reflect on the following questions, using specific examples from your time there;

1. **Identify** and **discuss** factors that make it easier for children starting school today, referring to the environment, people (teachers and other children) personal feelings, reactions of parents and family. (½ page). (4)
2. **Explain** how play was integrated into different parts of the Kindergarten curriculum. (½ page). (6)

PART 3 Module Children's Literature

TASK DESCRIPTION:

Research a book that is suitable for 5-6 year olds in Kindergarten to answer the following questions;

1. **Describe** why the book you have chosen is suitable for toddlers and pre-schoolers. Use examples from your book to support your response. (½ page). (4).
2. **Critically examine** a range of children's books and develop a criteria for choosing a picture book for;
 - a toddler
 - a preschooler
 - a six year old(2 pages). (10)

Task Submission

This task is due on: Tuesday 3rd of August

The task is to be submitted via: Online or printed, to be handed in during class by 3.28pm

Outcomes/Content Assessed:

- 1.1 Analyses prenatal issues that have an impact on development
- 1.2 Examines major physical, socio-emotional, behavioral, cognitive and language development of young children
- 1.3 Examines the nature of different periods in childhood- infant, toddler, preschool and the early school years
- 1.4 Analyses the ways in which family, community, and culture influence growth and development of young children
- 1.5 Examines the implications for growth and development when a child has special needs
- 2.1 Analyses issues relating to the appropriateness of a range of services for different families

<p>2.2 Critically examines factors that influence the social world of young children</p> <p>2.3 Explains the importance of diversity as a positive issue for children and their families</p> <p>2.4 Analyses the role of a range of environmental factors that have an impact on the lives of young children</p> <p>2.5 Examines strategies that promote safe environments</p> <p>3.1 Evaluates strategies that encourage positive behaviour in young children</p> <p>4.1 Demonstrates appropriate communication skills with children and/or adults</p> <p>4.2 Interacts appropriately with children and adults from a wide range of cultural backgrounds</p> <p>4.3 demonstrates appropriate strategies to resolve group conflict</p> <p>5.1 Analyses and compares information from a variety of sources to develop an understanding of child growth and development</p> <p>6.1 Demonstrates an understanding of decision making processes</p> <p>6.2 Critically examines all issues including beliefs and values that may influence interactions with others</p>	
<p>Non-completion of Task:</p> <p>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 cases.</p>	
<p>Plagiarism:</p> <p>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.</p>	
<p>Failure to follow the above procedures may result in a zero award.</p>	

SYLLABUS - YOU NEED TO REFER TO THE FOLLOWING FOR THE EEC SYLLABUS CONTENT FOR THE MODULES IN THIS TASK. [Exploring Early Childhood \(CEC\)](#)

MARKING CRITERIA

PART 1: MODULE CHILD HEALTH AND SAFETY

1. **Outline** the purpose of the Kidsafe website and list two reasons why it was established(½ page max). (3)

<u>CRITERIA</u>	<u>MARK</u>
<p>Sketch in general terms the purpose of Kidsafe website</p> <p>Provides 2 clear reasons as to why it was established</p> <p>Examples are relevant</p>	<u>3</u>
<p>Lists features of the website, but purpose may not be clear</p> <p>Reasons for its establishment may be basic in detail</p> <p>Examples may not link clearly</p>	<u>2</u>
<p>Information is basically identified</p> <p>Reason may be unclear or missing</p> <p>No examples</p>	<u>1</u>

2A) **Describe** the key features of this campaign (4)

<u>CRITERIA</u>	<u>MARK</u>
<p>Provide characteristics and features of the kidsafe campaign (overview of the campaign provided), relevant guidelines and target audience addressed</p> <p>Examples are consistent</p> <p>Logical and cohesive response</p>	<u>3-4</u>

Sketch in general terms the purpose of Kidsafe website (features of the campaign may not be clear) Examples inconsistent Response may lack cohesion	1-2
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2B) **Explain** the importance of the guidelines and why parents should adhere to these requirements. (½ page max). (5)

CRITERIA	MARK
Shows cause and effect of the impact of parents implementing the guidelines on child safety Demonstrates a good understanding of the safety guidelines (research is evident) Provides a range of relevant examples Response is logical and cohesive	4-5
Provides characteristics and features of the guidelines and makes some links on the impact of child safety Demonstrates some understanding of the safety guidelines Provides examples Response is mostly logical and cohesive	2-3
Sketch in general terms the safety guidelines Examples may be unclear or missing	1

PART 2: MODULE STARTING SCHOOL

1. 1. **Identify** and **discuss** factors that make it easier for children starting school today (½ page). (4)

CRITERIA	MARK
Identifies and provides evidence for and against the key factors for children starting school Provides relevant examples from time at OPS Response is logical and cohesive	3-4
Identifies and sketches in general terms the key factors for children starting school Examples may not link clearly to their experience at OPS Response may lack logic and cohesion	1-2

2. **Explain** how play was integrated into different parts of the Kindergarten curriculum. (½ page). (6)

CRITERIA	MARK
Clearly defines the concept of play in a primary school setting (and gives specific examples) With reference to 2 key learning areas (eg, maths, english, science, history, music), shows cause and effect of how play is integrated in these areas. Provides a range of relevant examples from your experience at OPS Response is logical and cohesive	5-6
Defines the concept of play With reference to 2 key learning areas (eg, maths, english, science, history, music), provides characteristics and features of how play is integrated in these areas Provides examples Response is mostly logical and cohesive	3-4

Concept of play basically identified Sketches in general terms the features of play in primary schools Examples may be unclear or missing	<u>1-2</u>
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PART 3: MODULE CHILDREN'S LITERATURE

1. **Describe** why the book you have chosen is suitable for toddlers and preschoolers. Use examples from your book to support your response. (½ page) (4).

<u>CRITERIA</u>	<u>MARK</u>
Provides characteristics and specific features of the book (age appropriate for child development) and relevance to toddlers and preschoolers. Examples are consistent throughout Logical and cohesive response	3-4
Sketches in general terms(characteristics and specific features of the book may not be clear) Examples inconsistent Response may lack cohesion	1-2

2. **Critically** examine a range of children's books and develop a criteria for choosing a picture book for children of different ages. (2 pages). (10)

<u>CRITERIA</u>	<u>MARK</u>
Provides a level of depth and consideration and make things evident as to why books have been chosen for <u>each</u> age group Develops a criteria that clearly shows the features of a good picture book (lot, setting characterisation, theme, style of writing and illustration) Provides a range of relevant examples of books for different ages Logical and cohesive response	<u>9-10</u>
Shows and cause and effect as to why books have been chosen for <u>each</u> age group Develops a criteria that shows factors that make a good picture book (lot, setting characterisation, theme, style of writing and illustration) Examples are consistent and somewhat relevant Logical and cohesive response	<u>6-8</u>
Provides characteristics and features as to why books have been chosen Identifies some factors that make a good picture book (lot, setting characterisation, theme, style of writing and illustration) Examples are basic and inconsistent May lack logic and cohesion	<u>3-5</u>
Reasons may be unclear or missing as to why books have been chosen Factors that make a good picture book may be listed with no links to why that makes it a good book Examples are basic and inconsistent Lacks cohesion and logic	<u>0-2</u>