



Year 11 Exploring Early Childhood

Due Date: Friday 21st June Term 2 Week 8	Assessment Name: Child Growth and Development Task
Mark/Grade: /50	Weighting: 35%

TASK DESCRIPTION:

Create an information resource that can be used in a doctors, nurses or baby clinic. This can be a large poster, pamphlet, website, power-point or short video documentary (a medical advertisement played at doctors clinics in waiting rooms).

You are to include the following into your information resource.

1. Define the 4 periods of childhood in neurotypical children. Infant, toddler, pre-schooler and early school years. (10 marks)
2. Choose 1 periods of childhood and examine and write about the major developments reflecting on physical, social, emotional, behavioural, cognitive and language development of children for each period of childhood. Provide 1 example for each development. (18 marks = 2 marks/ development and 1 mark for example)
3. Provide 4 images that represents a development/ milestone/action for each period of development. (4 marks = 1 mark per image)
4. Research 3 different services that could support families with achieving appropriate milestones/ developments. Identify the service and describe how they offer support to assist the family that have a child who identifies as having delayed or improving major developments. (10 marks)
5. Information is to be presented as an engaging information resource (5 marks)
6. Provide a Bibliography. In alphabetical order of author or source. (3 marks)

SYLLABUS OUTCOMES TO BE ASSESSED:

P1.2 Examines major physical, social, emotional, behavioural, cognitive and language development of young children.

P1.3 Examines the nature of different periods of childhood.

P2.1 Analyses issues relating to the appropriateness of a range of services for different families.

P4.1 Demonstrates communication skills with children.

P4.2 Interacts with children from different backgrounds

DIRECTIVES TO BE ASSESSED:

Examine- Inquire into

Demonstrate- Show by example

Interact- communicate or be involved directly.

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

You will be assessed on your ability to:

- Have you explained clearly each period of childhood, for example;
 - Infancy
 - Toddler
 - Pre-schooler
 - Early school years
- Have you described all areas of development-
 - Physical
 - Social
 - Emotional
 - Behavioural
 - Cognitive
 - Language
 - Have you given 1 example for each development according to the period of childhood?
- Have you explained researched services that support families with achieving a child's delayed/ improving developments?
- Have you followed the recommended length for your assessment?
- Have you completed a bibliography with a variety of sources?

Check your assessment booklet for the current PHS Assessment Policy procedures, located on the school's website. This includes information on submission dates, plagiarism, malpractice and the use of AI.

MARKING GUIDELINES	
Define the 4 periods of childhood of neurotypical children. Infant, toddler, pre-schooler and early school years. (P1.3)	Mark/Grade (10 marks)
<ul style="list-style-type: none"> o Outstanding definition of an infant. o Outstanding definition of a toddler o Outstanding definition of a pre-schooler. o Outstanding definition of an early school years 	A (10 -9 marks)
<ul style="list-style-type: none"> o Thoroughly defines an infant. o Thoroughly defines a toddler. o Thoroughly defines a preschooler. o Thoroughly defines an early school years child. 	B (8 – 6 marks)
<ul style="list-style-type: none"> o Sound definition of an infant. o Sound definition of a toddler. o Sound definition of a preschooler. o Sound definition of a child in early school years. 	C (5 – 4 marks)
<ul style="list-style-type: none"> o Basic definition of an infant. o Basic definition of a toddler. o Basic definition of a pre-schooler. o Basic definition of early school years child. 	D (3-2 marks)
<ul style="list-style-type: none"> o Limited definition of an infant. o Limited definition of a toddler. o Limited definition of a pre-schooler. o Limited definition of early school years child. 	E (1 mark)

Choice of 1 period of childhood. Examination of major developments reflecting on physical, social, emotional, behavioural, cognitive and language development of children for each period of childhood. Provides 1 example for each development. Provides 4 suitable images that reflect on a development for that period of childhood.	Mark/Grade (22 marks)
<ul style="list-style-type: none"> o An outstanding examination of all major developments including physical, social, emotional, behavioural, cognitive and language development of children for chosen period of childhood. Provides 1 example for each development. (P4.2 - 12 marks) o Provide 4 suitable images of reflect on the development for the chosen period of childhood. (P1.2 - 10 marks) 	A (22 – 18 marks)
<ul style="list-style-type: none"> o A high level of examination of all major developments including physical, social, emotional, behavioural, cognitive and language development of children for chosen period of childhood. Provides 1 example for each development. o Provide 4-3 suitable images of reflect on the development for the chosen period of childhood. 	B (17 – 13 marks)
<ul style="list-style-type: none"> o A sound level of examination of several major developments including physical, social, emotional, behavioural, cognitive and language development of children for chosen period of childhood. Provides 1 example for each development. o Provide 3 suitable images of reflect on the development for the chosen period of childhood. 	C (12 – 9 marks)
<ul style="list-style-type: none"> o A basic level of examination of some all major developments including physical, social, emotional, behavioural, cognitive and language development of children for chosen period of childhood. Provides few or no examples for some of the developments. o Provide 2 suitable images of reflect on the development for the chosen period of childhood. 	D (8 – 5 marks)
<ul style="list-style-type: none"> o Examination briefly lists a few of all major developments including physical, social, emotional, behavioural, cognitive and language development of children for chosen period of childhood. Provides no examples for each development. o Provides 1 on no suitable images of reflect on the development for the chosen period of childhood. 	E (4 - 0 marks)

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Research 3 different services that could support families with achieving appropriate milestones/ developments. Identify the service and describe how they offer support to assist the family that have a child who identifies as having delayed or improving major development's. (10 marks) (P2.1)	Mark/Grade (10 marks)
<ul style="list-style-type: none"> o An outstanding examination of 3 different services that could support families with achieving appropriate milestones/ developments. Describes in extensive details how the service supports a family with a child to achieve and improve developments. 	A (10-9 marks)
<ul style="list-style-type: none"> o A high level of examination of 3 different services that could support families with achieving appropriate milestones/ developments. Describes in through details how the service supports a family with a child to achieve and improve developments. 	B (8-7 marks)
<ul style="list-style-type: none"> o A sound level of examination of 2 - 3 different services that could support families with achieving appropriate milestones/ developments. Describes in sound detail how the service supports a family with a child to achieve and improve developments. 	C (6-5 marks)
<ul style="list-style-type: none"> o A basic level of examination of 1 - 2 different services that could support families with achieving appropriate milestones/ developments. Describes in basic detail how the service supports a family with a child to achieve and improve developments. 	D (4-3 marks)
<ul style="list-style-type: none"> o A limited level of examination of 0 – 1 different services that could support families with achieving appropriate milestones/ developments. Describes in limited detail how the service supports a family with a child to achieve and improve developments. 	E (2-1 marks)

E & F. Presentation & Bibliography (P4.1)	Mark/Grade (8 marks)
<ul style="list-style-type: none"> o Outstanding presentation of information resource that is suitable to promote in a professional setting. Applies engaging visuals including headings, fonts, suitable images and backgrounds. o A bibliography showing sources of research. The bibliography contains between 8-7 sources of information. 	A (8 – 7 marks)
<ul style="list-style-type: none"> o Presentation of information resource is of high quality and is suitable to promote in a professional setting. Applies engaging visuals including headings, fonts, suitable images and backgrounds. o A bibliography showing sources of research. The bibliography contains between 6-5 sources of information. 	B (6 -5 marks)
<ul style="list-style-type: none"> o Presentation of information resource is of sound quality and is suitable to promote in a professional setting. Applies engaging visuals including headings, fonts, suitable images and backgrounds. o A bibliography showing sources of research. The bibliography contains a minimum of 5 sources of information. 	C (4 – 3 marks)
<ul style="list-style-type: none"> o Presentation of information resource is of basic quality and is suitable to promote in a professional setting. Applies some visuals including headings, fonts, suitable images and backgrounds. o A bibliography showing sources of research. The bibliography contains a few sources of information. 	D (2 marks)
<ul style="list-style-type: none"> o Presentation of information resource is of limited quality and is not suitable to promote in a professional setting. Applies some visuals including headings, fonts, suitable images and backgrounds. o A bibliography showing sources of research. The bibliography contains no or 1-2 sources of information. 	E (1 mark)

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