



YEAR 11 Exploring Early Childhood

Child Growth and Development Task

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| Due Date: Thursday 25 th June 2020 by 3.10pm (Term 2- Week 9) | Assessment Name: Child Growth and Development Task |
| Mark: /50 | Weighting: 35 % |

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.
- P1.4 Examines ways in which family, community and culture influence the growth and development of young children.
- 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.

TASK DESCRIPTION:

There are four parts to this assessment.

- A. Examine** and write a report to the major physical, social, emotional, behavioural, cognitive and language development of children.

In your report include the following areas.

- **Examine** the **physical** development of children. Giving examples. (5 marks)
- **Examine** the **social** development of children. Giving examples. (5 marks)
- **Examine** the **emotional** development of children. Giving examples. (5 marks)
- **Examine** the **behavioural** development of children. Giving examples. (5 marks)
- **Examine** the **cognitive** development of children. Giving examples. (5 marks)
- **Examine** the **language** development of children. Giving examples. (5 marks)
- *Each section should NOT be more than ½ page typed in font size 12.*

- B. Examine** and write a report on the **different periods of childhood**. These should include; Infancy, Middle Childhood and Early Adolescence. What is different about each period of childhood? (10 marks)

No more than 1 page typed size 12 font

- C. Examine** and write a report on the **influence of family, community and culture** on the development of children. Giving examples. (10 marks)

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

You will be assessed on your ability to:

- Have you described all areas of development-
 - Physical
 - Social
 - Emotional
 - Behavioural
 - Cognitive
 - Language
 - Have you given at least 4 examples for each area?

- Have you explained clearly each period of childhood, for example;
 - Infancy
 - Middle Childhood
 - Early Adolescence

- Have you explained how families, culture and the community influence the development of the child?
- Have you followed the recommended length for your assessment?
- Have you completed a bibliography with a variety of sources?

MARKING GUIDELINES

| Guideline- A Research and write a report on the major physical, social, emotional, behavioural, cognitive and language development of children. | Mark/Grade |
|---|---|
| <ul style="list-style-type: none"> ○ Outstanding description of the physical development of children. Giving at least 4 examples ○ Outstanding description of the social development of children. Giving at least 4 examples ○ Outstanding description of the emotional development of children. Giving at least 4 examples ○ Outstanding description of the behavioural development of children. Giving at least 4 examples ○ Outstanding description of the cognitive development of children. Giving at least 4 examples ○ Outstanding description of the language development of children. Giving at least 4 examples | <p>5 marks</p> <p>5 marks</p> <p>5 marks</p> <p>5 marks</p> <p>5 marks</p> <p>5 marks</p> |
| <ul style="list-style-type: none"> ○ High description of the physical development of children. Giving at least 3 examples. ○ High description of the social development of children. Giving at least 3 examples. ○ High description of the emotional development of children. Giving at least 3 examples. ○ High description of the behavioural development of children. Giving at least 3 examples. ○ High description of the cognitive development of children. Giving at least 3 examples. ○ High description of the language development of children. Giving at least 3 examples. | <p>4 marks</p> <p>4 marks</p> <p>4 marks</p> <p>4 marks</p> <p>4 marks</p> <p>4 marks</p> |
| <ul style="list-style-type: none"> ○ Sound description of the physical development of children. Giving at least 2 examples. ○ Sound description of the social development of children. Giving at least 2 examples. ○ Sound description of the emotional development of children. Giving at least 2 examples. ○ Sound description of the behavioural development of children. Giving at least 2 examples. ○ Sound description of the cognitive development of children. Giving at least 2 examples. ○ Sound description of the language development of children. Giving at least 2 examples. | <p>3 marks</p> <p>3 marks</p> <p>3 marks</p> <p>3 marks</p> <p>3 marks</p> <p>3 marks</p> |
| <ul style="list-style-type: none"> ○ Basic description of the physical development of children. Giving at least 1 example. ○ Basic description of the social development of children. Giving at least 1 example. ○ Basic description of the emotional development of children. Giving at least 1 example. ○ Basic description of the behavioural development of children. Giving at least 1 example. ○ Basic description of the cognitive development of children. Giving at least 1 example. ○ Basic description of the language development of children. Giving at least 1 example. | <p>2 marks</p> <p>2 marks</p> <p>2 marks</p> <p>2 marks</p> <p>2 marks</p> <p>2 marks</p> |
| <ul style="list-style-type: none"> ○ Limited description of the physical development of children. No examples given. ○ Limited description of the social development of children. No examples given. ○ Limited description of the emotional development of children. No examples given. ○ Limited description of the behavioural development of children. No examples given. ○ Limited description of the cognitive development of children. No examples given. ○ Limited description of the language development of children. No examples given. | <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> |

MARKING GUIDELINES

| Guideline- B Research and write a report on the different periods of childhood . These should include; Infancy, Middle Childhood and Early Adolescence. What is different about each period of childhood? | Mark/Grade |
|--|-------------------|
| <ul style="list-style-type: none"> ○ An outstanding examination on the different periods of childhood, including infancy, middle childhood and early adolescence. The examination discusses in detail and gives 4-5 examples about all 3 period of childhood. | 10-9 marks |
| <ul style="list-style-type: none"> ○ A high level of examination on the different periods of childhood, including infancy, middle childhood and early adolescence. The examination discusses in detail and gives 2-3 examples about all 3 period of childhood. | 8-7 marks |
| <ul style="list-style-type: none"> ○ A sound level of examination on the different periods of childhood, including infancy, middle childhood and early adolescence. The examination discusses in detail and gives 1 example about all 3 period of childhood. | 6-5 marks |
| <ul style="list-style-type: none"> ○ A basic level of examination on the different periods of childhood, including infancy, middle childhood and early adolescence. The examination briefly discusses and offers no examples for all 3 period of childhood. | 4-3 marks |
| <p>A limited level of examination on the different periods of childhood, including infancy, middle childhood and early adolescence. The examination briefly lists the periods of childhood and offers no examples for all 3 period of childhood. The response may miss out some important aspects of the question.</p> | 2-1 marks |

MARKING GUIDELINES

| Guideline- C Research and write a report on the influence of family, community and culture on the development of children. Giving examples. | Mark/Grade |
|---|-------------------|
| <ul style="list-style-type: none"> ○ An outstanding examination of the ways in which family, community and culture influence the growth and development of young children. The examination discusses in detail and gives 4-5 examples about all 3 influences; family, community and culture. | 10-9 marks |
| <ul style="list-style-type: none"> ○ A high level of examination of the ways in which family, community and culture influence the growth and development of young children. The examination discusses in detail and gives 2-3 examples about all 3 influences; family, community and culture. | 8-7 marks |
| <ul style="list-style-type: none"> ○ A sound level of examination of the ways in which family, community and culture influence the growth and development of young children. The examination discusses and gives 1-2 examples about all 3 influences; family, community and culture. | 6-5 marks |
| <ul style="list-style-type: none"> ○ A basic level of examination of the ways in which family, community and culture influence the growth and development of young children. The examination briefly discusses and gives no examples about all 3 influences; family, community and culture. | 4-3 marks |
| <ul style="list-style-type: none"> ○ A limited level of examination of the ways in which family, community and culture influence the growth and development of young children. The examination mentions the influential areas and has no examples about all 3 influences; family, community and culture. The response may miss out some important aspects of the question. | 2-1 marks |