

Early Childhood Studies 2019

Highlighted syllabus standards

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • thorough and clear description of concepts and ideas related to fundamentals of early childhood • thorough and apt explanation of concepts and ideas of practices in early childhood learning. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • clear description of concepts and ideas related to fundamentals of early childhood • logical explanation of concepts and ideas of practices in early childhood learning. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • description of concepts and ideas related to fundamentals of early childhood • explanation of concepts and ideas of practices in early childhood learning. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • simple description of concepts and ideas related to fundamentals of early childhood • simple explanation of concepts and ideas of practices in early childhood learning. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • superficial description of aspects of concepts and ideas related to fundamentals of early childhood • superficial explanation of aspects of concepts and ideas of practices in early childhood learning.
Analysing and applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • thorough analysis of concepts and ideas of the fundamentals and practices of early childhood learning • considered and effective application of concepts and ideas of the fundamentals and practices of early childhood learning • considered and effective use of language conventions and features to communicate ideas and information for specific purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • logical analysis of concepts and ideas of the fundamentals and practices of early childhood learning • effective application of concepts and ideas of the fundamentals and practices of early childhood learning • effective use of language conventions and features to communicate ideas and information for specific purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • analysis of concepts and ideas of the fundamentals and practices of early childhood learning • application of concepts and ideas of the fundamentals and practices of early childhood learning • use of language conventions and features to communicate ideas and information for specific purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • simple analysis of aspects of concepts and ideas of the fundamentals and practices of early childhood learning • variable application of aspects of concepts and ideas of the fundamentals and practices of early childhood learning • variable use of conventions and features to communicate ideas and information. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • superficial analysis of obvious aspects of concepts and ideas of the fundamentals or practices of early childhood learning • superficial application of obvious aspects of concepts and ideas of the fundamentals and practices of early childhood learning • fragmented use of conventions or features to communicate ideas and information.



	Standard A	Standard B	Standard C	Standard D	Standard E
Planning and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • considered and purposeful planning and thorough and detailed justification of play-based learning activities responsive to children's needs • thorough and informed evaluation of play-based learning activities in response to children's needs • thorough and informed evaluation of contexts in early childhood learning. 	<ul style="list-style-type: none"> • purposeful planning and detailed justification of play-based learning activities responsive to children's needs • informed evaluation of play-based learning activities in response to children's needs • informed evaluation of contexts in early childhood learning. 	<ul style="list-style-type: none"> • planning and justification of play-based learning activities responsive to children's needs • evaluation of play-based learning activities in response to children's needs • evaluation of contexts in early childhood learning. 	<ul style="list-style-type: none"> • simple planning and justification of play-based learning activities partially responsive to children's needs • simple evaluation of play-based learning activities in response to children's needs • simple evaluation of contexts in early childhood learning. 	<ul style="list-style-type: none"> • fragmented planning of play-based learning activities • statements of opinion about play-based learning activities • statements of opinion about contexts in early childhood learning.

Key: **Cognition** **Qualifier**