

# Early Childhood Studies 2019 v1.0

Sample assessment instrument

November 2018

## Investigation — Vlog

### Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

### Purpose of the investigation

This technique assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Early Childhood Studies, investigations involve research and follow an inquiry approach. Investigations provide opportunity for assessment to be authentic and set in lifelike contexts.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Early Childhood Studies syllabus.

### Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Analysing and applying
- Planning and evaluating.

Not every objective from each dimension needs to be assessed.

<b>Subject</b>	Early Childhood Studies
<b>Technique</b>	Investigation — Vlog
<b>Unit number and module number and name</b>	<b>Unit: 1</b> <b>Module: 1. Nurturing children's learning</b>

<b>Conditions</b>	<b>Units 1–2</b>
<b>Multimodal</b>	Presentation: 3–5 minutes
<b>Further information</b>	
<b>Duration (including class time)</b>	8 weeks
<b>Individual/group</b>	Individual
<b>Resources available</b>	Open access to resources
<b>Context</b>	
<p>In this module, you have explored the significance of play and creativity in providing children from birth to five years with opportunities to explore, imagine, investigate and engage meaningfully with the world around them. You have discussed early childhood theorists (e.g. Vygotsky, Piaget) and the importance of devising play-based learning activities that accommodate children's developmental milestones and promote positive wellbeing. You have also focused on the use of vlogs as a way to communicate information about early childhood.</p>	
<b>Task</b>	
<p>Investigate and evaluate three characteristics of effective, developmentally age-appropriate play-based learning activities that encourage positive wellbeing in children aged four to five years.</p>	
<b>To complete this task:</b>	
<ul style="list-style-type: none"> <li>describe the fundamental of growth and development, and explain the practices of responsiveness and active learning environments in effective age-appropriate play-based learning activities that encourage positive wellbeing</li> <li>communicate your analysis and evaluation of the information in your findings about the importance of three characteristics in a cohesive vlog that could be used at an Early Childhood Learning conference</li> <li>use appropriate language conventions and modal features in your vlog to inform and engage audiences, e.g. intellectual chattiness, visuals, diagrams containing statistics, direct quotes from early childhood experts, sound (such as voice, sound effects, music).</li> </ul>	
<b>Checkpoints</b>	
<input type="checkbox"/> Term [X] Week [X]/[Date]: Consult with teacher about inquiry questions and the focus for your investigation	
<input type="checkbox"/> Term [X] Week [X]/[Date]: Submit draft script for vlog	
<input type="checkbox"/> [Due date]: Submit final script for vlog and clip	

**Authentication strategies**

Your teacher will use ways to check that the work you are assessed on is your own work.

- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit a draft and respond to teacher feedback.
- Acknowledge all sources used.
- Submit the declaration of authenticity.
- Your results may be cross-marked by a teacher from another class.

# Instrument-specific standards matrix

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

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Planning and evaluating</b>	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"> <li>thorough and informed evaluation of contexts in early childhood learning.</li> </ul>	<ul style="list-style-type: none"> <li>informed evaluation of contexts in early childhood learning.</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of contexts in early childhood learning.</li> </ul>	<ul style="list-style-type: none"> <li>simple evaluation of contexts in early childhood learning.</li> </ul>	<ul style="list-style-type: none"> <li>statements of opinion about contexts in early childhood learning.</li> </ul>