

Early Childhood Studies 2024 v1.1

Applied senior syllabus



For all Queensland schools

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1 Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

2 Course overview

2.1 Rationale

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

2.2 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Investigate the fundamentals and practices of early childhood learning.

Students explore the fundamentals of early childhood by identifying factors that influence children in early childhood education and care services. Fundamentals include growth and development, and physical, social, emotional and social wellbeing. Students explore the practices of early childhood learning through learning activities that encourage active learning, are responsive to children's needs, involve observations of children to gather information and promote active learning environments.

2. Plan learning activities.

Students use their knowledge and understanding of the fundamentals of early childhood and practices in early childhood learning to devise play-based learning activities. Learning activities may relate to play and creativity, literacy and numeracy skills, development, wellbeing, and indoor and outdoor learning environments. Learning activities may involve supporting the diverse and individual needs of children.

3. Implement learning activities.

Students put plans into action by enacting learning activities for a purpose. Students consider the appropriateness of the activity to the developmental needs of children when implementing learning activities. They have opportunities to demonstrate inclusive practices and be responsive to the needs of children. Students have opportunities to explore ways to engage children using language, voice, body language, facial expressions, resources and the environment.

4. Evaluate learning activities.

Students make judgments about how well learning activities meet intended outcomes and respond to the needs of children. They determine the merit of learning activities according to criteria, such as appropriateness and effectiveness. Students use the fundamentals of early childhood and the practices of early childhood learning to justify their evaluations.

2.3 Designing a course of study in Early Childhood Studies

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

2.3.1 Course structure

Early Childhood Studies is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.2 Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

2.3.3 Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.4 Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

2.3.5 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

2.3.6 Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

2.3.7 Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

When developing a course of study in Early Childhood Studies, teachers should consider approaches to learning that guide learning activities in early childhood education and care. They must also be familiar with policies, guidelines and frameworks that guide early childhood education and care.

Approaches to learning

Play-based learning is an approach to early childhood education and care that provides opportunities for children to engage with their world in an active and imaginative way. Children symbolise meaning through play as they explore their world and interact with others. Play-based learning promotes aspects of development, such as physical, intellectual, emotional and social (PIES).

The blending of play-based learning with other approaches to learning, such as inquiry learning, a project approach or an event-based approach, may be considered when developing learning activities in early childhood education and care.

Students plan learning activities for a purpose, such as to meet and respond to the needs of children. This involves a consideration of the fundamentals of early childhood, practices in early childhood learning, children's needs and the context of early childhood education and care services, such as the learning environment and the availability of resources.

Opportunities to actively trial learning activities assist students in developing their understanding of the fundamentals of early childhood and the practices of early childhood learning. Students engage with policies, frameworks and guidelines that influence and enhance early childhood learning when considering concepts such as appropriateness, inclusivity and safety of learning activities.

Policies, guidelines and frameworks

When planning and implementing learning activities with children, students should consider a range of contextually appropriate policies, guidelines and frameworks. When implementing this syllabus in Queensland, students consider policies, guidelines and frameworks, including:

- National Quality Framework (NQF)
- National Quality Standard (NQS)
- Education and Care Services Act 2013 (Qld)
- Education and Care Services National Law (Qld)
- Education and Care Services National Regulations
- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Working with Children (Risk Management and Screening) Regulation 2020 (Qld)
- Early Childhood Australia (ECA) Code of Ethics
- Early Years Learning Framework (EYLF)
- Queensland kindergarten learning guideline (QKLG).

2.4 Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

2.4.1 Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student conducts strategic investigations of fundamentals and practices related to early childhood education and care. They undertake discerning planning of play-based learning activities for children in early childhood education and care services. The student demonstrates proficient implementation of play-based learning activities and an insightful evaluation of learning activities. They support their evaluations with thorough justifications.
B
The student conducts considered investigations of fundamentals and practices related to early childhood education and care. They undertake thorough planning of play-based learning activities for children in early childhood education and care services. The student demonstrates efficient implementation of play-based learning activities and a considered evaluation of learning activities. They support their evaluations with detailed justifications.
C
The student investigates fundamentals and practices related to early childhood education and care. They plan play-based learning activities for children in early childhood education and care services. The student demonstrates implementation of play-based learning activities and an evaluation of learning activities. They support their evaluations with justifications.
D
The student conducts inconsistent investigations of fundamentals and practices related to early childhood education and care. They undertake inconsistent planning of play-based learning activities for children in early childhood education and care services. The student demonstrates rudimentary implementation of play-based learning activities. They make narrow and unsupported evaluations of learning activities.
E
The student makes statements about fundamentals and practices related to early childhood education and care. They partially plan play-based learning activities for children in early childhood education and care services. The student demonstrates incorrect implementation of play-based learning activities. They make statements about learning activities.

2.4.2 Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

3 Unit options

3.1 Unit option A: Play and creativity

In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning through the context of play and creativity. Play is an active, child-initiated process that supports children's learning. Play as learning requires facilitation and interaction by adults in the play space. Creativity involves children using their imagination to invent, create and find new ways to do things. Play and creativity provide opportunities for exploration and discovery, trying out new ideas, new ways of thinking and problem-solving. Students investigate ways that children explore, imagine and engage in purposeful and meaningful experiences through play and creativity. They plan and implement learning activities involving play or creativity. Students evaluate the effectiveness of active play-based learning activities.

3.1.1 Unit objectives

1. Investigate the fundamentals and practices of early childhood learning.
2. Plan play-based learning activities.
3. Implement play-based learning activities.
4. Evaluate the effectiveness of play-based learning activities in response to children's needs.

3.1.2 Subject matter

Fundamentals

- Identify the fundamentals of early childhood related to play and creativity, including
 - growth and development (PIES)
 - connectedness to the world
 - relationships (social)
 - wellbeing (emotional and intellectual).
- Engage with policies, frameworks and guidelines to develop developmentally appropriate, inclusive and safe play and creativity learning activities.

Practices

- Identify practices of early childhood learning related to play and creativity, including
 - play-based active learning as a context for learning through which children explore, experiment, discover and solve problems to make sense of their world as they engage actively with people, objects and representations
 - responsiveness to children's development, including inclusive ways to interact and awareness of each child's strengths, abilities and emerging interests
 - active learning environments, including providing age-appropriate, challenging, inclusive, safe, flexible spaces, time and choices for children to have their own experiences
 - observations for gathering information about each child's strengths, abilities and emerging interests to further extend their learning across a range of contexts.
- Apply practices of early childhood learning related to play and creativity, including
 - play-based active learning, including
 - types of play, including creative play, discovery play, imaginative play or pretend play, manipulative play, physical play and social play
 - stages of play, including unoccupied play, solitary play, onlooker play, parallel play, associative play and cooperative play
 - child-initiated process that supports children's learning through creativity, scientific thinking, numeracy, literacy and the arts
 - different types and stages of play facilitation and interaction by adults in the play space
 - defining creativity; considering benefits of creativity; encouraging children to feel free and safe to make choices, explore, solve problems, invent and find new ways to do things; encouraging creativity through developing curiosity, interests, abilities and knowledge; asking open-ended questions
 - responsiveness to children's development, including factors that influence creativity and play, e.g. play partners, physical environment, individual differences, being receptive to play
 - active learning environments, including providing time for creative learning activities
 - observations of children, including
 - in play situations and engaged in play
 - developing profiles for individual children to inform planning for play, guidelines and techniques.

Learning activities

- Plan play-based learning activities, considering factors such as environment, developmentally appropriate practice, communication, safety and diversity.
- Implement learning activities focused on play and creativity.
- Evaluate the effectiveness of play-based learning activities using criteria, e.g.
 - responsiveness to children's needs
 - use of practices of early childhood learning.

3.2 Unit option B: Literacy and numeracy

In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning through the context of literacy and numeracy. They learn about practices that can be implemented to facilitate early childhood learning through active play-based activities that are responsive to children's needs to enhance literacy and numeracy. Students plan and implement activities to support the individual needs of children in early childhood. They evaluate the effectiveness of active play-based learning activities.

3.2.1 Unit objectives

1. Investigate the fundamentals and practices of early childhood learning.
2. Plan play-based learning activities.
3. Implement play-based learning activities.
4. Evaluate the effectiveness of play-based learning activities in response to children's needs.

3.2.2 Subject matter

Fundamentals

- Identify the fundamentals of early childhood related to literacy and numeracy, including
 - growth and development (PIES), focusing on intellectual development
 - relationships (social)
 - wellbeing (emotional and intellectual)
- Engage with policies, frameworks and guidelines to develop developmentally appropriate, inclusive and safe literacy and numeracy learning activities.

Practices

- Identify practices of early childhood learning related to literacy and numeracy, including
 - play-based active learning as a context for learning through which children explore, experiment, discover and solve problems to make sense of their world as they engage actively with people, objects and representations
 - responsiveness to children's development, including inclusive ways to interact and awareness of each child's strengths, abilities and emerging interests
 - active learning environments, including providing age-appropriate, challenging, inclusive, safe, flexible spaces, time and choices for children to have their own experiences
 - observations for gathering information about each child's strengths, abilities and emerging interests to further extend their learning across a range of contexts.
- Apply practices of early childhood learning related to literacy and numeracy, including
 - play-based active learning, including
 - oral language and communication skills development for children through listening, speaking, viewing, reading and writing, e.g. reading and viewing stories; exploring how books are structured and read; picture recognition and comprehension skills; written representations (decoding markings of children's samples); critical literacy concepts (emotions, perspectives, problem-solving); literal meanings from a variety of text types such as video, audio, visual and braille
 - foundational numeracy skills, e.g. one-to-one correspondence (counting), comparing (more, fewer, same, size), patterning (early algebra), concepts of time (night, day, lunch time, home time), spatial awareness and position (fitting things together and taking apart), order and sequencing, subitising (visual representations of amounts), measurement and amounts (volume, area, filling and emptying, changing shape), problem-solving
 - responsiveness to children's development, including
 - language and literacy learning continuum, alphabetic code — alphabet knowledge, phonological/phonemic awareness (the ability to discriminate sounds in words), invented spelling, effective communication
 - numeracy learning continuum
 - active learning environments, including encouraging opportunities for children to explore and interact with visual, written and numerical texts
 - observations of children, including watching and listening, interacting with, supporting individual development.

Learning activities

- Plan play-based learning activities, considering factors such as environment, developmentally appropriate practice, communication, safety and diversity.
- Implement learning activities focused on literacy and numeracy.
- Evaluate the effectiveness of play-based learning activities using criteria, e.g.
 - responsiveness to children's needs
 - use of practices of early childhood learning.

3.3 Unit option C: Children's development

In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of children's development. They learn about practices to support development of children, identifying the influences on development and ways to promote development according to children's needs. They plan and implement active play-based learning activities to support the individual needs of children in early childhood. They evaluate the effectiveness of active play-based learning activities.

3.3.1 Unit objectives

1. Investigate the fundamentals and practices of early childhood learning.
2. Plan play-based learning activities.
3. Implement play-based learning activities.
4. Evaluate the effectiveness of play-based learning activities in response to children's needs.

3.3.2 Subject matter

Fundamentals

- Identify the fundamentals of early childhood related to children's development, including
 - growth and development (PIES)
 - connectedness to the world
 - relationships (social), including sense of identity, security
 - wellbeing (emotional and intellectual).
- Engage with policies, frameworks and guidelines to develop developmentally appropriate, inclusive and safe children's development learning activities.

Practices

- Identify practices of early childhood learning related to children's development, including
 - play-based active learning as a context for learning through which children explore, experiment, discover and solve problems to make sense of their world as they engage actively with people, objects and representations
 - responsiveness to children's development, including inclusive ways to interact and awareness of each child's strengths, abilities and emerging interests
 - active learning environments, including providing age-appropriate, challenging, inclusive, safe, flexible spaces, time and choices for children to have their own experiences
 - observations for gathering information about each child's strengths, abilities and emerging interests to further extend their learning across a range of contexts.
- Apply practices of early childhood learning related to children's development, including
 - play-based active learning, e.g. activities that are individualised, challenging, safe, flexible, child-centred, peer-initiated, teacher-guided, intentional, behaviour guidance, consistency, positive approach
 - responsiveness to children's development, e.g. individual milestones (physical, social, emotional, intellectual), rights and responsibilities
 - active learning environments, e.g. considering influences of diversity and individual needs
 - observations of children, including watching and listening, interacting with, supporting individual development.

Learning activities

- Plan play-based learning activities, considering factors such as environment, developmentally appropriate practice, communication, safety and diversity.
- Implement learning activities focused on children's development.
- Evaluate the effectiveness of play-based learning activities using criteria, e.g.
 - responsiveness to children's needs
 - use of practices of early childhood learning.

3.4 Unit option D: Children's wellbeing

In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of children's wellbeing. They learn about practices to support children's wellbeing. They plan and implement active play-based learning activities to support the individual needs of children in early childhood. They evaluate the effectiveness of active play-based learning activities.

3.4.1 Unit objectives

1. Investigate the fundamentals and practices of early childhood learning.
2. Plan play-based learning activities.
3. Implement play-based learning activities.
4. Evaluate the effectiveness of play-based learning activities in response to children's needs.

3.4.2 Subject matter

Fundamentals

- Identify the fundamentals of early childhood related to children's wellbeing, including
 - growth and development (PIES), focusing on physical health
 - connectedness to the world
 - relationships (social)
 - wellbeing (emotional and intellectual).
- Engage with policies, frameworks and guidelines to develop developmentally appropriate, inclusive and safe children's wellbeing learning activities.

Practices

- Identify practices of early childhood learning related to children's wellbeing, including
 - play-based active learning as a context for learning through which children explore, experiment, discover and solve problems to make sense of their world as they engage actively with people, objects and representations
 - responsiveness to children's development, including inclusive ways to interact and awareness of each child's strengths, abilities and emerging interests
 - active learning environments, including providing age-appropriate, challenging, inclusive, safe, flexible spaces, time and choices for children to have their own experiences
 - observations for gathering information about each child's strengths, abilities and emerging interests to further extend their learning across a range of contexts.
- Apply practices of early childhood learning related to children's wellbeing, including
 - play-based active learning, e.g. supporting, exploring and nurturing wellbeing; activities related to physical health and safety, healthy eating, physical activity, sleep, rest and relaxation; online activities (safety, screen time, security)
 - responsiveness to children's development, e.g. individual needs (physical, social, emotional, intellectual, psychological/mental) resilience, self-esteem, self-concept, early intervention
 - active learning environments, e.g. considering influences of diversity and individual needs
 - observations of children, including watching, listening and interacting with children to support wellbeing.

Learning activities

- Plan play-based learning activities, considering factors such as environment, developmentally appropriate practice, communication, safety and diversity.
- Implement learning activities focused on children's wellbeing.
- Evaluate the effectiveness of play-based learning activities using criteria, e.g.
 - responsiveness to children's needs
 - use of practices of early childhood learning.

3.5 Unit option E: Indoor and outdoor environments

In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of indoor and outdoor environments. They learn about practices to encourage age-appropriate indoor and outdoor learning environments to support children's needs. They plan and implement active play-based learning activities to support the individual needs of children in early childhood. They evaluate the effectiveness of active play-based learning activities.

3.5.1 Unit objectives

1. Investigate the fundamentals and practices of early childhood learning.
2. Plan play-based learning activities.
3. Implement play-based learning activities.
4. Evaluate the effectiveness of play-based learning activities in response to children's needs.

3.5.2 Subject matter

Fundamentals

- Identify the fundamentals of early childhood related to indoor and outdoor environments, including
 - growth and development (PIES)
 - connectedness to the world
 - relationships (social)
 - wellbeing (emotional and intellectual).
- Engage with policies, frameworks and guidelines to develop developmentally appropriate, inclusive and safe indoor and outdoor learning activities, including the National Physical Activity Recommendations for Children 0–5 Years.

Practices

- Identify practices of early childhood learning related to indoor and outdoor environments, including
 - play-based active learning as a context for learning through which children explore, experiment, discover and solve problems to make sense of their world as they engage actively with people, objects and representations
 - responsiveness to children's development, including inclusive ways to interact and awareness of each child's strengths, abilities and emerging interests
 - active learning environments, including providing age-appropriate, challenging, inclusive, safe, flexible spaces, time and choices for children to have their own experiences
 - observations for gathering information about each child's strengths, abilities and emerging interests to further extend their learning across a range of contexts.
- Apply practices of early childhood learning related to indoor and outdoor environments, including
 - play-based active learning, e.g.
 - indoor environments for learning, e.g. spaces for eating, sleeping and relaxation; making spaces for creativity, construction, hiding, pretend play, noisy play; lighting; colour choices; display spaces
 - outdoor environments for learning, e.g. natural and built spaces; outdoor spaces for relaxation, construction, hiding, water, sand, imaginary, sensory experiences, age-appropriate risk-taking behaviours
 - responsiveness to children's development, e.g. individual milestones, first aid, outdoor play rules
 - active learning environments, e.g. safe, flexible, inclusive, age-appropriate
 - observations of children, including watching, listening and interacting with children to support wellbeing.

Learning activities

- Plan play-based learning activities, considering factors such as environment, developmentally appropriate practice, communication, safety and diversity.
- Implement learning activities focused on indoor and outdoor environments.
- Evaluate the effectiveness of play-based learning activities using criteria, e.g.
 - responsiveness to children's needs
 - use of practices of early childhood learning.

3.6 Unit option F: The early childhood education and care sector

In this unit, students explore the fundamentals of early childhood and the practices of early childhood learning in the context of the childcare industry. They learn about the policies and frameworks that are in place to guide early childhood education and care sector service providers. They consider the role these providers have in providing education and care services for a diverse range of children and their individual needs. Students plan and implement activities to support the individual needs of children in early childhood. They evaluate the effectiveness of active play-based learning activities.

3.6.1 Unit objectives

1. Investigate the fundamentals and practices of early childhood learning.
2. Plan play-based learning activities.
3. Implement play-based learning activities.
4. Evaluate the effectiveness of play-based learning activities in response to children's needs.

3.6.2 Subject matter

Fundamentals

- Identify the fundamentals of early childhood related to the childcare industry, including
 - growth and development (PIES), acknowledging the differences of individual children that childcare centres cater for, e.g. individual children's cultures, languages, traditions, rights, development
 - connectedness to the world
 - relationships (social)
 - wellbeing (social, emotional and intellectual).
- Engage with policies, frameworks and guidelines to develop developmentally appropriate, inclusive and safe play-based learning activities, e.g. Queensland kindergarten learning guideline (QKLG), Early Years Learning Framework (EYLF).

Practices

- Identify practices of early childhood learning related to the childcare industry, including
 - play-based active learning as a context for learning through which children explore, experiment, discover and solve problems to make sense of their world as they engage actively with people, objects and representations
 - responsiveness to children's development, including inclusive ways to interact and awareness of each child's strengths, abilities and emerging interests
 - active learning environments, including providing age-appropriate, challenging, inclusive, safe, flexible spaces, time and choices for children to have their own experiences
 - observations for gathering information about each child's strengths, abilities and emerging interests to further extend their learning across a range of contexts.
- Apply practices of early childhood learning related to the childcare industry, including
 - play-based active learning, e.g. supervised, adult-facilitated activities and ideas
 - responsiveness to children's development, e.g. individual milestones, being inclusive of differences and needs
 - active learning environments, e.g. safe, flexible, inclusive, differentiated for a range of needs
 - observations of children, including watching, listening and interacting to support children with a diverse range of needs.

Learning activities

- Plan play-based learning activities, considering factors such as environment, developmentally appropriate practice, communication, safety and diversity.
- Implement learning activities focused on the childcare industry.
- Evaluate the effectiveness of play-based learning activities using criteria, e.g.
 - responsiveness to children's needs
 - use of practices of early childhood learning.

4 Assessment

4.1 Assessment A1: Investigation — Play-based activity (play/creativity)

Students investigate fundamentals and practices to devise a play or creativity learning activity. They evaluate the effectiveness of the play-based learning activity.

4.1.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning through play or related to creativity.
2. Plan a play-based learning activity focused on play or creativity.
4. Evaluate the effectiveness of the play-based learning activity in response to children's needs.

4.1.2 Specifications

This task requires students to:

- identify fundamentals of early childhood related to play or creativity
- identify practices of early childhood learning related to play or creativity
- explore fundamentals and practices through investigating play-based learning activities focused on play or creativity
- devise a play-based learning activity focused on play or creativity for a purpose
- evaluate a play-based learning activity focused on play or creativity using criteria
- justify evaluations.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

4.1.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.1.4 Response requirements

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

4.1.5 Instrument-specific standards

Investigate	Plan	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> strategic investigation of play-based activities aimed at encouraging children's play or creativity 	<ul style="list-style-type: none"> discerning planning of play-based activities aimed at encouraging children's play or creativity 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at encouraging children's play or creativity 	A
<ul style="list-style-type: none"> considered investigation of play-based activities aimed at encouraging children's play or creativity 	<ul style="list-style-type: none"> thorough planning of play-based activities aimed at encouraging children's play or creativity 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at encouraging children's play or creativity 	B
<ul style="list-style-type: none"> investigation of play-based activities aimed at encouraging children's play or creativity 	<ul style="list-style-type: none"> planning of play-based activities aimed at encouraging children's play or creativity 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at encouraging children's play or creativity 	C
<ul style="list-style-type: none"> inconsistent investigation of play-based activities aimed at encouraging children's play or creativity. 	<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at encouraging children's play or creativity. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at encouraging children's play or creativity. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.2 Assessment A2: Project — Play-based activity (play/creativity)

Students investigate fundamentals and practices to devise a play or creativity learning activity. They implement and evaluate the effectiveness of the play-based learning activity.

4.2.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning through play or related to creativity.
2. Plan a play-based learning activity focused on play or creativity.
3. Implement a play-based learning activity focused on play or creativity.
4. Evaluate the effectiveness of the play-based learning activity in response to children's needs.

4.2.2 Specifications

This task requires students to:

- implement a play-based learning activity, including
 - putting the planned activity into action
 - demonstrating inclusive and responsive practices
 - enacting a developmentally appropriate activity
- document the planning process by
 - identifying the fundamentals and practices in early childhood learning related to play or creativity
 - selecting relevant concepts and ideas to use with a play-based learning activity that encourages play or creativity
 - evaluating the effectiveness of the learning activity using criteria.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

4.2.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.2.4 Response requirements

Play-based learning activity (play/creativity)

Implementation of activity: up to 5 minutes

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

4.2.5 Instrument-specific standards

Investigate and plan	Implement	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> discerning planning of play-based activities, informed by investigation, aimed at encouraging play or creativity 	<ul style="list-style-type: none"> proficient implementation of play-based activities aimed at encouraging children's play or creativity 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at encouraging play or creativity 	A
<ul style="list-style-type: none"> thorough planning of play-based activities, informed by investigation, aimed at encouraging play or creativity 	<ul style="list-style-type: none"> efficient implementation of play-based activities aimed at encouraging children's creativity 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at encouraging play or creativity 	B
<ul style="list-style-type: none"> planning of play-based activities aimed at encouraging play or creativity 	<ul style="list-style-type: none"> implementation of play-based activities aimed at encouraging children's play or creativity 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at encouraging play or creativity 	C
<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at encouraging play or creativity. 	<ul style="list-style-type: none"> rudimentary implementation of play-based activities aimed at encouraging children's play or creativity. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at encouraging play or creativity. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.3 Assessment B1: Investigation — Play-based activity (literacy/numeracy)

Students investigate fundamentals and practices to devise a play-based literacy or numeracy learning activity. They evaluate the effectiveness of the play-based learning activity.

4.3.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning related to literacy or numeracy.
2. Plan a play-based learning activity focused on literacy or numeracy.
4. Evaluate the effectiveness of the play-based learning activity in response to children's needs.

4.3.2 Specifications

This task requires students to:

- identify fundamentals of early childhood related to literacy or numeracy
- identify practices of early childhood learning related to literacy or numeracy
- explore fundamentals and practices through investigating play-based learning activities focused on literacy or numeracy
- devise a play-based learning activity focused on literacy or numeracy
- evaluate a play-based learning activity focused on literacy or numeracy using criteria
- justify evaluations.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

4.3.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.3.4 Response requirements

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

4.3.5 Instrument-specific standards

Investigate	Plan	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> strategic investigation of play-based activities aimed at encouraging children's literacy or numeracy 	<ul style="list-style-type: none"> discerning planning of play-based activities aimed at encouraging children's literacy or numeracy 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at encouraging children's literacy or numeracy 	A
<ul style="list-style-type: none"> considered investigation of play-based activities aimed at encouraging children's literacy or numeracy 	<ul style="list-style-type: none"> thorough planning of play-based activities aimed at encouraging children's literacy or numeracy 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at encouraging children's literacy or numeracy 	B
<ul style="list-style-type: none"> investigation of play-based activities aimed at encouraging children's literacy or numeracy 	<ul style="list-style-type: none"> planning of play-based activities aimed at encouraging children's literacy or numeracy 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at encouraging children's literacy or numeracy 	C
<ul style="list-style-type: none"> inconsistent investigation of play-based activities aimed at encouraging children's literacy or numeracy. 	<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at encouraging children's literacy or numeracy. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at encouraging children's literacy or numeracy. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.4 Assessment B2: Project — Play-based activity (literacy/numeracy)

Students investigate fundamentals and practices to devise a literacy or numeracy learning activity. They implement and evaluate the effectiveness of the play-based learning activity.

4.4.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning related to literacy or numeracy.
2. Plan a play-based learning activity focused on literacy or numeracy.
3. Implement a play-based learning activity focused on literacy or numeracy.
4. Evaluate the effectiveness of the play-based learning activity in response to children's needs.

4.4.2 Specifications

This task requires students to:

- implement a play-based learning activity, including
 - putting the planned activity into action
 - demonstrating inclusive and responsive practices
 - enacting a developmentally appropriate activity
- document the planning process by
 - identifying the fundamentals and practices in early childhood learning related to literacy or numeracy
 - selecting relevant concepts and ideas to use with a play-based activity that encourages literacy or numeracy
 - evaluating the effectiveness of the learning activity using criteria.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

4.4.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.4.4 Response requirements

Play-based learning activity (literacy/numeracy)

Implementation of activity: up to 5 minutes

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

4.4.5 Instrument-specific standards

Investigate and plan	Implement	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> discerning planning of play-based activities, informed by investigation, aimed at developing literacy or numeracy 	<ul style="list-style-type: none"> proficient implementation of play-based activities aimed at encouraging children's literacy or numeracy 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at encouraging children's literacy or numeracy 	A
<ul style="list-style-type: none"> thorough planning of play-based activities, informed by investigation, aimed at developing literacy or numeracy 	<ul style="list-style-type: none"> efficient implementation of play-based activities aimed at encouraging children's literacy or numeracy 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at encouraging children's literacy or numeracy 	B
<ul style="list-style-type: none"> planning of play-based activities aimed at developing literacy or numeracy 	<ul style="list-style-type: none"> implementation of play-based activities aimed at encouraging children's literacy or numeracy 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at encouraging children's literacy or numeracy 	C
<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at developing literacy or numeracy. 	<ul style="list-style-type: none"> rudimentary implementation of play-based activities aimed at encouraging children's literacy or numeracy. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at encouraging children's literacy or numeracy. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.5 Assessment C1: Investigation — Play-based activity (children’s development — physical/intellectual/emotional/social)

Students investigate fundamentals and practices to devise a learning activity related to children's development. They evaluate the effectiveness of the play-based learning activity.

4.5.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning related to children’s development.
2. Plan a play-based learning activity focused on children’s development.
4. Evaluate the effectiveness of the play-based learning activity in response to children’s needs.

4.5.2 Specifications

This task requires students to:

- identify fundamentals of early childhood related to children's development
- identify practices of early childhood learning related to children's development
- explore fundamentals and practices through investigating play-based learning activities focused on children's development
- devise a play-based learning activity focused on children's development for a purpose
- evaluate a play-based learning activity focused on children's development using criteria
- justify evaluations.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

4.5.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.5.4 Response requirements

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

4.5.5 Instrument-specific standards

Investigate	Plan	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> strategic investigation of play-based activities aimed at influencing children's development 	<ul style="list-style-type: none"> discerning planning of play-based activities aimed at influencing children's development 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at influencing children's development 	A
<ul style="list-style-type: none"> considered investigation of play-based activities aimed at influencing children's development 	<ul style="list-style-type: none"> thorough planning of play-based activities aimed at influencing children's development 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at influencing children's development 	B
<ul style="list-style-type: none"> investigation of play-based activities aimed at influencing children's development 	<ul style="list-style-type: none"> planning of play-based activities aimed at influencing children's development 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at influencing children's development 	C
<ul style="list-style-type: none"> inconsistent investigation of play-based activities aimed at influencing children's development. 	<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at influencing children's development. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at influencing children's development. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.6 Assessment C2: Project — Play-based activity (children’s development — physical/intellectual/emotional/social)

Students investigate fundamentals and practices to devise a learning activity related to children's development. They implement and evaluate the effectiveness of the play-based learning activity.

4.6.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning related to children’s development.
2. Plan a play-based learning activity focused on children’s development.
3. Implement a play-based learning activity focused on children’s development.
4. Evaluate the effectiveness of the play-based learning activity in response to children’s needs.

4.6.2 Specifications

This task requires students to:

- implement a play-based learning activity, including
 - putting the planned activity into action
 - demonstrating inclusive and responsive practices
 - enacting a developmentally appropriate activity
- document the planning process by
 - identifying the fundamentals and practices in early childhood learning related to children's development
 - selecting relevant concepts and ideas to use with a play-based activity that encourages children's development
 - evaluating the effectiveness of the learning activity using criteria.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

4.6.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.6.4 Response requirements

Play-based learning activity (children's development)

Implementation of activity: up to 5 minutes

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

4.6.5 Instrument-specific standards

Investigate and plan	Implement	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> discerning planning of play-based activities, informed by investigation, aimed at promoting children's development 	<ul style="list-style-type: none"> proficient implementation of play-based activities aimed at promoting children's development 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at promoting children's development 	A
<ul style="list-style-type: none"> thorough planning of play-based activities, informed by investigation, aimed at promoting children's development 	<ul style="list-style-type: none"> efficient implementation of play-based activities aimed at promoting children's development 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at promoting children's development 	B
<ul style="list-style-type: none"> planning of play-based activities aimed at promoting children's development 	<ul style="list-style-type: none"> implementation of play-based activities aimed at promoting children's development 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at promoting children's development 	C
<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at promoting children's development. 	<ul style="list-style-type: none"> rudimentary implementation of play-based activities aimed at promoting children's development. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at promoting children's development. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.7 Assessment D1: Investigation — Play-based activity (children’s wellbeing — physical/intellectual/emotional/social)

Students investigate fundamentals and practices to devise a learning activity related to children's wellbeing. They evaluate the effectiveness of the play-based learning activity.

4.7.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning related to children’s wellbeing.
2. Plan a play-based learning activity focused on children’s wellbeing.
4. Evaluate the effectiveness of the play-based learning activity in response to children’s needs.

4.7.2 Specifications

This task requires students to:

- identify fundamentals of early childhood related to children's wellbeing
- identify practices of early childhood learning related to children's wellbeing
- explore fundamentals and practices through investigating play-based learning activities focused on children's wellbeing
- devise a play-based learning activity focused on children's wellbeing for a purpose
- evaluate a play-based learning activity focused on children's wellbeing using criteria
- justify evaluations.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

4.7.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.7.4 Response requirements

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

4.7.5 Instrument-specific standards

Investigate	Plan	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> strategic investigation of play-based activities aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> discerning planning of play-based activities aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at supporting children's wellbeing 	A
<ul style="list-style-type: none"> considered investigation of play-based activities aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> thorough planning of play-based activities aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at supporting children's wellbeing 	B
<ul style="list-style-type: none"> investigation of play-based activities aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> planning of play-based activities aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at supporting children's wellbeing 	C
<ul style="list-style-type: none"> inconsistent investigation of play-based activities aimed at supporting children's wellbeing. 	<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at supporting children's wellbeing. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at supporting children's wellbeing. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.8 Assessment D2: Project — Play-based activity (children’s wellbeing — physical/intellectual/emotional/social)

Students investigate fundamentals and practices to devise a learning activity related to children's wellbeing. They implement and evaluate the effectiveness of the play-based learning activity.

4.8.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning related to children’s wellbeing.
2. Plan a play-based learning activity focused on children’s wellbeing.
3. Implement a play-based learning activity focused on children’s wellbeing.
4. Evaluate the effectiveness of the play-based learning activity in response to children’s needs.

4.8.2 Specifications

This task requires students to:

- implement a play-based learning activity, including
 - putting the planned activity into action
 - demonstrating inclusive and responsive practices
 - enacting a developmentally appropriate activity
- document the planning process by
 - identifying the fundamentals and practices in early childhood learning related to children's wellbeing
 - selecting relevant concepts and ideas to use with a play-based activity that encourages children's wellbeing
 - evaluating the effectiveness of the learning activity using criteria.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

4.8.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.8.4 Response requirements

Play-based learning activity (children's wellbeing)

Implementation of activity: up to 5 minutes

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

4.8.5 Instrument-specific standards

Investigate and plan	Implement	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> discerning planning of play-based activities, informed by investigation, aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> proficient implementation of play-based activities aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at supporting children's wellbeing 	A
<ul style="list-style-type: none"> thorough planning of play-based activities, informed by investigation, aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> efficient implementation of play-based activities aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at supporting children's wellbeing 	B
<ul style="list-style-type: none"> planning of play-based activities aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> implementation of play-based activities aimed at supporting children's wellbeing 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at supporting children's wellbeing 	C
<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at supporting children's wellbeing. 	<ul style="list-style-type: none"> rudimentary implementation of play-based activities aimed at supporting children's wellbeing. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at supporting children's wellbeing. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.9 Assessment E1: Investigation — Play-based activity (indoor/outdoor environments)

Students investigate fundamentals and practices to devise a learning activity related to indoor or outdoor environments. They evaluate the effectiveness of the play-based learning activity.

4.9.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning related to indoor or outdoor environments.
2. Plan a play-based learning activity focused on indoor or outdoor environments.
4. Evaluate the effectiveness of the play-based learning activity in response to children's needs.

4.9.2 Specifications

This task requires students to:

- identify fundamentals of early childhood related to indoor or outdoor environments
- identify practices of early childhood learning related to indoor or outdoor environments
- explore fundamentals and practices through investigating play-based learning activities focused on indoor or outdoor environments
- devise a play-based learning activity focused on indoor or outdoor environments for a purpose
- evaluate a play-based learning activity focused on indoor or outdoor environments using criteria
- justify evaluations.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

4.9.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.9.4 Response requirements

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

4.9.5 Instrument-specific standards

Investigate	Plan	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> strategic investigation of play-based activities aimed at encouraging children's indoor or outdoor play 	<ul style="list-style-type: none"> discerning planning of play-based activities aimed at encouraging children's indoor or outdoor play 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at encouraging children's indoor or outdoor play 	A
<ul style="list-style-type: none"> considered investigation of play-based activities aimed at encouraging children's indoor or outdoor play 	<ul style="list-style-type: none"> thorough planning of play-based activities aimed at encouraging children's indoor or outdoor play 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at encouraging children's indoor or outdoor play 	B
<ul style="list-style-type: none"> investigation of play-based activities aimed at encouraging children's indoor or outdoor play 	<ul style="list-style-type: none"> planning of play-based activities aimed at encouraging children's indoor or outdoor play 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at encouraging children's indoor or outdoor play 	C
<ul style="list-style-type: none"> inconsistent investigation of play-based activities aimed at encouraging children's indoor or outdoor play. 	<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at encouraging children's indoor or outdoor play. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at encouraging children's indoor or outdoor play. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.10 Assessment E2: Project — Play-based activity (indoor/outdoor environments)

Students investigate fundamentals and practices to devise a learning activity related to indoor and outdoor environments. They implement and evaluate the effectiveness of the play-based learning activity.

4.10.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning related to indoor and outdoor environments.
2. Plan a play-based learning activity focused on indoor and outdoor environments.
3. Implement a play-based learning activity focused on indoor and outdoor environments.
4. Evaluate the effectiveness of the play-based learning activity in response to children's needs.

4.10.2 Specifications

This task requires students to:

- implement a play-based learning activity, including
 - putting the planned activity into action
 - demonstrating inclusive and responsive practices
 - enacting a developmentally appropriate activity
- document the planning process by
 - identifying the fundamentals and practices in early childhood learning related to indoor and outdoor environments
 - selecting relevant concepts and ideas to use with a play-based activity that encourages play in indoor and outdoor environments
 - evaluating the effectiveness of the learning activity using criteria.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

4.10.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.10.4 Response requirements

Play-based learning activity (indoor/outdoor environments)

Implementation of activity: up to 5 minutes

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

4.10.5 Instrument-specific standards

Investigate and plan	Implement	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> discerning planning of play-based activities, informed by investigation, aimed at encouraging children's outdoor or indoor play 	<ul style="list-style-type: none"> proficient implementation of play-based activities aimed at encouraging children's outdoor or indoor play 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at encouraging children's outdoor or indoor play 	A
<ul style="list-style-type: none"> thorough planning of play-based activities, informed by investigation, aimed at encouraging children's outdoor or indoor play 	<ul style="list-style-type: none"> efficient implementation of play-based activities aimed at encouraging children's outdoor or indoor play 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at encouraging children's outdoor or indoor play 	B
<ul style="list-style-type: none"> planning of play-based activities aimed at encouraging children's outdoor or indoor play 	<ul style="list-style-type: none"> implementation of play-based activities aimed at encouraging children's outdoor or indoor play 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at encouraging children's outdoor or indoor play 	C
<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at encouraging children's outdoor or indoor play. 	<ul style="list-style-type: none"> rudimentary implementation of play-based activities aimed at encouraging children's outdoor or indoor play. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at encouraging children's outdoor or indoor play. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.11 Assessment F1: Investigation — Play-based activity (children’s individual needs)

Students investigate fundamentals and practices to devise a learning activity related to children's individual needs. They evaluate the effectiveness of the play-based learning activity.

4.11.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning related to children’s individual needs.
2. Plan a play-based learning activity focused on children’s individual needs.
4. Evaluate the effectiveness of the play-based learning activity in response to children’s needs.

4.11.2 Specifications

This task requires students to:

- identify fundamentals of early childhood related to children's individual needs
- identify practices of early childhood learning related to children's individual needs
- explore fundamentals and practices through investigating play-based learning activities focused on children's individual needs
- devise a play-based learning activity focused on children's individual needs for a purpose
- evaluate a play-based learning activity focused on children's individual needs using criteria
- justify evaluations.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

4.11.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.11.4 Response requirements

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 8 A4 pages, or equivalent digital media

4.11.5 Instrument-specific standards

Investigate	Plan	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> strategic investigation of play-based activities aimed at supporting children's individual needs 	<ul style="list-style-type: none"> discerning planning of play-based activities aimed at supporting children's individual needs 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at supporting children's individual needs 	A
<ul style="list-style-type: none"> considered investigation of play-based activities aimed at supporting children's individual needs 	<ul style="list-style-type: none"> thorough planning of play-based activities aimed at supporting children's individual needs 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at supporting children's individual needs 	B
<ul style="list-style-type: none"> investigation of play-based activities aimed at supporting children's individual needs 	<ul style="list-style-type: none"> planning of play-based activities aimed at supporting children's individual needs 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at supporting children's individual needs 	C
<ul style="list-style-type: none"> inconsistent investigation of play-based activities aimed at supporting children's individual needs. 	<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at supporting children's individual needs. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at supporting children's individual needs. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.12 Assessment F2: Project — Play-based activity (children’s individual needs)

Students investigate fundamentals and practices to devise a learning activity related to children's individual needs. They implement and evaluate the effectiveness of the play-based learning activity.

4.12.1 Assessment objectives

1. Investigate fundamentals and practices in early childhood learning related to children’s individual needs.
2. Plan a play-based learning activity focused on children’s individual needs.
3. Implement a play-based learning activity focused on children’s individual needs.
4. Evaluate the effectiveness of the play-based learning activity in response to children’s needs.

4.12.2 Specifications

This task requires students to:

- implement a play-based learning activity, including
 - putting the planned activity into action
 - demonstrating inclusive and responsive practices
 - enacting a developmentally appropriate activity
- document the planning process by
 - identifying the fundamentals and practices in early childhood learning related to children's individual needs
 - selecting relevant concepts and ideas to use with a play-based activity that encourages children's individual needs
 - evaluating the effectiveness of the learning activity using criteria.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

4.12.3 Conditions

- Students can develop their responses in class time and their own time.
- The focus of each assessment must be different.

4.12.4 Response requirements

Play-based learning activity (children's individual needs)

Implementation of activity: up to 5 minutes

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 8 A4 pages, or equivalent digital media

4.12.5 Instrument-specific standards

Investigate and plan	Implement	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> discerning planning of play-based activities, informed by investigation, aimed at supporting children's individual needs 	<ul style="list-style-type: none"> proficient implementation of play-based activities aimed at supporting children's individual needs 	<ul style="list-style-type: none"> insightful and justified evaluation of play-based activities aimed at supporting children's individual needs 	A
<ul style="list-style-type: none"> thorough planning of play-based activities, informed by investigation, aimed at supporting children's individual needs 	<ul style="list-style-type: none"> efficient implementation of play-based activities aimed at supporting children's individual needs 	<ul style="list-style-type: none"> detailed and supported evaluation of play-based activities aimed at supporting children's individual needs 	B
<ul style="list-style-type: none"> planning of play-based activities aimed at supporting children's individual needs 	<ul style="list-style-type: none"> implementation of play-based activities aimed at supporting children's individual needs 	<ul style="list-style-type: none"> evaluation of play-based activities aimed at supporting children's individual needs 	C
<ul style="list-style-type: none"> inconsistent planning of play-based activities aimed at supporting children's individual needs. 	<ul style="list-style-type: none"> rudimentary implementation of play-based activities aimed at supporting children's individual needs. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of play-based activities aimed at supporting children's individual needs. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

5 Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

6 References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition, Corwin Press, USA.

———2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, USA.

7 Version history

Version	Date of change	Update
1.1	August 2023	Released for implementation with minor updates

ISBN

Electronic version: 978-1-74378-261-3

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