



Year 10 Child Studies

Task 1: Create a Toy

Due Date: Portfolio Plan: 25th March 2025 on Google Classroom

Primary School: Thursday 3rd April 2025 & Tuesday 8th April 2025.

Task Distributed: Tuesday 11th March 2025

Unit: It's Playtime

Task Type: Hand in Assessment & Practical

Task Weighting: 20%

Outcomes: CS5-2, CS5-4, CS5-5 and CS5-9.

Task Description

This task will assist in understanding how play fosters child development e.g. language development. Students will attend GyMEA North Public school to complete an observation, scaffold, plan and implement a play experience that will enable them to gain a better understanding of the importance of play.

Part A (Satisfactory/Unsatisfactory)

Students are required to complete an observation report. This observation report must include the type, styles & the benefits of play they are observing at GyMEA North Public school. This observation report must be informative into the types of play most demonstrated by different years and age groups in primary school.

Part B (10 marks)

Students are required (in a group of 3-4) to plan for a lesson where they will create a play experience for a small class of kindergarten students. Students are required to complete a scaffold whereby they will plan for and evaluate the effectiveness of these play experiences on necessary childhood development.

1. Outline the style of play that you will be delivering.
2. Describe the aims and objectives of the game.
3. Explain the importance of this game in childhood development.
4. Evaluate the effectiveness of your game in necessary childhood development for a kindergarten student.

Part C (10 marks) - Practical

Students will be marked on how they demonstrate skills of organisation, leadership, communication, and participation. Students will need to deliver a 25-minute play lesson to a group of 10 - 15 kindergarten students.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Check the NESA Glossary of Key Words for further guidance:

- **Outline** - Sketch in general terms; indicate the main features of
- **Describe** - Provide characteristics and features.
- **Explain** - Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Evaluate** - Make a judgement based on criteria; determine the value of

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

Students will need to bring pens. Students are to respond on the examination paper and the booklets provided. Student's name is required to be written on the examination. No paper is to be removed from the examination.

Teacher Feedback

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through information provided on the notification.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.

How does this link to my learning?

- It addresses students' application and involves demonstrating their knowledge and understanding throughout the course.
- Report Outcomes linked to this task include: RO2, RO3

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

Part A

Satisfactory= Observation Report completed and submitted online in Google Classroom.

Unsatisfactory= Observation Report is not completed and not submitted online in Google Classroom.

Part B – To be completed and submitted online in Google Classroom.

Question 1:

Criteria	Mark
▪Outlines the style of play that will be delivered.	2
▪Lists a style of play.	1

Question 2:

Criteria	Mark
<ul style="list-style-type: none"> ▪ Demonstrates an understanding of play through providing features and characteristics of a game that will foster childhood development. ▪ Provides an explanation (through the use of cause-and-effect language) of how game base play can contribute to childhood development. 	2
<ul style="list-style-type: none"> ▪ Identifies a game and mentions a brief point about aims and / or objectives of the game. 	1

Question 3:

Criteria	Mark
<ul style="list-style-type: none"> ▪ Provides a comprehensive explanation as to how important the skills demonstrated in the game will contribute to childhood development ▪ Provides a range of relevant examples from the game to demonstrate a clear relationship between the game and childhood development 	2
<ul style="list-style-type: none"> ▪ Provides some features of the game and or states the importance of the game ▪ Provides an example of how the game may affect childhood development. 	1

Question 4:

Criteria	Mark
<ul style="list-style-type: none"> ▪ Provides an outstanding judgement about how the elements of their game reflect the childhood development for a 5–6-year-old. ▪ Provides examples of how their game meets the developmental needs necessary for a kindergarten student. ▪ Communicates ideas clearly in an organised manner using appropriate terminology. 	4
<ul style="list-style-type: none"> ▪ Provides a judgement about how the elements of their game reflect the childhood development for a 5–6-year-old. ▪ Provides an example of how their game meets the developmental needs necessary for a kindergarten student. ▪ Communicates most ideas clearly in an organised manner using appropriate terminology. 	3

<ul style="list-style-type: none"> ▪ Provides some information about how the elements of their game reflect the childhood development for a 5–6-year-old. ▪ Communicates most ideas clearly in an organised manner using appropriate terminology. 	2
<ul style="list-style-type: none"> ▪ Proposes brief information about how the elements of their game reflect the childhood development for a 5–6-year-old. ▪ Communicates most ideas in a simple manner with some relevant terminology. 	1

Part C – Assessed in person on Attendance at Primary School.

Implementation:	Outstanding Effort	Satisfactory Effort	Unsatisfactory Effort
Leadership	3	2	1
Communication	3	2	1
Participation	3	2	1

Organisation:	Yes	No
Remembers to bring all resources.	1	0

Overall, Mark & Comment:
