



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: Home Economics      Course: Child Studies      Year: 10

Assessment Task: Media & Technology in Childhood

Assessment Weighting: 35%      Due: Term 3      Week: 8      Date: 13/09/2024

Task Type: Hand in Task       In Class Task       Practical Task

### Outcomes Assessed ( NESA)

- CS5-3 analyses the evolution of childhood experiences and parenting roles over time
- CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5 evaluates strategies that promote the growth and development of children

### Task Description/Overview

Students recognise and assess the impact different types of technology have on the wellbeing and development of children. They explore strategies in place to monitor and reduce the potentially negative influence of technology on the lifestyle and learning of children.

### Detailed Assessment Task Description

You are the lead researcher at an organisation called Digital Wellbeing, who delivers workshops for parents about technology in childhood. You have been tasked with developing resources for the parents across Australia which includes the following:

- 1. Educational Social Media Posts:** Develop six social media tiles in Canva about strategies for minimising risks to children in online environments.
- 2. Television Review:** Examine TWO Australian children's television shows and develop a PMI (Plus, Minus, Interesting) Chart about the educational aspects of the television shows and explain the effects they can have on learning and development.
- 3. Infographics:** Investigate ways in which the digital age has changed the shape of learning and development for children in formal and informal settings. Then create an infographic for both formal and informal settings to illustrate these changes.

### Assessment Criteria

Grade	Description	Mark Range
Outstanding (O)	<b>Social Media Posts:</b> <ul style="list-style-type: none"><li>• Demonstrates extensive knowledge and understanding about minimising risks to children in online environments</li><li>• Provides highly detailed strategies to minimise risks to children in online environments</li><li>• Provides relevant examples</li></ul> <b>Television Review:</b> <ul style="list-style-type: none"><li>• Demonstrates extensive knowledge and understanding about the educational aspects of children's television shows</li></ul>	25-30

	<ul style="list-style-type: none"> <li>• Provides extensive explanation about effects television shows can have on learning and development in children</li> <li>• Provides relevant examples</li> </ul> <p><b>Infographics:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding about the digital age in learning and development</li> <li>• Provides detailed explanation about how the digital age has changed the shape of learning and development for children in formal and informal settings</li> <li>• Provides relevant examples</li> </ul>	
<b>High (H)</b>	<p><b>Social Media Posts:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about minimising risks to children in online environments</li> <li>• Provides detailed strategies to minimise risks to children in online environments</li> <li>• Provides examples</li> </ul> <p><b>Television Review:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about the educational aspects of children’s television shows</li> <li>• Provides explanation about effects television shows can have on learning and development in children</li> <li>• Provides examples</li> </ul> <p><b>Infographics:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding about the digital age in learning and development</li> <li>• Provides explanation about how the digital age has changed the shape of learning and development for children in formal and informal settings</li> <li>• Provides examples</li> </ul>	19-24
<b>Sound (S)</b>	<p><b>Social Media Posts:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding about minimising risks to children in online environments</li> <li>• Provides strategies to minimise risks to children in online environments</li> <li>• Provides example(s)</li> </ul> <p><b>Television Review:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding about the educational aspects of children’s television shows</li> <li>• Provides description about effects television shows can have on learning and development in children</li> <li>• Provides example(s)</li> </ul> <p><b>Infographics:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding about the digital age in learning and development</li> <li>• Provides descriptions about how the digital age has changed the shape of learning and development for children in formal and informal settings</li> <li>• Provides example(s)</li> </ul>	11-28

<p><b>Basic (B)</b></p>	<p><b>Social Media Posts:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates basic knowledge about minimising risks to children in online environments</li> <li>• Provides some information about strategies to minimise risk(s) to children in online environments</li> </ul> <p><b>Television Review:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates basic knowledge about the educational aspects of children’s television shows</li> <li>• Provides points about effect(s) television shows can have on learning and/or development in children</li> <li>• Provides points about the nutritional and/or sustainability advantage(s)</li> </ul> <p><b>Infographics:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates basic knowledge about the digital age in learning and/or development</li> <li>• Provides points about how the digital age has changed the shape of learning and/or development for children in formal and/or informal settings</li> </ul>	<p>6-10</p>
<p><b>Limited (L)</b></p>	<p><b>Social Media Posts:</b></p> <ul style="list-style-type: none"> <li>• Provides relevant information about minimising risks to children in online environments and/or strategie(s) to minimise risk(s) to children in online environments</li> </ul> <p><b>Television Review:</b></p> <ul style="list-style-type: none"> <li>• Provides relevant information about the educational aspects of children’s television shows and/or effect television shows can have on learning and/or development</li> </ul> <p><b>Infographics:</b></p> <ul style="list-style-type: none"> <li>• Provides relevant information about the digital age in learning and/or development and/or learning and development for children in formal and/or informal settings</li> </ul>	<p>0-5</p>

**Satisfactory completion of courses**

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes