



**THE RIVERS**  
SECONDARY COLLEGE

*The heart of secondary education for Lismore*

## Assessment Task Notification

**RICHMOND RIVER HIGH  
CAMPUS**

<b>Task Number</b>	2	<b>Task Name</b>	Family Tree & Dreamtime Stories
<b>Course</b>	Yr 10 Child Studies	<b>Faculty</b>	PDHPE
<b>Teacher</b>	Mr Rose	<b>Head Teacher</b>	Mr Eakin
<b>Issue date</b>	Friday Week 5 – 31.05.23	<b>Due date</b>	Friday Week 9 – 28.06.23
<b>Focus (Topic)</b>	Family Structures; Aboriginal Culture & Childhood	<b>Task Weighting</b>	25%

### Outcomes

#### A student:

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

#### Context for the Task:

In class you have been investigating the different roles and structures within a family. You have been exposed to the fact that not all families have the same structure and often the roles within each family vary. In Part A you are required to investigate your family structure and create a family tree.

You have also been investigating the Indigenous culture and different engaging activities to engage young children. In Part B you are required to create your own Dreamtime Story.

## **Guidelines for Assessment**

### **Part A - Creating your own personalised Family Tree**

You are required to design and create your own personalised family tree. The aim of this task is to research your family's culture and heritage, and the different members that make up your family. You should aim to include extended family also - Grandparents, Aunties, Uncles, Nephews, Nieces etc if they play a key part in your family.

For each family member, you are required to include the following information (if known):

- The family members full name
- Their Date of Birth
- And a fun fact about them Eg. They represented Australia in swimming

You are to use your own creativity and innovative skills to design and present your family tree. You can use cultural and heritage art, family photos and/or other artistic methods to decorate this task. The audience for the family tree is your teacher and classmates.

### **Part B - Creating a Dreamtime Story**

You are required to create your own Dreamtime Story aimed at children aged 2-6, being 10-15 pages. The Dreamtime Story is required to have an educational or moral agenda Eg. be nice, speak with respect, share resources etc.

You are required to plan your Dreamtime Story using the scaffold (attached to assessment). Throughout the planning stage of this task, regularly check in with the classroom teacher(s) on the progression of this task.

Once you have effectively planned and scaffolded your Dreamtime Story, you are required to create it into a book. You are responsible for the storyline, pictures, colours and layout of the book.

**Note:** You will be given some class time to complete some of this task. You will be required to do some of this task at home should you not finish it in class.

**Year 10 Child Studies**  
**Family Tree and Dreamtime Story**

**Marking Criteria**

**Name:** .....

**Part A - Family Tree (10 marks)**

Criteria	Marks
<ul style="list-style-type: none"> <li>● The family tree demonstrates extensive knowledge of the student’s family history and culture.</li> <li>● The family tree has included at least 3 generations, if possible, and has included all the required information on each family member (Name, DOB, Fun Fact).</li> <li>● The family tree is of outstanding quality and includes photos, heritage or cultural art, or is highly decorative to engage the viewer</li> </ul>	9-10
<ul style="list-style-type: none"> <li>● The family tree demonstrates thorough knowledge of the student’s family history and culture.</li> <li>● The family tree has included at least 3 generations ,if possible, and has included all the required information on each family member (Name, DOB, Fun Fact).</li> <li>● The family tree is well-crafted and includes photos, heritage or cultural art, or is decorated using decorative techniques</li> </ul>	7-8
<ul style="list-style-type: none"> <li>● The family tree demonstrates sound knowledge of the student’s family history and culture.</li> <li>● The family tree has included at least 2 generations, if possible, and has included most of the required information on each family member (Name, DOB, Fun Fact).</li> <li>● The family tree is designed in a satisfactory manner and includes photos, heritage or cultural art, or is decorated using sound techniques</li> </ul>	5-6
<ul style="list-style-type: none"> <li>● The family tree demonstrates basic knowledge of the student’s family history and culture.</li> <li>● The family tree has included at least 2 generations and has included most of the required information on some family members (Name, DOB, Fun Fact).</li> <li>● The family tree is designed appropriately and includes some photos, heritage or cultural art, or is decorated using basic techniques</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● The family tree demonstrates elementary knowledge of the student’s family history and culture.</li> <li>● The family tree has included at least 2 generations and has included limited information on some family members (Name, DOB, Fun Fact).</li> <li>● The family tree is designed in an elementary manner and may include some photos, heritage or cultural art, or is decorated using elementary techniques</li> </ul>	1-2

**Part B - Dreamtime Story (10 marks)**

Criteria	Marks
<ul style="list-style-type: none"> <li>● The student has demonstrated extensive knowledge through incorporating Aboriginal culture or personal culture into their Dreamtime Story with age appropriate images and text</li> <li>● The Dreamtime Story has incorporated an outstanding educational agenda for the target audience</li> </ul>	9-10
<ul style="list-style-type: none"> <li>● The student has demonstrated thorough knowledge through incorporating Aboriginal culture or personal culture into their Dreamtime Story with age appropriate images and text</li> <li>● The Dreamtime Story has incorporated an appropriate educational agenda for the target audience.</li> </ul>	7-8
<ul style="list-style-type: none"> <li>● The student has demonstrated a sound knowledge through incorporating Aboriginal culture or personal culture into their Dreamtime Story using images and text</li> <li>● The Dreamtime Story has incorporated a satisfactory educational agenda for the target audience.</li> </ul>	5-6
<ul style="list-style-type: none"> <li>● The student has demonstrated basic knowledge through attempting to incorporate Aboriginal culture or personal culture into their Dreamtime Story with use of some images and text</li> <li>● The Dreamtime Story has attempted to incorporate an educational agenda for the target audience.</li> </ul>	3-4
<ul style="list-style-type: none"> <li>● The student has demonstrated elementary knowledge through attempting to incorporate Aboriginal culture or personal culture into their Dreamtime Story using limited use of images and text</li> <li>● The Dreamtime Story has not incorporated an educational agenda for the target audience.</li> </ul>	1-2

**Total: /20**

**Teacher Comment:**

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# DREAMTIME STORIES

Use the scaffold below to help you create your Dreamtime Story. Collaborate your ideas with the classroom teacher or Aboriginal Educational Officers for guidance.

**Step 1** - Select an appropriate setting/location for your story. Include key words and adjectives


**Step 2** - Select at least three characters and/or animals to be included in your story.


**Step 3** - List a couple of dot points on the plot and educational agenda for Dreamtime Story


**Step 4** - Research Aboriginal art that may be relevant to your book that you will include. List ideas below.


**Step 5** - Give your Dreamtime Story a Title

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Produce an illustrated children's book using your story.

Storyboard for Dreamtime Story


