

## Assessment Task Notification

### **RICHMOND RIVER HIGH CAMPUS**

<b>Task Number</b>	1	<b>Task Name</b>	Caring for baby simulation
<b>Course</b>	Exploring Early Childhood	<b>Faculty</b>	PDHPE
<b>Teacher</b>	Nicole Ellis	<b>Head Teacher</b>	John Eakin
<b>Issue date</b>	13 <sup>th</sup> Feb 2024	<b>Due date</b>	15 <sup>th</sup> March 2024; Term 1, Week 7
<b>Focus (Topic)</b>	Core A: Pregnancy & Childbirth	<b>Task Weighting</b>	30%

#### Outcomes

- 1.4 examines ways in which family, community and culture influence the growth and development of young children
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

#### Task description

##### **PART A – Baby Care Simulation (20 marks)**

Students are to demonstrate appropriate care for a simulated RealCare® baby for 24 hours. The computerised baby will be preset to simulate a real baby's routine and daily activities such as feeding, burping, rocking, sleeping, crying and needing changing. The baby will respond to, and record temperature and neglect such as head support failure, incidents of shaken baby and abuse, rough handling, wrong positioning and no diaper/nappy. Students' responsibility is to return the baby still operational and with minimal neglects.

Students will be assessed on their understanding and demonstration of the full-time commitment of childcare, their persistence (getting through the care simulation without quitting), the care and condition of baby and supplies, and returning everything to school on time. Students have undertaken training to understand how the babies work and how to be successful in this experience.

***Warning: Lack of sleep may cause students to become drowsy. Students should not drive if overly tired. Students should pull over to care for Baby if it cries while he or she is driving.***

### **PART B – Reflection**

Students are required to complete the 'Infant/Toddler Schedule' and 'Caregiver Journal' scaffolds to aid in their preparation of a critical reflection of their simulated parenting experience. The 'Caregiver Journal' should include experiences, emotions, challenges and frustrations over the 24-hour care period.

The reflection **(20 marks)** may take the form of a written report, multimedia presentation, or a combination of both. Your intended audience is your teacher, and content must be suitable for viewing by a head teacher or principal. It is to be submitted to Google Classroom and should address the following questions:

1. Describe what it was like being responsible for a baby.
2. What were some of the emotions that you experienced?
3. What prompted these emotions?
4. Explain some of the challenges you faced.
5. How did you overcome these challenges?
6. Did you envision yourself having children before the RealCare® baby experience?
7. How has the experience influenced your views towards having children?
8. What were other people's reactions towards you and the baby?
9. Evaluate the importance of support (e.g. acceptance of your role as a parent, advice, shared care) during your simulated parenting experience.
10. Explain whether you felt the experience worthwhile.

## Marking Guidelines

PART A – Baby Care Simulation (20 marks)				
	Outstanding	Sound	Basic	Elementary
Care Quality	Outstanding care provided (10 points)	Sound care provided (6 points)	Possible child abuse referral (2-4 points)	Evidence of child abuse (0 points)
Missed Care	3 or less instances (10 points)	4 instances (6 points)	5 instances (4 points)	6 or more instances (2 points)
Head Support	5 or less instances (8 points)	6 instances (6 points)	7 instances (4 points)	8 or more instances (2 points)
Rough Handling	2 or less instances (8 points)	3 instances (6 points)	4 instances (4 points)	5 or more instances (2 points)
Shaken Baby	0 instances (8 points)	0 instances (6 points)	1 instance (4 points)	2 or more instances (0-2 points)
Baby Condition	Returned Baby in great condition (4 points)	Returned Baby in sound condition (3 points)	Returned Baby with dirt or marks (2 points)	Returned Baby unusable (1 point)
Wristband Condition	Wristband and ID in outstanding condition (4 points)	Wristband and ID in sound condition (3 points)	Wristband is damaged (2 points)	Wristband is missing or removed (1 point)
Diaper Bag Condition	Returned diaper bag in outstanding condition with all accessories  (4 points)	Returned diaper bag in sound condition with all accessories  (3 points)	Returned diaper bag with dirt or marks and one accessory is missing, broken, or dirty (2 points)	Returned diaper bag unusable and more than one accessory is missing, broken, or dirty (1 point)
Responsibility	All items returned on time  (4 points)	All items returned later in the day with a reasonable excuse  (3 points)	All items returned one day late with a note from a parent/guardian (1 points)	Incomplete or one day or more late  (0 points)
60 points = 20 marks      45 points = 15marks      30 points = 10 marks      15 = 5 marks Total points:      =      marks				

<b>PART B – ‘Infant/Toddler Schedule’ and ‘Caregiver Journal’</b>	
Infant/toddler schedule completed to a satisfactory standard	Yes/No
Caregiver journal completed to a satisfactory standard	Yes/No

<b>PART B – Reflection (20 marks)</b>	<b>MARKS</b>
<p>Provides a reflection which extensively questions and critiques the baby simulation experience.</p> <p>Provides a written and/or multimedia response which accurately and honestly documents the care requirements to an extensive level.</p> <p>All reflective questions are addressed with extensive insight into the care responsibilities and emotional responses produced through meeting the challenges of caring for an infant.</p> <p>The written and/or multimedia response is entirely suitable for a formal audience and is written/produced to an outstanding level.</p>	17-20
<p>Provides a reflection which thoroughly questions and critiques the baby simulation experience.</p> <p>Provides a written and/or multimedia response which accurately and honestly documents the care requirements to a thorough level.</p> <p>All reflective questions are addressed with thorough insight into the care responsibilities and emotional responses produced through meeting the challenges of caring for an infant.</p> <p>The written and/or multimedia response is suitable for a formal audience and is written/produced to an excellent level.</p>	13-16
<p>Provides a reflection which soundly questions and attempts to critique the baby simulation experience.</p> <p>Provides a written and/or multimedia response which accurately and honestly documents the care requirements to a sound level.</p> <p>Most reflective questions are addressed with sound insight into the care responsibilities and emotional responses produced through meeting the challenges of caring for an infant.</p> <p>The written and/or multimedia response is suitable for a formal audience and is written/produced to a sound level.</p>	9-12
<p>Provides a reflection which describes the baby simulation experience.</p> <p>Provides a written and/or multimedia response which documents the care requirements to a basic level.</p> <p>Some reflective questions are addressed with basic insight into the care responsibilities and/or emotional responses produced through meeting the challenges of caring for an infant.</p> <p>The written and/or multimedia response may or may not be suitable for a formal audience, and is written/produced to a basic level.</p>	5-8
<p>Provides 1-2 reflective statements that describe the baby simulation experience.</p> <p>Provides an elementary written and/or multimedia response which documents 1-3 care requirements to an elementary level.</p> <p>1-2 reflective questions are addressed with elementary insight into the care responsibilities or emotional responses produced through meeting the challenges of caring for an infant.</p> <p>The written and/or multimedia response may or may not be suitable for a formal audience, and is written/produced to an elementary level.</p>	1-4