



Assessment Task Notification

RICHMOND RIVER HIGH CAMPUS

Task Number	4	Task Name	Contemporary Issues Investigation
Course	Exploring Early Childhood	Faculty	PDHPE
Teacher	Nicole Ellis	Head Teacher	Glenn Varcoe
Issue date	Friday 19 th June 2025	Due date	Friday 25 th July 2025, 3.15pm (Week 1, Term 3)
Focus (Topic)	Children with Special Needs	Task Weighting	25%

Outcomes

1.4 analyses the ways in which family, community and culture influence the growth and development of young children
1.5 examines the implications for growth and development when a child has special needs
2.3 explains the importance of diversity as a positive issue for children and their families
6.2 critically examines all issues including beliefs and values that may influence interactions with others

Task description

"Special Needs" is an umbrella underneath which a staggering array of diagnoses can be placed. In Australia, children with special needs are those with disabilities, health related conditions or learning difficulties. Some special needs have very specific causes and characteristics. From the following list, select ONE special need and complete the following questions. **Complete these questions on a Google Document in class time during Term 2, Weeks 8, 9 and 10.**

- Turners Syndrome
- Dyspraxia
- Cerebral Palsy
- Fragile X Syndrome
- Fetal alcohol spectrum disorder (FASD)
- Tourette's Syndrome
- Cystic Fibrosis
- Muscular Dystrophy
- Down Syndrome

Question 1

Describe the special need selected and **examine** implications for the growth and development of children with this special need. Remember that growth and development may include; physical, social, emotional, cognitive and language progression. **15 Marks**

Question 2

Describe available services/support groups (formal/informal) for families and children with this special need in the Australian community, including this local area. **Discuss** the services they provide. **10 Marks**

Question 3

Examine how family, community and culture can impact on the acceptance of children with this special need in society. **10 Marks**

Question 4

Analyse the effects of children with this special need on the family, (resources, time, emotions, support, friendships, relationships, extended family, finances and estimate of life span) considering the importance of diversity as a POSITIVE issue for children and their families. Include examples from the special need investigated. **10 Marks**

Bibliography

Students are to provide a bibliography which includes information from at least THREE different sources. Ensure you format your bibliography according to Appendix A. **3 Marks**

Illustrations

At least TWO pictures linked to the special need must also be included. **2 Marks**

The information is to be word processed and submitted to the PDHPE staffroom.

TOTAL MARKS /50

ADDITIONAL NOTES:

- The Campus Assessment Policy and procedures **MUST** be followed
- Tasks must be completed or handed in on the due date during the regular class
- Tasks that are handed in late may receive ZERO (0) marks and an N Warning letter issued
- Students should refer to the Policy sections on submission of work, plagiarism, illness and/or misadventure appeals, and the assessment task appeals process

Marking Guidelines

Question 1- Outcome assessed 1.5	Marks
Extensive Provides extensive characteristics and features of the special need selected. Extensively inquires into the physical, social, emotional, cognitive and/or language implications for growth and development of children with this special need. Uses extensively appropriate syllabus terminology.	13 - 15
Thorough Provides thorough characteristics and features of the special need selected. Thoroughly explains the physical, social, emotional, cognitive and/or language implications for growth and development of children with this special need. Uses thoroughly appropriate syllabus terminology.	10 - 12
Sound Provides sound characteristics and features of the special need selected. Explains soundly the physical, social, emotional, cognitive and/or language implications for growth and development of children with this special need. Uses sound syllabus terminology.	7 - 9
Basic Outlines characteristics of the special need selected. Outlines the implications for growth and/or development of children with this special need. Includes basic information on one or two of the following: physical, social, emotional, cognitive and language aspects of growth and development. Uses basic syllabus terminology.	4 - 6
Elementary Lists characteristics of the special need selected. Lists some implications for growth and/or development of children with this special need. General terminology is used.	1 - 3

Question 2 - Outcome assessed 2.1	Marks
Extensive Extensively describes the services/support groups in the Australian community including the local area available for families and children with the special need selected. Extensively inquires into, generating points for and/or against the services the support services provide. Extensively uses appropriate syllabus terminology.	9-10
Thorough Thoroughly describes the services/support groups in the Australian community including the local area available for families with children with the special need selected. Thoroughly inquires into, generating points for and/or against the services the support services provide. Thorough syllabus terminology is included.	7-8
Sound Soundly describes the services/support groups in the Australian community including the local area available for families with children with the special need selected. Soundly inquires into, generating points for and/or against the services the support services provide. Sound syllabus terminology is included.	5-6
Basic Outlines the services/support groups in the Australian community including the local area available for families and children with the special need selected. Basic syllabus terminology included.	3-4
Elementary Lists 1-2 services/support groups in the Australian community and/or the local area available for families and children with the special need selected. General terminology is used.	1-2

Question 3 Outcome assessed 2.2	Marks
Extensive Extensively inquires into how family, community and culture can impact on the acceptance of children with special needs in society.	9-10
Thorough Thoroughly inquires into how family, community and culture can impact on the acceptance of children with special needs in society.	7-8
Sound Soundly inquires into how family, community and culture can impact on the acceptance of children with special needs in society.	5-6
Basic Outlines how family and/or community and/or culture can impact on the acceptance of children with special needs in society.	3-4
Elementary Lists how family or community or culture can impact on the acceptance of children with special needs in society.	1-2

Question 4 Outcome assessed 2.3	Marks
Extensive Extensively draws out and relates implications the effects of children with special needs have on the family, (resources, time, emotions, support, friendships, relationships, extended family, finances and estimate of life span) considering the importance of diversity as a POSITIVE issue for children and their families. Extremely relevant examples are included.	9-10
Thorough Thoroughly draws out and relates implications the effects of children with special needs have on the family (resources, time, emotions, support, friendships, relationships, extended family, finances and estimate of life span) considering the importance of diversity as a POSITIVE issue for children and their families. Relevant examples are included.	7-8
Sound Soundly draws out and relates implications, the effects children with special needs have on the family (resources, time, emotions, support, friendships, relationships, extended family, finances and estimate of life span) considering the importance of diversity as a POSITIVE issue for children and their families. Some relevant examples are included.	5-6
Basic Outlines basic effects of children with special needs on the family (resources, time, emotions, support, friendships, relationships, extended family, finances and estimate of life span) considering the importance of diversity as a POSITIVE issue for children and their families. Basic examples may be included.	3-4
Elementary Lists an effect of children with special needs on the family, (resources, time, emotions, support, friendships, relationships, extended family, finances or estimate of life span).	1-2

Bibliography	Marks
Bibliography provided with at least THREE different sources. Formatted according to Appendix A	3
Bibliography provided with at least TWO different sources. Formatted according to Appendix A	2
Bibliography provided.	1

Illustrations	Marks
At least two pictures linked to the special need are included.	2
At least one picture linked to the special need is included.	1

Bibliography Scaffold

Core Components of an APA Reference:

Author Rules:

1. Initials are separated and ended by a period eg Mitchell, J.A
2. Multiple authors are separated by commas and an ampersand eg Mitchell, J.A., Thomson, M., & Coyne, R
3. Multiple authors with the same surname and initial: add their name in square brackets eg Mendeley, J. [James].

Date Rules:

1. Date refers to date of publishing
2. If the date is unknown 'n.d' is used in its place eg Mendeley, J.A. (n.d)

Title Rules:

1. The format of this changes depending on what is being referenced.

Author's surname, initial(s). (Date Published). Title of source. Location of publisher: publisher. Retrieved from URL

Publisher Rules:

1. If in the US: the city and two letter state code must be stated eg San Francisco, CA
2. If not in the US: the city and country must be stated eg Sydney, Australia

This is used if the source is an online source.

How to Cite a Book (Title, not chapter) in APA Format

Book referencing is the most basic style; it matches the template above, minus the URL section. So the basic format of a book reference is as follows:

Title Rules:

1. It is italicised
2. The first letter of the first word, the first letter of the first word after a ':' or '-' and the first letter of proper nouns are capitalised

(ed.)=edition
This is not included for 1st edition books

Author surname, Initial(s). (Year). *Title* (ed.). Publisher location: Publisher

How to Cite a Journal Article in Print or Online in APA Format

Articles differ from book citations in that the publisher and publisher location are not included. For journal articles, these are replaced with the journal title, volume number, issue number and page number. The basic structure is:

- Article title not italicised, journal title and volume number are
- All words in journal title should be capitalised

Author surname, initial (s). (Year). *Article title. Journal Title, Volume Number*(issue or part number, optional), page numbers. DOI or Retrieved from URL

Only included if the article is online
Note: DOI is preferred

How to Cite a Website in APA Format

When citing a website, the basic structure is as follows:

Author surname, initial(s). (Year, month day). *Title*. Retrieved from URL

Website example:

Mitchell, J.A. (2017, May 21). *How and when to reference*. Retrieved from <https://www.howandwhentoreference.com>.

HSC Mark Sheet – Task 4

Student Name: _____

Total = /50

Percentage = %

Rank for Task = /

○ **LEVEL OF ACHIEVEMENT OF OUTCOMES**

OUTCOME	ELEMENTARY	BASIC	SOUND	HIGH	OUTSTANDING
1.5 examines the implications for growth and development when a child has special needs					
2.1 analyses issues relating to the appropriateness of a range of services for different families					
2.2 critically examines factors that influence the social world of young children					
2.3 explains the importance of diversity as a positive issue for children and their families					

■

■ **Teacher Comment:**

HSC Key Verbs

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/ determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/ categories
Compare	Show how things are similar or different
Construct	Make; build; put together item or arguments
Contrast	Show how things are different or opposite
Critically (analysis/ evaluation)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities

Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/ or against
Distinguish	Recognise or note/ indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	choose relevant and/ or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name