Performance Standards for Stage 1 Child Studies

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| - | Investigation | Problem-solving | Practical Application | Collaboration | Reflection |
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| A | Productive, well-planned, and well-organised investigation of contemporary issues related to the safety, health, and well-being of young children.  Focused and discerning identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment.  Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology. | Astute identification and discussion of a range of factors involved in problem-solving.  Astute and very appropriate decision-making about problem-solving and implementation strategies.  Clear and very relevant justification of decisions about problem-solving strategies. | Astute use of initiative in the development and implementation of safe management practices.  Logical selection and use of appropriate technology for practical activities.  Constructive and sustained application of knowledge and practical skills. | Inclusive response to other group members, and responsible and sustained sharing in decision-making.  Proactive and perceptive involvement in group activities and discussions to support the health and well-being of children. | Insightful reflection on the processes and outcomes of practical and group activities, including their own performance.  Astute reflection on the impact of technology on the health and well-being of children.  Insightful reflection on contemporary issues related to child development. |
| B | Mostly productive, planned, and organised investigation of contemporary issues related to the safety, health, and well-being of young children.  Mostly focused and logical identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment.  Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology. | Well-informed identification and discussion of a range of factors involved in problem-solving.  Well-considered and appropriate decision-making about problem-solving and implementation strategies.  Mostly clear and relevant justification of decisions about problem-solving strategies. | Thoughtful development and implementation of safe management practices.  Mostly logical selection and use of appropriate technology for practical activities.  Logical and well-considered application of knowledge and practical skills. | Thoughtful response to other group members, and responsible sharing in decision-making.  Active and thoughtful involvement in group activities and discussions to support the health and well-being of children. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance.  Well-informed reflection on the impact of technology on the health and well-being of children.  Well-informed reflection on contemporary issues related to child development. |
| C | Competent and generally organised investigation of contemporary issues related to the safety, health, and well-being of young children.  Competent identification and use of different primary and/or secondary sources, with generally appropriate acknowledgment.  Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology. | Informed identification and discussion of some factors involved in solving mostly familiar problems.  Generally appropriate decision-making about problem-solving and implementation strategies.  Generally relevant justification of decisions about problem-solving strategies, with some clarity. | Competent development and implementation of safe management practices.  Appropriate selection and use of technology for practical activities.  Considered application of knowledge and practical skills. | Generally thoughtful response to other group members, and some responsible sharing in decision-making.  Appropriate involvement in group activities and discussions to support the health and well-being of children. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance.  Informed reflection on the impact of technology on the health and well-being of children.  Informed reflection on contemporary issues related to child development. |
| D | Some basic investigation of one or more aspects of a contemporary issue related to the safety, health, and well-being of young children.  Superficial identification and use of one or more primary or secondary sources, with some inconsistent acknowledgment.  Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate. | Identification and discussion of one or more factors involved in solving familiar problems.  Some basic and inconsistent decision-making about problem-solving and/or implementation strategies.  Some description and partial justification of one or more problem-solving strategies. | Some development and implementation of basic safe management practices.  Identification and some use of technology for practical activities.  Some application of basic knowledge and practical skills. | Basic response to other group members some of the time, and some sharing in simple decision-making.  Some basic involvement in group activities or discussions to support the health and well-being of children. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance.  Some superficial reflection on the impact of technology on the health or well-being of children.  Superficial reflection on one or more contemporary issues related to child development, tending towards basic description. |
| E | Attempted investigation of an aspect of the safety, health, or well-being of young children.  Limited identification, use, or acknowledgment of primary or secondary sources.  Attempted application of literacy and numeracy skills, with attempted use of terminology that may be appropriate. | Identification of one or more factors involved in solving a familiar problem.  Attempted decision-making about a problem-solving or implementation strategy.  Attempted description of one or more problem-solving strategies. | Attempted development or implementation of basic safe management practices.  Limited use of technology in practical activities.  Limited application of basic knowledge or practical skills. | Limited response to other group members, with limited involvement in any decision-making.  Attempted involvement in one or more aspects of group activities or discussions to support the health and well-being of children. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance.  Identification of one or more impacts of technology on the health or well-being of children.  Limited description of one or more contemporary issues related to child development. |