

**Stage 1 Community Studies
and
Stage 2 Community Studies A and B**

Implementation Workshop Booklet

2015



Government
of South Australia

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CONTENTS

Community Studies Implementation Power Point Presentation.....	2
Stage 1 Community Studies	13
Learning and Assessment Plan.....	14
Learning and Assessment Plan Checklist for Teachers	16
Contract of Work Template	17
Stage 1 Community Studies Performance Standards	24
Stage 2 Community Studies A.....	26
Stage 2 Community Studies A Assessment Program Planner	27
Stage 2 Community Studies A Contract of Work Template	29
Stage 2 Community Studies A Cover Sheet for School Assessment	37
Stage 2 Community Studies A Cover Sheet for External Assessment.....	38
Stage 2 Community Studies A Performance Standards	39
Stage 2 Community Studies A Preparation and Packing of Materials.....	41
Stage 2 Community Studies B	42
Stage 2 Community Studies B Advice for Teachers	43
Stage 2 Community Studies B Assessment Program Planner	44
Stage 2 Community Studies B Cover Sheet for School Assessment	46
Stage 2 Community Studies B Cover Sheet for External Assessment.....	47
Stage 2 Community Studies B Performance Standards	48
Stage 2 Community Studies B Preparation and Packing of Materials.....	49
Humanities in the Community (2UBY20) example.....	50
Australian History Stage 2 Learning and Assessment Plan Exemplar	51
Assessment Program Planner.....	56
School Assessment Cover Sheet for Folio of Five Tasks	58
Examples of alternative tasks for students undertaking Community Studies B alias	62
External Assessment Cover Sheet for Community Application Activity.....	64
Stage 2 Performance Standards	66
Frequently Asked Questions - Stage 2 Community Studies A and B Subjects	67

Community Studies Implementation workshop

Integration of Australian Curriculum
Capabilities
Community Studies B




Community Studies



Subject Offerings:
2016

- Stage 1 Community Studies
- Stage 2 Community Studies A
- Stage 2 Community Studies B




Capabilities



AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

- Integrated Australian Curriculum capabilities
 - Literacy
 - Numeracy
 - Information and communication technology capability
 - Critical and creative thinking
 - Personal and social capability
 - Ethical understanding
 - Intercultural understanding




Stage 1 Community Studies

What has changed?

- Capabilities
 - Flow on changes
 - Learning and Assessment Plan proforma
 - Learning and Assessment Plan checklist for teachers
 - Contract of Work template



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Stage 2 Community Studies Options

<p>Community Studies A</p> <ul style="list-style-type: none"> • 6 areas of study • Contract of Work of a Community activity (contract, folio & presentation) • Reflection is the external assessment • Learning Requirements • Assessment Design Criteria • Performance Standards 	<p>Community Studies B</p> <ul style="list-style-type: none"> • 3 fields of study • Folio consists of tasks undertaken in a subject • Community Application Activity is the external assessment • Learning Requirements • Assessment Design Criteria • Performance Standards
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Stage 2 Community Studies A



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Stage 2 Community Studies A

What has changed?

- Name
- Capabilities
 - Flow on changes
 - Assessment Program Planner
 - Contract of Work template
 - Using Materials from Another Subject
 - Cover sheets (School & External assessment)



Stage 2 Community Studies B

What is it?

An individual program of learning developing the knowledge, skills, and understanding described in a **field of study** in a Board-accredited SACE Stage 2 subject (e.g. Biology or History) by:

- completing a Folio of work (School Assessment)
- undertaking a Community Application Activity (External Assessment).



Folio of work

A student:

- may submit for Community Studies B, subject tasks that are:
 - identified in the learning and assessment plan of the related SACE Stage 2 Subject
 - and/ or
 - newly developed tasks that relate to the SACE Stage 2 subject learning requirements
- may include formative or summative assessment tasks.

All tasks are assessed against the Community Studies B Assessment Design Criteria.



Community Application Activity

A student :

- designs a Community Application Activity by applying their knowledge, skills, and understanding of an aspect of a Stage 2 subject to a community context
- documents the processes used, capabilities selected and reflects on the activity
- is assessed against the Community Studies B Assessment Design Criteria and Performance Standards through a report and reflection.



Stage 2 Community Studies B

Fields of study:

- (UBY) Humanities and the Community
- (TBY) Science, Technology, Engineering, and Mathematics (STEM) and the Community
- (SBY) Interdisciplinary Learning and the Community.



Stage 2 Community Studies B

Who is it for?

Students who:

- wish to remain in their Stage 2 class
- would benefit from a subject being framed in a real-life community context
- would benefit from a different assessment model



Implementation

Before enrolling a student in Stage 2 Community Studies B consider:

- the benefits to the student
- career pathway
- Community Studies A or B will not contribute to an ATAR
- SACE completion
- the assessment requirements and timelines
- field of study and student's program of learning.



Implementation-Programming considerations

Start of the year



OR

During the year



- Assessment Type 1: Folio (70%)
Plan 5 assessment tasks developing the knowledge, skills and understanding described in a SACE Stage 2 subject
- Assessment Type 2: Community Application Activity (30%)
Plan for this external assessment task
- Each assessment task is assessed according to Community Studies B Performance Standards.

- Assessment Type 1: Folio (70%)
Use 5 assessment tasks (existing and/or newly developed tasks) developing the knowledge, skills and understanding described in a SACE Stage 2 subject
- Assessment Type 2: Community Application Activity (30%)
Plan for this external assessment task
- Ensure existing assessment tasks and any newly developed tasks are assessed according to Community Studies B Performance Standards.



Stage 2 Community Studies B

School Assessment (70%)

Assessment Type 1: Folio

- 10 credits - 2 tasks or 20 credits - 5 tasks
- Tasks derived from a Board-accredited SACE Stage 2 subject LAP or newly developed
- All tasks assessed with Community Studies B Performance Standards
- At least one 1 task annotated



Stage 2 Community Studies B

School Assessment (70%)

Assessment Type 1: Folio

Assessment Design Criteria:

- Knowledge and Understanding KU1, KU2
- Planning and Organisation PO1
- Application and Reflection AR1



Stage 2 Community Studies B

External Assessment (30 %)

Assessment Type 2: Community Application Activity

- Designed by student
- Related to subject
- Community context
- Programmed time (20 hours)
- Completion of one Community Application Activity



Stage 2 Community Studies B

External Assessment (30%)

Assessment Type 2: Community Application Activity

- Evidence of learning: Report and Reflection
- 10-credit subject, max 500 words or 3 minutes
- 20-credit subject, max 1000 words or 6 minutes
- Assessment Design Criteria
 - Planning and Organisation PO1
 - Application and Reflection AR2, AR3



Group Discussion Questions

- What 'big' questions do you have?
- How might these subjects be programmed into the timetable?
- What opportunities do you see for renewing your teaching programs?
- What is challenging about these subjects? How might these challenges be addressed?



4 Phases of Quality Assurance





Quality Assurance





Planning requirements

Stage 1	Stage 2	
Community Studies	Community Studies A	Community Studies B
Learning and Assessment Plan required	Assessment Program Planner (only required at Moderation)	Assessment Program Planner (only required at Moderation)








Moderation (School Assessment)

**Stage 2
Community Studies A**

- All student materials submitted
- Cover sheets

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Moderation (School Assessment)

**Stage 2
Community Studies B**

- All student materials submitted
- Cover sheet

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Marking (External Assessment)

Community Studies A	Community Studies B
Teacher marks	Teacher marks
Records results on school's online	Records results on school's online
All student work submitted (summary and reflection) with no grade or teacher comments and a cover sheet attached	All student work submitted (report and reflection on the Community Application Activity) with no grade or teacher comments and a cover sheet attached
SACE board appoints second marker and third or fourth marker if required. Final result derived from outcome	SACE board appoints second marker and third or fourth marker if required. Final result derived from outcome

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Quality Assurance

The diagram illustrates a continuous cycle of four stages: **planning**, **clarifying**, **confirming**, and **improving**. Each stage is represented by a blue 3D box, and they are connected by thick, curved green arrows that form a clockwise loop. The background is a dark blue gradient.

South Australian Certificate of Education

FAQs

- ATAR
- LAPs
- Marking Guides
- Moderation
- Packaging
- Preclusions
- Resulting

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Key Resources

- Community Studies minisite
- 2016 Subject Outline
- Stage 2 Subject Operational Information
- Stage 1 Information and Guidelines
- Schools Online Teacher Instructional Booklet

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What's next?

- School planning – subjects
- Your planning
 - familiarise yourself with the subject outline
 - teaching program
 - Assessment Program Planner
 - Tasks
 - Assessment requirements



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Stage 1 Community Studies

LEARNING AND ASSESSMENT PLAN

Stage 1 Community Studies

School _____ Teacher(s) _____

Other schools using this plan _____

SACE School Code	Year	Enrolment Code			Program Variant Code (A–W)
		Stage	Subject Code	No. of Credits (10 or 20)	
		1	C O M	10	

Endorsed by principal or delegate (signature) _____ Date _____

Office use only									
Approved <input type="checkbox"/>	Not approved <input type="checkbox"/>								
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table> Accession Number									
Signature of SACE Board _____									
SACE Board Officer Number _____	Date _____								

COHORT/CONTEXT DESCRIPTION

Student	Area of Study	Learning needs
e.g. Student 1	e.g. Health, Recreation and the Community	e.g. Student 1 does not attend school regularly due to being the prime carer for younger siblings.

Addendum

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

Changes made to the learning and assessment plan

Describe any changes made to the learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain: <ul style="list-style-type: none"> what changes have been made to the plan the rationale for making the changes whether these changes have been made for all students, or individuals within the student group.
--

Endorsement of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate _____ Date _____

Stage 1 Community Studies (10-credits)

Assessment Overview

Assessment Type	Name and details of assessment	Assessment Design Criteria				Assessment conditions (e.g. task type, page limit, time allocated, supervision)
		PO	CI	FC	R	
Contract of Work*	<p>Development of the contract: Students develop a contract of work that shows evidence of how they plan and organise their chosen community activity. In a contract of work, students provide evidence of:</p> <ul style="list-style-type: none"> identifying an area of interest and developing this into a practical community activity with clearly defined, challenging, and achievable goals, and strategies for completing the contract assessing their existing knowledge and skills, including the literacy and numeracy capabilities, and identifying and exploring new knowledge and skills, to complete the chosen activity focused development of a least one other capability, in addition to the literacy and numeracy capabilities. 	1 2 3	1			The contract of work is developed within the first few weeks of the program. Students may change or modify all or some of their initial contract as part of an ongoing planning strategy.
	<p>Folio Students compile and maintain a record of evidence to document their learning in a community context as they undertake all parts of the contract of work. Students provide evidence of:</p> <ul style="list-style-type: none"> planning, undertaking, and completing their community activity engaging in activities to complete the community activity explaining changes or modifications to the contract of work inviting feedback from others, including the community contact(s) reflecting on the ongoing development of knowledge, skills, and capabilities. 	1 2 3	1 2 3	1 2 3 5	2	Evidence may be presented using one or a combination of the following forms: written, oral, visual, or digital. Students also reflect on the feedback they receive from teachers, peers, community contact(s), and others.
	<p>Community Activity Students provide evidence of the extent and quality of their learning in undertaking and completing the community activity. This allows students to demonstrate the completion of their community activity after working with and seeking feedback from the community contact(s) and others.</p>		1 2	1 2 3 4		Evidence of learning may be presented using one or a combination of the following forms: written, oral, visual, or digital.
Reflection*	<p>Reflection Students complete a reflection on the development of knowledge and skills, the selected capability/ies including literacy and numeracy, and their application to the community activity. Students reflect on the value of the community activity by identifying, analysing, and assessing specific challenges encountered, aspects of the activity that were successful, development of their chosen capabilities, newly acquired knowledge and skills and how these could be used in their future; and the ways in which others can benefit from the community activity.</p>				1 2 3	The reflection should be a maximum of 500 words if written or a maximum of 3 minutes if oral, or the equivalent in multimodal form.

*Please note: weightings are not required for each assessment type in Stage 1 Community Studies.



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Stage 1 Community Studies Learning and Assessment Plan Checklist for Teachers

Learning and assessment plans need to be developed in conjunction with the current Community Studies Subject Outline.

FORM	DONE
<ul style="list-style-type: none"> Current Learning and Assessment Plan form is used 	
COHORT/CONTEXT DESCRIPTION	
<ul style="list-style-type: none"> identifies individual students for whom the program is intended identifies Areas of study for individual students identifies the learning needs of individual students 	
ADDENDUM	
<ul style="list-style-type: none"> please only use this section for any changes that have occurred after the learning and assessment plan has been approved 	
<ul style="list-style-type: none"> signature of principal or delegate to endorse changes made to the learning and assessment plan 	
ASSESSMENT OVERVIEW (as set by the SACE Board)	

CHECKED

Signature of Learning and Assessment

Date

Signature of Principal or nominee

Expiry date of Learning and Assessment Plan

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Stage 1 Community Studies

Contract of Work Template

STUDENT TO COMPLETE

Students and teachers are advised to refer to the current Subject Outline for information on completing this contract of work.

Student name _____ SACE registration number

--	--	--	--	--	--	--	--

Teacher _____

School _____

Insert 10 or 20 in the last two boxes to indicate a 10-credit or 20-credit enrolment. (Please note that students may undertake more than one Community Studies subject. They prepare a separate contract for each subject. Students will use the same subject code for each Community Studies subject).

Enrolment code

1	C	O	M		
---	---	---	---	--	--

Insert a tick to indicate the area of study

AREA OF STUDY	✓
Arts and the Community	
Communication and the Community	
Foods and the Community	
Health, Recreation, and the Community	
Science, Technology and the Community	
Work and the Community	

Filling out this contract of work will satisfy one of the requirements of Assessment Type 1. It is an opportunity for you to provide evidence of learning in relation to the first four learning requirements described in the subject outline, and to the following assessment design criteria:

- planning and organisation
- communication and interaction.
- fulfilment of the contract
- reflection

You may change this initial contract as part of your ongoing planning. Changes should be noted on the contract as they happen.

DECIDING ON THE COMMUNITY ACTIVITY

Briefly outline the focus and scope of the community activity by:

- providing some **background information about yourself** and **why you have chosen this Area of Study**

- providing **details** of the community activity you have selected

- providing clearly defined, challenging, and **achievable goals** related to this activity.

PREPARING FOR THE COMMUNITY ACTIVITY

You are required to:

- **identify existing personal knowledge and skills including the literacy and numeracy capabilities, that you can build on to complete the community activity successfully**
- **identify and explore new knowledge and skills including the literacy and numeracy capabilities, to complete the chosen activity**
- **choose at least one other capability, in addition to the literacy and numeracy capabilities, for focused development to complete the community activity successfully.**

*Thinking about your community activity, what specific knowledge and skills, including literacy and numeracy, **do you already have** that you can build on to complete your community activity successfully?*

Specific knowledge and skills:

Literacy capability / skills:

Numeracy capability/ skills:

*What **new** knowledge and skills, including literacy and numeracy, will you develop to complete your community activity?*

Specific knowledge and skills:

Literacy capability / skills:

Numeracy capability / skills:

The seven capabilities are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding.

Which other capability, in addition to the Literacy and Numeracy capabilities, will be the main focus for development to successfully complete your community activity?

How will the development of this focus capability help you in carrying out your community activity?

(Optional) Are there any other capabilities that you are considering developing to help you in carrying out your community activity?

CARRYING OUT THE COMMUNITY ACTIVITY & KEEPING EVIDENCE OF ACTIVITY AND LEARNING

You are required to:

- **complete and maintain a record of evidence to document your learning, including evidence of the development of literacy and numeracy and at least one additional capability**
- **compile a Folio which will include evidence of:**
 - planning, undertaking, and completing the community activity
 - engaging in activities to complete the community activity (e.g. telephoning or emailing, researching from different sources, summarising meetings, and formulating plans) and presenting these in different forms (e.g. digital recording, photographs, transcripts, and other appropriate forms)
 - explaining changes or modifications to the contract of work
 - inviting and responding to feedback from others, including the community contact(s)
 - reflecting on the ongoing development of knowledge, skills, and capabilities.

You will need to keep **evidence** of what you have done throughout the community activity. For possible forms of evidence, refer to the support material 'A framework for developing a Community Activity and completing a Contract of Work' on the Community Studies Subject minisite.

Provide a **detailed list of steps** (or tasks) that you will go through to complete all aspects of your community activity.

Indicate how you will demonstrate **action** and **communication** required.

Indicate the **number of hours** for each step. (Note: A 10-credit subject is approximately 60 hours work and a 20-credit subject is approximately 120 hours work.)

Step	Description	Action/ Communication	Hours	Evidence
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

17.				
18.				
19.				
20.				

*ADD OR DELETE ROWS AS REQUIRED

GETTING FEEDBACK FROM THE COMMUNITY

You are required to:

- seek feedback from teacher(s), peer(s) and community contact(s)
- respond to feedback to inform planning and development of community activity and own learning
- provide evidence of feedback in any form (e.g. written documentation or electronically recorded).

The name of the person giving me feedback is _____

I have selected this person because _____

Planning for feedback:

To help with your planning select one or more of the following:

The times during my learning/activity when I will interact and ask for feedback are:

while planning when starting as I go at completion

The type of feedback I will ask for will be:

written comment notes of a conversation a form I develop Other (please describe)

Ways I will respond to feedback are:

formal letter email journal Other (please describe)

REFLECTING ON MY LEARNING

When you have completed the community activity and received feedback, think about what you have learnt and its value to you. Evidence of your learning during this process must be submitted for assessment as a reflection on the value of the community activity to you and to others.

The reflection should be a maximum of 500 words if written, or 3 minutes if oral, visual, or digital.

The form my reflection will take will be _____

SIGNING THE CONTRACT

By signing this contract you indicate your intention to complete the work that you have negotiated with your teacher in all sections of the contract.

Student's signature _____ Date _____

Teacher's signature _____ Date _____

Performance Standards for Stage 1 Community Studies

	Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
A	<p>Focused planning and exploration, and purposeful development of a contract of work with challenging and achievable individual goals, and clear strategies for completing the contract.</p> <p>Insightful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Thorough exploration of relevant capabilities and clear identification of one or more capabilities for focused development.</p>	<p>Thoughtful and critical response to feedback from teacher(s), peer(s), and community contact(s) to inform planning and development of the community activity.</p> <p>Constructive interaction with community contact(s) to help progress and complete the community activity.</p> <p>Comprehensive presentation of a record of evidence, including evidence of the clear and focused development of one or more capabilities related to the community activity.</p>	<p>Completion of all work in a contract</p> <p>Well-planned and significant practical action in the school or local community.</p> <p>Insightful selection of a variety of sources and application of highly relevant and appropriate information to inform the community activity.</p> <p>Focused and productive development and use of a variety of specific knowledge, skills, and capabilities to complete work in the contract.</p> <p>Efficient and productive independent work and, where relevant, efficient and productive contribution to shared learning situations.</p>	<p>Thoughtful and detailed review of ongoing progress, with justification of choices and actions in relation to the individual goals and purpose of the community activity.</p> <p>In-depth reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Insightful reflection on the value of the community activity to the student and to others.</p>
B	<p>Well-considered planning and exploration, and logical development of a contract of work with challenging and achievable individual goals, and several strategies for completing the contract.</p> <p>Thoughtful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Well-considered exploration of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Thoughtful response to feedback from teacher(s), peer(s), and community contact(s) to inform planning and development of the community activity.</p> <p>Well-organised interaction with community contact(s) to help progress and complete the community activity.</p> <p>Thorough presentation of a record of evidence, including evidence of the clear development of one or more capabilities related to the community activity.</p>	<p>Completion of all work in a contract</p> <p>Well-organised and appropriate practical action in the school or local community.</p> <p>Thoughtful selection of different sources and application of appropriate information relevant to the community activity.</p> <p>Mostly productive development and use of specific knowledge, skills, and capabilities to complete work in the contract.</p> <p>Mostly productive independent work and, where relevant, mostly productive contribution to shared learning situations.</p>	<p>Detailed review of ongoing progress, with justification of several choices and actions relevant to the individual goals and purpose of the community activity.</p> <p>Thoughtful reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Well-considered reflection on the value of the community activity to the student and to others.</p>
C	<p>In consultation with the teacher and others, appropriate planning, exploration, and development of a contract of work, with achievable individual goals, some of which are challenging, and a small number of strategies for completing the contract.</p> <p>Appropriate identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Considered exploration of some aspects of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Considered response to aspects of the feedback from teacher(s), peer(s), and community contact(s) to inform planning and development of the community activity.</p> <p>Appropriate interaction with community contact(s) to help progress and complete the community activity.</p> <p>Competent presentation of a record of evidence, including evidence of the appropriate development of one or more capabilities related to the community activity.</p>	<p>Completion of all work in a contract</p> <p>Mostly organised practical action in the school or local community.</p> <p>Competent selection of different sources and application of some appropriate information relevant to the community activity.</p> <p>Appropriate development and use of specific knowledge, skills, and capabilities to complete work in the contract.</p> <p>Generally productive independent work and, where relevant, generally productive contribution to shared learning situations.</p>	<p>Review of several aspects of the progress of the community activity, with some detail in sections.</p> <p>Considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Considered reflection on the value of the community activity to the student and to others.</p>

	Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
D	<p>With support, the setting of some achievable individual goals and identification of at least one strategy for a contract of work.</p> <p>With support, identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Some identification of aspects of a capability and its relevance to the community activity.</p>	<p>Some endeavour to respond to selected prompt-questions from the teacher about feedback from teacher(s), peer(s), and community contact(s). The response may or may not inform the community activity.</p> <p>Some evidence of brief interaction with one or more community contacts, and of seeking feedback.</p> <p>Partial presentation of some aspects of the record of evidence, including evidence of some endeavour to develop one or more capabilities.</p>	<p>Completion of some work in a contract</p> <p>Engagement in some aspects of a school or local community activity.</p> <p>Consideration of a narrow range of sources and application of some relevant and appropriate information selected with support.</p> <p>Application of one or more skills to complete aspects of work in the contract.</p> <p>With prompting, some independent work and, where relevant, some contribution to shared learning.</p>	<p>Superficial review of aspects of progress.</p> <p>Description of some development of knowledge and skills, including aspects of a capability, during the community activity.</p> <p>Partial reflection on some aspects of the value of the community activity to the student or to others.</p>
E	<p>With support, identification of some individual goals for a contract of work, and recognition of the need to identify strategies for completing the contract.</p> <p>Recognition, with prompting, of existing knowledge or skills, and/or literacy or numeracy skills, and knowledge or a skill to be developed.</p> <p>Emerging awareness of the capabilities and their relevance.</p>	<p>Emerging preparedness to communicate with the teacher about feedback from teacher(s), peer(s), and community contact(s).</p> <p>Occasional interaction with one or more community contacts.</p> <p>Limited presentation of a record of evidence, including evidence of isolated attempts to develop one or more capabilities.</p>	<p>Completion of a limited amount of work in a contract</p> <p>Participation in an aspect of a school or local community activity.</p> <p>Some recognition of the need to identify sources and select relevant and appropriate information.</p> <p>Application of a skill to an aspect of work in the contract.</p> <p>Isolated attempts to work independently or with others when prompted.</p>	<p>Identification of one aspect of progress, with limited detail.</p> <p>Description of a skill or an aspect of a capability related to the community activity.</p> <p>Brief description of personal learning related to the community activity.</p>

Stage 2 Community Studies A



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STAGE 2 COMMUNITY STUDIES A

Assessment Program Planner

School _____ Year _____

Teacher _____

PROGRAM DESIGN

This should describe:

- how the program has been designed to engage the range of students in the cohort described above
- the intended delivery of the program (e.g. students will complete sections of the contract off-campus, program delivered in single and block lessons across a 5-day cycle, common aspects in some contracts).

STUDENT PROFILES

This section should provide details about individual students within the cohort.

SACE registration number	Area(s) of study	Code(s)	Community activity, and other relevant information to support the nature of the individual goals
e.g. 123456X	Arts and the Community	2AAY10	NEP student with limited written skills. Active learner using visual cues. Needs dedicated support for writing.
e.g. 654321X	Work and the Community	2WAY10	Competent writer with a focus on a business pathway. Wants to develop skills to start a small business. Confident with wider community contact.

Recommended by Principal or delegate _____ Date _____

Signature of _____ Date _____

Stage 2 Community Studies A

ASSESSMENT OVERVIEW

The table below demonstrates how the set of assessments may address the learning requirements and assessment design criteria, as specified in the subject outline.

Assessment Type	Assessment name	Weighting of Assessment Types	Learning Requirements (Indicate the Learning Requirements addressed)									Assessment Design Criteria (Indicate the Assessment Design Criteria addressed)			
			Negotiate, plan, and make decisions about a community activity, and develop challenging and achievable individual goals for	Identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development	Work individually and with others	Locate, select, organise, and use ideas, resources, and information	Learn in a range of settings, including the school and the local or wider community	Take practical action in the community	Seek feedback from the community	Present the activity to the community	Evaluate and reflect on the completion of the contract, the feedback received, and their own	Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
Contract of Work	Development of contract	70	✓	✓	✓	✓						1,2,3	1		
	Folio		✓		✓	✓	✓	✓	✓	✓		1,3	1,2	1,2,3,4,5	1
	Presentation				✓	✓				✓	✓		1,3	1,3	
External component	Reflection	30									✓				2, 3

STAGE 2 COMMUNITY STUDIES A CONTRACT OF WORK TEMPLATE

STUDENT TO COMPLETE

Students and teachers are advised to refer to the current subject outline for information on completing this contract of work.

Student name _____ SACE registration number

--	--	--	--	--	--	--	--

Teacher _____

School _____

Insert 10 or 20 into the last column to indicate the number of credits and chosen area of study to be undertaken. (Please note that students may undertake more than one Community Studies subject. They prepare a separate contract for each Community Studies A subject. Students may use a subject code only once.)

AREA OF STUDY	CODE	10 or 20 credits
Arts and the Community	2AAY	
Communication and the Community	2CAY	
Foods and the Community	2FAY	
Health, Recreation, and the Community	2HAY	
Science, Technology, and the Community	2NAY	
Work and the Community	2WAY	

Filling in this contract of work will satisfy one of the requirements of Assessment Type 1. It is an opportunity for you to provide evidence of learning in relation to the first four learning requirements described in the subject outline, and to the following assessment design criteria:

- planning and organisation
- fulfilment of the contract
- communication and interaction
- reflection.

You may change this initial contract as part of your ongoing planning. Changes should be noted on the contract as they happen.



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PREPARING FOR MY COMMUNITY ACTIVITY

You are required to:

- **identify existing knowledge and skills including literacy and numeracy capabilities, and new knowledge and skills to be developed**
- **develop and use specific knowledge, skills, and capabilities to complete work in the contract**
- **identify and explore at least one other capability in addition to the literacy and numeracy capabilities for focused development.**

Thinking about your community activity, what specific knowledge and skills, including the literacy and numeracy capabilities, **do you already have** that you can build on to complete your community activity successfully?

Specific knowledge and skills:

Literacy capability /skills:

Numeracy capability / skills:

What **new** knowledge and skills, including literacy and numeracy capabilities, and **associated strategies**, will you develop to complete your community activity?

Specific knowledge and skills:



Literacy capability / skills:

Numeracy capability / skills:

*The **seven capabilities** are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding.*

Which other capability, in addition to the literacy and numeracy capabilities, will be the main focus for development to complete your community activity?

How will the development of this focus capability help you to carry out your community activity?

(Optional) Are there any other capabilities that you are considering developing to help you to carry out your community activity?

PLANNING MY COMMUNITY ACTIVITY

You are required to:

- **present a record of evidence that includes a report on**
 - **(a) the progress of the community activity against individual goals and**
 - **(b) how you developed one or more capabilities**
- **evaluate and review the ongoing progress of your community activity against individual goals**
- **take practical action in the local or wider community**
- **select different sources and apply ideas and information relevant to the community activity**
- **work independently.**

Where relevant, you may be required to contribute to shared learning situations.

Provide a **detailed list of the steps** (or tasks) that you will go through to complete all aspects of your community activity.

Include the **number of hours** you estimate that you will need for each step. For a 10-credit subject you might expect to spend approximately 60 hours in total, and for a 20-credit subject, approximately 120 hours.

If you are using material from another subject, this must be included in this section and in your record of evidence.

Evidence can take many forms (e.g. receipts, sketches, photographs, emails, and audio/ video recordings). For more strategies refer to 'Keeping Evidence of Activities and Learning' in the support material 'A Framework for Developing a Community Activity and completing a Contract of Work' available on the minisite.



Step	Description	Action/ Strategies	Hours	Evidence
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

*Add or delete rows as required



INTERACTING WITH THE COMMUNITY

You are required to:

- **interact with one or more community contacts, which includes inviting and responding to feedback.**

Throughout the course of your community activity, you should contact and interact with one or more members of the community to seek advice and support.

You need to nominate a contact in the community who has knowledge and understanding of the type of work that you undertake in your community activity.

Arrange to regularly interact with this person. Plan opportunities to ask this person for help with your learning, including seeking feedback on your community activity. Plan also to respond to this feedback.

The name of my community contact with expertise in this community activity is:

This person was chosen because

Interaction with my community contact.

To help with your planning select one or more of the following:

The times during my learning/activity when I will interact and ask for feedback are

while planning when starting as I go at completion

I will document my interaction via

journal phone log email other (please describe)

The type of feedback I will ask for will be

written comment notes of a conversation a form I develop other (please describe)

I will respond to feedback are via

formal letter email journal other (please describe)

Other



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MY COMMUNITY PRESENTATION

You are required to:

- **present the community activity and its outcome to a community audience, using relevant knowledge and skills.**

The audience for my presentation of the outcome of my community activity will be

My presentation will be (e.g. a product, event, performance, display, service, or personal folio)

The form used for the presentation will be

written oral visual digital

I have chosen to present my community activity in this way because

The type of audience feedback I will ask for will be (e.g. written, oral, digitally recorded)

SIGNING OF CONTRACT

The details in this contract have been agreed on by the student and the teacher.
 Changes or modifications must be clearly indicated in the folio and signed by the teacher.

Your signature _____ Date _____

Your teacher's signature _____ Date _____

STAGE 2 COMMUNITY STUDIES A
SCHOOL ASSESSMENT COVER SHEET
ASSESSMENT TYPE 1: CONTRACT OF WORK
FINAL MODERATION

SACE Registration Number:

Area of Study/ Subject Code: _____ School Number: _____

Assessment Type 1: Contract of Work

Indicate (please tick) where the student has provided evidence of the following:

Development of Contract

- identification of an area of interest and development of this into a practical community activity with clearly defined, challenging, and achievable goals, and strategies for completing the contract
- assessment of existing knowledge and skills, including the literacy and numeracy capabilities, and identification of new knowledge and skills for development, to complete the chosen activity
- identification of one or more additional capabilities for focused development in the context of the community activity

Folio

- planning, undertaking, and completion of community activity
- engagement in activities to complete the community activity and the presentation of these in different formats
- explanation of changes or modifications to the contract of work (if applicable)
- inviting feedback from others, including the community contact(s)
- reflection on the ongoing development of knowledge, skills, and capabilities

Presentation

- communicating aspects of the community activity to an audience
- selection of appropriate form(s) of communication
- inviting and collecting feedback on the presentation from the audience

There is evidence of:

- completion of all work in the contract
- completion of some of the work in the contract
- completion of a limited amount of work in the contract

Assessment decision (OA*, A–E) of Assessment Type 1: Contract of Work

Teacher comments (optional): _____

* A result of OA represents outstanding achievement in all requirements of the assessment type.

Stage 2 Community Studies A – 2016

External Assessment Cover Sheet

Assessment Type 2: Reflection

SACE Registration Number:

--	--	--	--	--	--	--	--

Tick the area of study undertaken and indicate the number of credits

AREA OF STUDY	CODE	10 or 20 credits	Tick √
Arts and the Community	2AAY		
Communication and the Community	2CAY		
Foods and the Community	2FAY		
Health, Recreation, and the Community	2HAY		
Science, Technology, and the Community	2NAY		
Work and the Community	2WAY		

This reflection contains:

_____ words **OR** _____ minutes **OR** (please tick) _____ the equivalent in multimodal form

This **reflection** is assessed using the following specific features:

Reflection
R2
R3

Performance Standards for Stage 2 Community Studies A

	Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
A	<p>Focused planning and exploration, and purposeful development of a contract of work with challenging and achievable individual goals, and clear strategies for completing the contract.</p> <p>Insightful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Thorough exploration of relevant capabilities and clear identification of one or more capabilities for focused development.</p>	<p>Proactive interaction with community contact(s), which includes inviting and responding to feedback to enhance the community activity and achieve goals.</p> <p>Extensive and clear presentation of a record of evidence, including comprehensive reporting on the progress of the community activity against individual goals, and clear and focused development of one or more relevant capabilities.</p> <p>Purposeful, insightful, and clear presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</p>	<p>Completion of all work in a contract</p> <p>Well-planned, organised, and significant practical action in the local or wider community.</p> <p>Perceptive selection of a variety of appropriate sources, and application of highly relevant ideas and information to inform the community activity.</p> <p>Focused and productive development and application of a range of specific knowledge, skills, and capabilities to efficiently and thoughtfully complete work in the contract.</p> <p>Highly efficient and productive independent work and, where relevant, thoughtful and worthwhile contributions to shared learning situations.</p>	<p>In-depth evaluation and review of ongoing progress of the wider community activity against individual goals, with frequent justification of choices and actions in relation to the goals and purpose of the community activity.</p> <p>Insightful reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Explicit and insightful reflection on the value of the community activity to the student and to others.</p>
B	<p>Well-considered planning and exploration, and logical development of a contract of work with challenging and achievable individual goals, and several strategies for completing the contract.</p> <p>Thoughtful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Well-considered exploration of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Constructive interaction with community contact(s), which includes inviting and responding to feedback to assist the progress of the community activity.</p> <p>Thorough presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and clear development of one or more relevant capabilities.</p> <p>Clear and thorough presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</p>	<p>Completion of all work in a contract</p> <p>Well-organised and appropriate practical action in the local or wider community.</p> <p>Thoughtful selection of different appropriate sources and application of ideas and information relevant to the community activity.</p> <p>Mostly productive development and use of specific knowledge, skills, and capabilities to thoughtfully complete work in the contract.</p> <p>Mostly productive independent work and, where relevant, thoughtful contribution to shared learning situations.</p>	<p>Some depth in evaluation and review of ongoing progress of the community activity against individual goals, with justification of choices and actions in relation to the goals and purpose of the community activity.</p> <p>Well-considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Some depth in reflection on the value of the community activity to the student and to others.</p>
C	<p>Appropriate planning, exploration, and development of a contract of work, with achievable individual goals, some of which are challenging, and a small number of strategies for completing the contract.</p> <p>Appropriate identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Considered exploration of some aspects of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Appropriate interaction with community contact(s), which includes inviting feedback, with responses often at a personal level.</p> <p>Competent presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and appropriate development of one or more relevant capabilities.</p> <p>Mostly clear and appropriate presentation of most aspects of the community activity and its outcome to an audience, using relevant knowledge and skills.</p>	<p>Completion of all work in a contract</p> <p>Mostly organised and appropriate practical action in the local or wider community.</p> <p>Appropriate selection of sources and application of ideas and information relevant to the community activity.</p> <p>Appropriate development and use of specific knowledge, skills and capabilities to complete work in the contract.</p> <p>Generally productive independent work and, where relevant, generally productive contribution to shared learning situations.</p>	<p>Competent review, with some evaluation, of ongoing progress of the community activity against individual goals, with some detail in sections.</p> <p>Considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Considered reflection on the value of the community activity to the student and to others.</p>



	Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
D	<p>With support, the setting of some achievable individual goals and identification of at least one strategy for a contract of work.</p> <p>With support, identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Some identification of aspects of a capability and its relevance to the community activity.</p>	<p>Some interaction with one or more community contacts and some attempts to seek feedback and respond to it.</p> <p>Presentation of a record of evidence that reports on some aspects of progress in the community activity against individual goals, mainly in narrative, and shows some endeavour to develop one or more relevant capabilities.</p> <p>Basic presentation of some aspects of the community activity to an audience.</p>	<p>Completion of some work in a contract</p> <p>Some elements of a planned practical action in the local or wider community.</p> <p>Identification of some sources and use of some basic ideas and information.</p> <p>Application of a few skills to attempt aspects of work in the contract.</p> <p>Some engagement in independent work and, where relevant, some participation in shared learning situations.</p>	<p>Some superficial review of aspects of ongoing progress of the community activity.</p> <p>Some basic consideration of development of knowledge and skills, including the selected capability or capabilities, related to the community activity.</p> <p>Some basic description of the value of the community activity to the student.</p>
E	<p>With support, identification of some individual goals for a contract of work, and recognition of the need to identify strategies.</p> <p>Recognition, with prompting, of existing knowledge or skills, and/or literacy or numeracy skills, and knowledge or skill to be developed.</p> <p>Emerging awareness of the capabilities and their relevance.</p>	<p>Intermittent interaction with one or more community contacts.</p> <p>Report on an aspect of progress in the community activity against individual goals, mainly using description of attempted learning, and isolated attempts to develop one or more relevant capabilities.</p> <p>Description, without presentation, of the community activity to an audience.</p>	<p>Completion of a limited amount of work in a contract</p> <p>Limited elements of a practical action for a local or wider community activity.</p> <p>Identification of a source and attempt to use information or an idea from that source.</p> <p>Application of at least one skill to an aspect of work in the contract.</p> <p>Emerging independent and, where relevant, group learning skills.</p>	<p>Description of one aspect of progress, with limited detail.</p> <p>With prompting, some limited consideration of the development of a skill (or an aspect of a capability) related to the community activity.</p> <p>Brief description of the value of the community activity to the student.</p>

Stage 2 Community Studies A

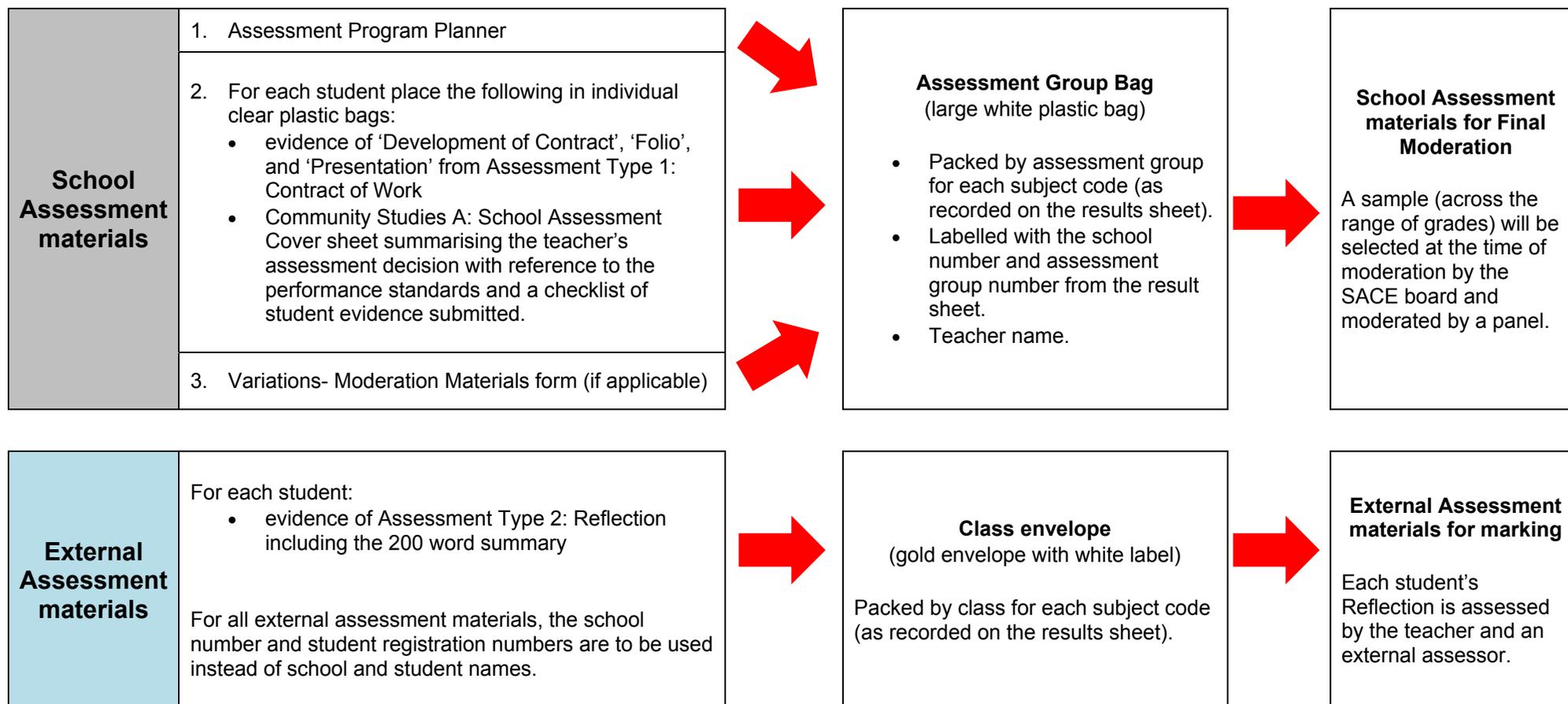
Packaging and Collection of School Assessment and External Assessment Materials

Materials for the school assessment and external assessment will be collected **separately**:

- school assessment materials are submitted in assessment group bags (large, white plastic bags) one for each code
- external assessment materials are submitted in class envelopes, one for each code.

The school assessment and external assessment materials for **all** students in each assessment group are required.

Materials should **not** be submitted in hard cover folders.





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SACE
Board of SA

Stage 2 Community Studies B

Stage 2 Community Studies B

Advice for teachers

In developing an individual program of learning for Stage 2 Community Studies B, students will base their learning on the knowledge, skills, and understanding described in a field of study in a Board-accredited SACE Stage 2 subject (e.g. Biology, History or Physical Education). Each student will show evidence of learning against some of the learning requirements described in a selected SACE Stage 2 subject, and will also demonstrate learning through a community application activity that is based on the selected subject. Each individual program of learning is placed within one of the following fields of study:

- Humanities and the Community
- Science, Technology, Engineering, and Mathematics (STEM) and the Community
- Interdisciplinary Learning and the Community.

Before enrolling a student in Stage 2 Community Studies B consider:

- the benefits to the student in undertaking Community Studies B
- the student's career path and need for an ATAR (Community Studies A or B will not contribute to an ATAR)
- SACE completion requirements
- the assessment requirements and timelines for Community Studies B
- the Community Studies B field of study that best suits the student's program of learning.

In consultation with the SACE co-ordinator, subject teacher and student enrolment in Community Studies B can occur throughout the year. For example:

Start of the year

OR

During the year



- Assessment Type 1: Folio (70%)
- Plan 5 assessment tasks developing the knowledge, skills and understanding described in a SACE Stage 2 subject
- Assessment Type 2: Community Application Activity (30%)
- Plan for this external assessment task
- Each assessment task is assessed according to Community Studies B Performance Standards.

- Assessment Type 1: Folio (70%)
- Use 5 assessment tasks (existing and/or newly developed tasks) developing the knowledge, skills and understanding described in a SACE Stage 2 subject
- Assessment Type 2: Community Application Activity (30%)
- Plan for this external assessment task
- Ensure existing assessment tasks and any newly developed tasks are assessed according to Community Studies B Performance Standards.



Enrol in Community Studies B

**Withdraw from Stage 2 Subject
and enrol in Community Studies B**

Stage 2 Community Studies B

ASSESSMENT OVERVIEW

The table below demonstrates how the set of assessments may address the learning requirements and assessment design criteria, as specified in the subject outline.

Assessment	Assessment Type	Weighting of Assessment Types	Learning Requirements (Indicate the Learning Requirements addressed)						Assessment Design Criteria (Indicate the Assessment Design Criteria addressed)		
			Develop knowledge, skills, and understanding in a particular field of study	Identify one or more capabilities for focused development	Locate, select, organise, and use ideas, resources, and information	Learn in a range of settings, including school and the wider community	Negotiate, plan, and make decision	Report and reflect on a community application activity.	Knowledge and Understanding	Planning and Organisation	Application and Reflection
School Assessment	Folio	70	✓	✓	✓	✓	✓		1,2,	1	1
External Assessment	Community Application Activity	30				✓	✓	✓		1	2,3

**STAGE 2 COMMUNITY STUDIES B
SCHOOL ASSESSMENT COVER SHEET
ASSESSMENT TYPE 1: FOLIO
FINAL MODERATION**

SACE registration number:

Field of study/subject code: _____ School number: _____

Board-accredited SACE Stage 2 subject on which Community Studies B is based (*e.g. Biology*):

Assessment Type 1: Folio

Indicate the number of tasks provided as evidence of learning for either a 10-credit or 20-credit Community Studies B subject.

10-credit subject: _____ tasks provided

20-credit subject: _____ tasks provided

For a 10-credit subject, students should provide evidence of learning from at least two tasks.

For a 20-credit subject, students should provide evidence of learning from at least five tasks.

Task Descriptions	
Task 1	
Task 2	
Task 3	
Task 4	
Task 5	

Add or delete rows as required

As a set, the tasks for this assessment type show evidence of the student's learning in relation to the following assessment design criteria:

Knowledge and Understanding (KU1, KU2)

Task number(s) and form of evidence (e.g. annotations, written, oral commentary)

(e.g. Task 3)

(Form of evidence)

Planning and Organisation (PO1)

Task number(s) and form of evidence (e.g. annotations, emails, mind maps, diary notes)

(e.g. Task 3)

(Form of evidence)

Application and Reflection (AR1)

Task number(s) and form of evidence (e.g. journal, oral discussion, reflection summary, blog)

(e.g. Task 3)

(Form of evidence)

Assessment decision (OA*, A–E) of Assessment Type 1: Folio

Teacher comments (optional): _____

* A result of OA represents outstanding achievement in all requirements of the assessment type.

Stage 2 Community Studies B – 2016

External Assessment Cover Sheet

Assessment Type 2: Community Application Activity

SACE Registration Number:

--	--	--	--	--	--	--	--

Tick the field of study undertaken and indicate the number of credits

FIELD OF STUDY	CODE	10 or 20 credits	Tick √
Humanities and the Community	2UBY		
Science, Technology, Engineering, and Mathematics (STEM) and the Community	2SBY		
Interdisciplinary Learning and the Community	2IBY		

Board-accredited SACE Stage 2 subject on which Community Studies B is based:

(E.g. Biology) _____

This community application activity contains:

_____ words **OR** _____ minutes **OR** (please tick) _____ the equivalent in multimodal form

This community application activity is assessed using the following specific features:

Planning and Organisation	Application and Reflection
PO1	AR2
	AR3

Performance Standards for Stage 2 Community Studies B

	Knowledge and Understanding	Planning and Organisation	Application and Reflection
A	<p>Productive development of knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Insightful identification and understanding of one or more key concepts of the selected subject.</p>	<p>Focused planning and exploration, and development of clear strategies to complete tasks.</p>	<p>Critical reflection on the development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Application of a range of specific knowledge, skills, and selected capability or capabilities to efficiently and thoughtfully complete the community application activity.</p> <p>Insightful report and reflection on the application of knowledge and skills to the community activity.</p>
B	<p>Mostly productive development of some knowledge, skills, and understanding studied in relation to the selected SACE Stage 2 subject.</p> <p>Thoughtful understanding of one or more key concepts of the selected subject.</p>	<p>Well-considered planning and exploration, and development of several strategies for completing tasks.</p>	<p>Thoughtful reflection on the development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Use of specific knowledge, skills, and selected capability or capabilities to thoughtfully complete the community application activity.</p> <p>Well-considered report and reflection on the application of knowledge and skills to the community application activity.</p>
C	<p>Development of some knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Some understanding of one or more key concepts of the selected subject.</p>	<p>Appropriate planning and exploration, and development of a small number of strategies to complete tasks.</p>	<p>Considered reflection on the development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Appropriate use of specific knowledge, skills, and selected capability or capabilities to complete the community application activity.</p> <p>Considered report and reflection on the application of knowledge and skills to the community application activity.</p>
D	<p>Some demonstration of basic knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Basic understanding of one or more key concepts of the selected subject.</p>	<p>Some basic planning and exploration, and the development of at least one strategy to complete one task.</p>	<p>Basic description of some development of knowledge, skills, and/or understanding related to the selected SACE Stage 2 subject.</p> <p>Application of a few skills to attempt aspects of the community application activity.</p> <p>Some basic description of the application of knowledge and skills to the community application activity.</p>
E	<p>Limited demonstration of knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Limited understanding of a key concept of the selected subject.</p>	<p>Limited planning, and recognises the need to identify strategies to complete tasks.</p>	<p>Limited description of an aspect of knowledge or a skill related to the selected SACE Stage 2 subject.</p> <p>Application of at least one skill to an aspect of the community application activity.</p> <p>With prompting, some limited description of an aspect related to the community application activity.</p>

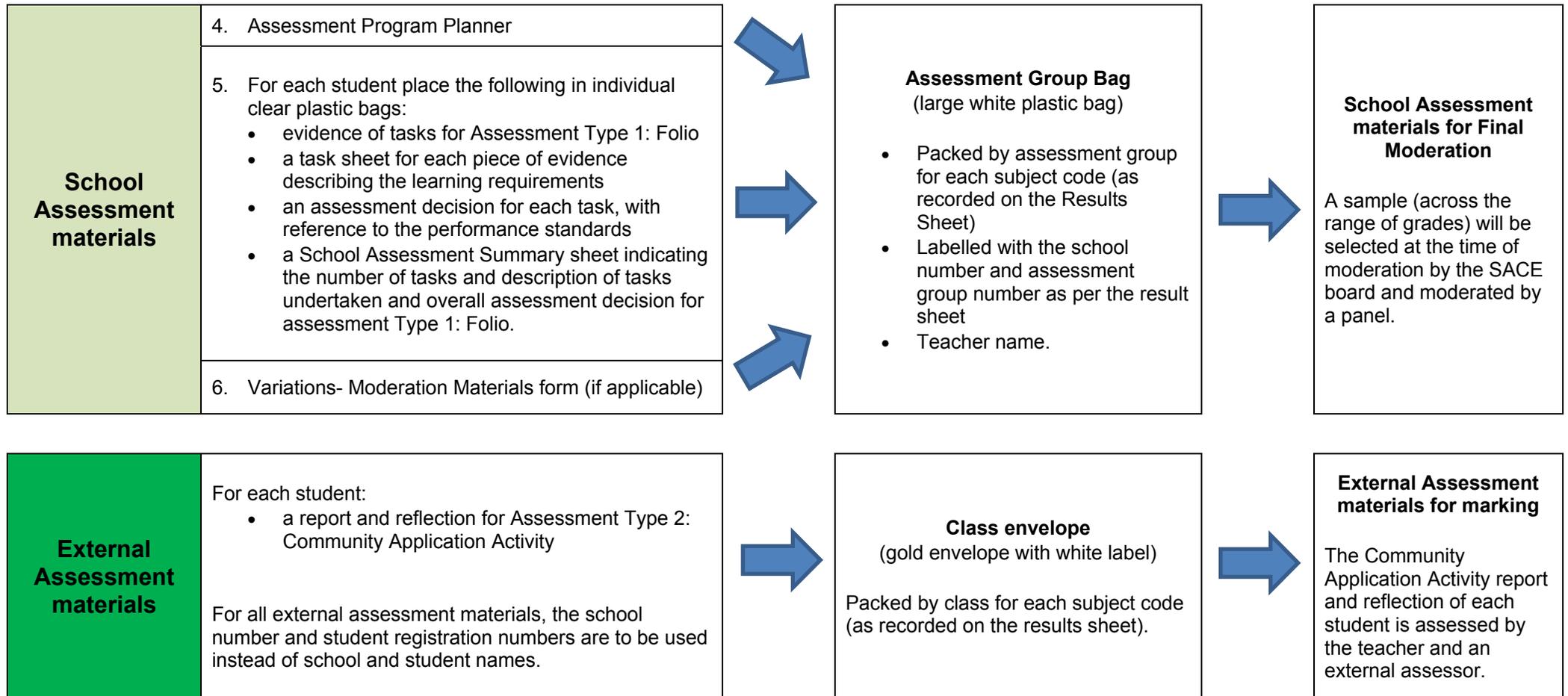
Stage 2 Community Studies B

Packaging and Collection of School Assessment and External Assessment Materials

Materials for the school assessment and external assessment will be collected **separately**:

- school assessment materials are submitted in assessment group bags (large, white plastic bags) one for each code
- external assessment materials are submitted in class envelopes, one for each code.

The school assessment and external assessment materials for **all** students in each assessment group are required. Materials should **not** be submitted in hard cover folders.



Humanities in the Community Example

LEARNING AND ASSESSMENT PLAN EXEMPLAR

Stage 2 Australian History

School SACE SCHOOL _____ Contact Teacher MS SACE _____

Other schools using this plan _____

SACE School Code			Year		Enrolment Code			Program Variant Code (A–W)	
0	0	0	2016		Stage	Subject Code		No. of Credits (10 or 20)	
					2	A	S	Y	20

COHORT/CONTEXT DESCRIPTION

This group of students is of mixed ability and experience in relation to the subject. Continuing students comprise a majority of the class and most have studied Stage 1 Australian History or Modern History. The group comprises 13 females and 10 males. Three students will be undertaking Community Studies B - Humanities in the Community with this group.

PROGRAM DESIGN

The Thematic Study focuses on Topic 5: The Unwanted, the Seekers and the Achievers: Migration to Australia 1830 to the Present. This enables students to explore aspects of their personal background as well as to gain insight and background into issues of interest in Australian society today.

The Depth Study focuses on Topic 10: The Radical Experiment: A Social, Political, Economic, and Cultural History of South Australia, 1836 to Present. This topic enables students to explore issues that are specifically relate to their more immediate environment and encourages them to value the contributions of this state to the wider and global communities.

Australian History is taught over two double lessons (90 minutes each) and one single lesson (45 minutes) per week. Students have access to local historical sources in the local library and to other collections, groups, museums and resources, as well as internet access to support them in the study of the topics chosen.

CAPABILITIES, LITERACY AND NUMERACY OPPORTUNITIES

Capabilities

Communication: Students have the opportunity to practice and develop a variety of skills to express their views, findings and arguments using different forms of communication, including written, oral and multimodal forms. Students undertake learning activities which develop and enhance their skills related to historical research, reporting, critical analysis and source evaluation.

Citizenship: By examining periods of history and topics related to South Australia and migration, students gain insight into how citizens are able to maintain continuity and to affect change. This enables them to understand the importance of citizenry in shaping contemporary and future societies.

Personal development: Through the study of migration and the development of South Australia, students have the opportunity to develop empathy for others, both as individuals and groups, to be discerning about information, and to analyse situations and events. They are encouraged to make connections with their own lives and to develop their own understandings of society.

Work: The skills developed through the study of history, (e.g. research, reporting, critical analysis of information and the variety of communication skills) can be applied to a range of vocations and work situations.

Learning: This program enables students to develop a range of oral, written and ICT skills. They also develop critical thinking, independent learning, the ability to develop and test hypotheses and to articulate and to use evidence to support their views.

Literacy and Numeracy skills

Students have the opportunity to use and practise a range of literacy skills, practise effective communication and to develop a critical awareness of the use of language.

Recommended by Principal or nominee (signature) _____ Date _____

Signature of SACE Board Officer _____ Date _____

SACE Board Officer Number _____ Approved / Not Approved

Accession Number _____ Expiry date of Learning and Assessment Plan _____



Subject Australian History School _____ SACE SCHOOL _____ Contact Teacher _____ MS SACE _____

ASSESSMENT OVERVIEW

Complete the table below to demonstrate how the set of assessments addresses all of the learning requirements and assessment design criteria.

Weighting of Assessment Types		Name of Assessment (as described in the assessment details following)	Learning Requirements (Indicate the Learning Requirements addressed)							Assessment Design Criteria (Indicate the Assessment Design Criteria addressed)			
			Demonstrate knowledge and understanding of people, places, events, and ideas in the history of societies in Australia	Formulate hypotheses and/or focusing questions and apply them to explain historical concepts	Apply the skills of historical inquiry, including critical analysis	construct reasoned historical arguments based on a critical understanding of evidence from sources	Reflect on the short-term and long-term impacts of individuals, events, and phenomena	Evaluate why individuals and groups acted in certain ways at particular times	Communicate informed and relevant arguments using subject-specific language and conventions	Knowledge and Understanding	Inquiry and Analysis	Reflection and Evaluation	Communication
Assessment Type	Weighting (%)												
Folio	50	Individual Research assignment report	✓				✓	✓	✓	1		1,2	2
		Source analysis	✓		✓				✓	1	1		1
		Comparative Report	✓	✓	✓	✓	✓		✓	1,2	1,2	1	1
		Essay	✓			✓		✓		1	2		1
		Individual Research assignment with a choice of presentation modes	✓		✓	✓	✓	✓	✓	1,2	1,2	1,2	1
		Debate	✓		✓	✓	✓	✓		1	1,2	1,2	1
		Task 7 Source analysis	✓		✓				✓	1	1		1,2
		Essay	✓			✓		✓		1	2		1
Essay	20	Individual Inquiry	✓	✓	✓	✓	✓	✓	1,2	1,2	1,2	1,2	
External Assessment	30	Examination	Please refer to the Humanities and Social Sciences Learning Area Manual for details.										

Eight to ten assessments. Please refer to the *History Subject Outline*.

(Note: to record any changes to the assessment outline, please use the Addendum to Learning and Assessment Plan attached.)

Subject **Australian History** School _____ SACE SCHOOL _____ Contact Teacher _____ MS SACE _____

ASSESSMENT DETAILS

Use the table below to provide details of the assessments designed to provide opportunities for the range of students in the cohort to show evidence of their learning against the performance standards.

Name of Assessment (Assessment Type)	Description of Assessment (a description of the flexible, and where appropriate, negotiable, ways in which students show evidence that demonstrates their learning against the performance standards, including to the highest standard)	Assessment conditions as appropriate (e.g. task type, word length, time allocated, supervision)
Individual research assignment report (Folio)	Students explore the experiences of one group of migrants to Australia, including: <ul style="list-style-type: none"> • motivations for coming • the experience on the journey over • evaluation of ease of settlement into Australia. Source material is to be referred to and referenced appropriately. This evidence can include reference to interviewees, visual material, film, sound, or primary sources such as diaries, letters or recollections.	Oral report of up to 6 minutes duration supported by visual evidence such as PowerPoint presentation.
Source analysis (Folio)	Students examine five sources related to the Post WWII Migration to Australia (provided by the teacher). A series of short-answer questions enables students to extrapolate information, evaluate the usefulness of the source material to historical research, and to draw conclusions from the information.	Short answer source analysis questions completed under supervision.
Comparative report (Folio)	Multi-cultural Australia – the influence of migrants on the social, economic and cultural nature of Australian society. Students use evidence to show the influence of migrant groups as a force for continuity and/or for change. Students develop their hypothesis and focusing questions using information presented to the class and from their individual research. Critical analysis of the evidence and conclusions are drawn and reported. Reference is to be made to two different groups and evidence included to support the hypothesis/focussing questions.	Written report up to a maximum of 1000 words.
Essay (Folio)	Unseen essay under test conditions – choice of 4 questions based on: <ul style="list-style-type: none"> • Reasons people migrated to Australia • Demographic characteristics of people who migrated to Australia • Experiences of people who migrated, both during their journeys and after their arrival • Influence of people who migrated to Australia on social, economic and cultural nature of Australia. 	Essay up to a maximum of 1000 words to be completed under test conditions.
Individual research assignment with a choice of presentation modes (Folio)	From a range of topics from a range of times (individuals, groups, political parties/figures, urban, rural, Aboriginal people, women, migrant groups, economic group), students research an individual who, or group that, has influenced the shaping of South Australia's social, economic or political history. They focus initially on one time period, then attempt to trace the influence of this period over time, answering the question, "Did the influence of this group last over time?" Information is shared with the class in a choice of presentation forms.	Choice of presentation styles: <ul style="list-style-type: none"> • Written report up to a maximum of 1000 words • a play, diary or another negotiated written form equivalent to a maximum of 1000 words • an oral presentation up to a maximum of 6 minutes or a negotiated equivalent (e.g. a PowerPoint or DVD).

Debate	<p>Teams of students debate the proposition: <i>South Australia was, and continues to be, a state established on a radical premise.</i></p> <p>Periods of history and topics are assigned to teams to research and to develop an hypothesis.</p> <ul style="list-style-type: none"> • Establishment 1830s, 1850s, 1890s, Federation, women, at war/s, 1970s, role of political parties, contribution of individuals. <p>Arguments supporting or disproving this premise are presented to the class.</p> <p>Students are expected to collect information during the debate for their folio of work and to write a piece of no more than 300 words outlining their views on the premise.</p>	Contribution to a class debate (up to 4 minutes) and a written summary of 300 words
Source analysis	<p>Students examine the five sources related to factors promoting and/or inhibiting economic development in South Australia.</p> <p>A series of short answer questions enables students to extrapolate information, evaluate the usefulness of the source material to historical research, and to draw conclusions from the information.</p>	Short answer source analysis questions completed under supervision.
Essay	<p>Unseen essay under test conditions with a choice of 4 questions based on:</p> <ul style="list-style-type: none"> • The notion of the Radical experiment in South Australia • Experiences of different groups of people in South Australia • Roles of individuals groups and government in shaping South Australia's social, political and economic history • Factors that promoted and factors that inhibited economic growth in South Australia. 	Up to a maximum of 2000 words Essay completed under test conditions.
Examination	<p><i>Students undertake a 3-hour written external examination. The examination paper has three parts.</i></p> <p><i>Part 1: Thematic Study</i> <i>This part focuses on the key areas for inquiry in the thematic study. For each topic, the four key areas for inquiry are included in the examination. Students are required to answer one essay question from Part 1.</i></p> <p><i>Part 2: Depth Study</i> <i>This part focuses on the key areas for inquiry in the depth study. For each topic, the four key areas for inquiry are included in the examination. Students are required to answer one essay question from Part 2.</i></p> <p><i>Part 3: Sources Analysis</i> <i>This part focuses on the skills of sources analysis. Students are required to analyse and evaluate sources. Students are required to answer the sources analysis question in Part 3.</i></p>	3-hour written external examination



SCHOOL ASSESSMENT

Assessment Type 1: Folio

(Learning associated with some of the learning requirements of SACE Stage 2 Australian History)

Task 1

Students explore the experiences of one group of migrants to Australia, including:

- motivations for coming
- the experience on the journey over
- evaluation of ease of settlement into Australia.

Source material is to be referred to and referenced appropriately. This evidence can include reference to interviewees, visual material, film, sound, or primary sources such as diaries, letters or recollections

Performance Standards for Stage 2 Australian History and Stage 2 Modern History

(Original marking for Stage 2 History task)

	Knowledge and Understanding	Inquiry and Analysis	Reflection and Evaluation	Communication
A	Comprehensive and relevant knowledge and understanding of people, places, events, and ideas in history. Astute formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.	Perceptive application of the skills of historical inquiry, including critical analysis. Astute and thorough construction of reasoned historical arguments based on a critical understanding of evidence from sources.	Perceptive reflection on the short-term and long-term impacts of individuals, events, and phenomena. Comprehensive and insightful evaluation of why individuals and groups acted in certain ways at particular times.	Well-structured and coherent communication of well-informed and relevant arguments. Consistent, clear, and appropriate use of subject-specific language and conventions.
B	Well-considered and relevant knowledge and understanding of people, places, events, and ideas in history. Clear and effective formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.	Well-considered application of the skills of historical inquiry, including critical analysis. Well-conceived and well-developed construction of reasoned historical arguments based on a critical understanding of evidence from sources.	Well-informed reflection on the short-term and long-term impacts of individuals, events, and phenomena. Well-considered evaluation of why individuals and groups acted in certain ways at particular times.	Structured and mostly coherent communication of informed and relevant arguments. Clear and appropriate use of subject-specific language and conventions.
C	Considered and relevant knowledge and understanding of people, places, events, and ideas in history. Mostly clear formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.	Considered application of the skills of historical inquiry, including some critical analysis. Organised construction of reasoned historical arguments based on a critical understanding of evidence from sources.	Informed reflection on the short-term and long-term impacts of individuals, events, and phenomena. Considered evaluation of why individuals and groups acted in certain ways at particular times.	Generally coherent communication of informed and relevant arguments. Mostly appropriate use of subject-specific language and conventions.
D	Recognition and basic understanding of people, places, events, and ideas in history. Formulation of one or more focusing questions and description of one or more related historical concepts.	Basic application of some skills of historical inquiry, including some superficial analysis. Some basic construction of a historical argument based on some understanding of evidence from sources.	Some superficial reflection on one or more short-term or long-term impacts of individuals, events, and/or phenomena. Superficial consideration of why individuals and groups acted in certain ways at particular times.	Some basic communication of aspects of an argument. Some appropriate use of subject-specific language and conventions, with inaccuracies.
E	Limited awareness of people, places, events, or ideas in history. Attempted formulation of one or more focusing questions and attempted description of a related historical concept.	Limited application of one or more skills of historical inquiry. Attempted description of a historical event based on a limited understanding of evidence from sources.	Limited description of a short-term or long-term impact of an individual, event, and/or phenomenon. Description of the actions of individuals and groups at particular times.	Attempted communication of one or more aspects of an argument. Limited use of any appropriate subject-specific language and conventions.



Government of South Australia

SACE
Board of SA

STAGE 2 COMMUNITY STUDIES B

Assessment Program Planner

School SACE School Year 2016

Teacher Ms SACE

PROGRAM DESIGN

This should describe:

- how the program has been designed to engage the range of students in the cohort described below
- the intended delivery of the program. Please refer to approaches to programming in the 2016 Community Studies B subject outline (e.g. Community Studies B students are taught together with students studying a SACE Stage 2 subject with the same focus, i.e. Community Studies B students studying Humanities in the Community with a Geography focus, are taught together with students studying Geography. The program is delivered in in five 45 minute lessons over the week).

A small cohort of students from a regional school will be undertaking Community studies B within an Australian History class. They will have five 45 minute lessons per week with one double lesson forming part of this. They will be required to undertake the first two assessment tasks from the Australian History program which may be adjusted for individuals. Three additional tasks will be negotiated with the teacher. Each student takes an aspect or area of interest from the SACE Stage 2 selected subject, and applies the knowledge, skills, and understandings of the aspect or area of interest to a community context. This Community Application Activity (approximately 20 hours) consisting of two parts (a report and a reflection) is designed by each individual student.

STUDENT PROFILES

This section should provide details about each individual student within the cohort.

SACE registration number	Field of study	Code	Board-accredited SACE Stage 2 Subject on which Community Studies B is based
654321X	<i>Humanities and the Community</i>	<i>2UBY20</i>	<i>Australian History</i>
987651Y	<i>Humanities and the Community</i>	<i>2UBY20</i>	<i>Australian History</i>

Recommended by Principal or delegate _____ Date _____

Signature of _____ Date _____

Stage 2 Community Studies B

ASSESSMENT OVERVIEW

The table below demonstrates how the set of assessments may address the learning requirements and assessment design criteria, as specified in the subject outline.

Assessment	Assessment Type	Weighting of Assessment Types	Learning Requirements (Indicate the Learning Requirements addressed)						Assessment Design Criteria (Indicate the Assessment Design Criteria addressed)		
			Develop knowledge, skills, and understanding in a particular field of study	Identify one or more capabilities for focused development	Locate, select, organise, and use ideas, resources, and information	Learn in a range of settings, including school and the wider community	Negotiate, plan, and make decision	Report and reflect on a community application activity.	Knowledge and Understanding	Planning and Organisation	Application and Reflection
School Assessment	Folio	70	✓	✓	✓	✓	✓		1,2	1	1
External Assessment	Community Application Activity	30				✓	✓	✓		1	2,3

**STAGE 2 COMMUNITY STUDIES B
SCHOOL ASSESSMENT COVER SHEET
ASSESSMENT TYPE 1: FOLIO
FINAL MODERATION**

SACE registration number:

6	5	4	3	2	1	X
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Field of study/subject code: Humanities and the Community (2UBY20) School number: 000

Board-accredited SACE Stage 2 subject on which Community Studies B is based (*e.g. Biology*):
Australian History

Assessment Type 1: Folio

Indicate the number of tasks provided as evidence of learning for either a 10-credit or 20-credit Community Studies B subject.

10-credit subject: _____ tasks provided

20-credit subject: 5 tasks provided

For a 10-credit subject, students should provide evidence of learning from at least two tasks.

For a 20-credit subject, students should provide evidence of learning from at least five tasks.

Task Descriptions	
Task 1	Exploring the experience of one group of migrants to Australia.
Task 2	Students examine 5 sources related to the post World War 2 migration to Australia
Task 3	Research how areas of South Australia were settled and how these groups impact on the Australian diet
Task 4	Research three significant women and their contributions to Australian history
Task 5	Investigate the history of AFL and its impact on local leagues

Add or delete rows as required

As a set, the tasks for this assessment type show evidence of the student's learning in relation to the following assessment design criteria:

Knowledge and Understanding (KU1, KU2)

Task number(s) and form of evidence (e.g. annotations, written, oral commentary)

(e.g. Task 3)
Task 3

(Form of evidence) **Highlighted sections and annotated comments**

Planning and Organisation (PO1)

Task number(s) and form of evidence (e.g. annotations, emails, mind maps, diary notes)

(e.g. Task 3)
Task 1

(Form of evidence) **Emails and interview notes**

Application and Reflection (AR1)

Task number(s) and form of evidence (e.g. journal, oral discussion, reflection summary, blog)

(e.g. Task 3)
Task 1

(Form of evidence) **Reflection summary**

Assessment decision (OA*, A–E) of Assessment Type 1: Folio

C

Teacher comments (optional): _____

* A result of OA represents outstanding achievement in all requirements of the assessment type

SCHOOL ASSESSMENT

Assessment Type 1: Folio

(Learning associated with some of the learning requirements of SACE Stage 2 Australian History)

Task 1

Students explore the experiences of one group of migrants to Australia, including:

- motivations for coming
- the experience on the journey over
- evaluation of ease of settlement into Australia.

Source material is to be referred to and referenced appropriately. This evidence can include reference to interviewees, visual material, film, sound, or primary sources such as diaries, letters or recollections

Performance Standards for Stage 2 Community Studies B [Re Marking of History Task]

	Knowledge and Understanding	Planning and Organisation	Application and Reflection
A	Productive development of knowledge, skills, and understanding related to the selected SACE Stage 2 subject. Insightful identification and understanding of one or more key concepts of the select subject.	Focused planning and exploration, and development of clear strategies to complete tasks.	Critical reflection on the development of some specific knowledge, skills and understanding related to the selected Stage 2 subject. Application of a range of specific knowledge, skills, and selected capability or capabilities to efficiently and thoughtfully complete the community application activity. Insightful reflection on the application of knowledge and skills in the community activity.
B	Mostly productive development of some knowledge, skills, and understanding studied in relation to the selected SACE Stage 2 subject. Thoughtful understanding of one or more key concepts of the select subject.	Well-considered planning and exploration, and development of some several strategies for completing tasks.	Thoughtful reflection on the development of some specific knowledge, skills and understanding related to the selected Stage 2 subject. Use of specific knowledge, skills, and selected capability or capabilities to thoughtfully complete the community application activity. Well-considered reflection on the application of knowledge and skills in the community application activity.
C	Development of some basic knowledge, skills, and understanding related to the selected SACE Stage 2 subject. Basic understanding of one or more key concepts of the select subject.	Appropriate planning and exploration, and development of a small number of strategies to complete tasks.	Considered reflection on the development of some specific knowledge, skills and understanding related to the selected Stage 2 subject. Appropriate use of specific knowledge, skills, and capabilities to complete the community application activity. Considered reflection on application of knowledge and skills in the community application activity.
D	With support, some demonstration of basic knowledge, skills, and understanding related to the selected SACE Stage 2 subject. With support, basic understanding of one or more key concepts of the select subject.	With support, undertaking some planning and exploration, and the development of at least one strategy to complete one task.	Some basic reflection on the development of some specific knowledge, skills and understanding related to the selected Stage 2 subject. Application of a few skills to attempt aspects of the community application activity. Some basic reflection on the application of knowledge and skills in the community application activity.
E	With support, limited demonstration of knowledge, skills, and understandings related to the selected SACE Stage 2 subject. With support, limited understanding of a key concept of the select subject.	With support, undertakes limited planning, and recognises the need to identify strategies to complete tasks.	Limited reflection on the development of some specific knowledge, skills and understanding related to the selected Stage 2 subject. Application of at least one skills to an aspect of the community application activity. With prompting, some limited reflection on an aspect related to the community application activity.

Task 2

Topic Chosen: Students examine five sources related to the Post WWII Migration to Australia (provided by the teacher).

A series of short-answer questions enables students to extrapolate information, evaluate the usefulness of the source material to historical research, and to draw conclusions from the information.

Performance Standards for Stage 2 Community Studies B

	Knowledge and Understanding	Planning and Organisation	Application and Reflection
A	<p>Productive development of knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Insightful identification and understanding of one or more key concepts of the select subject.</p>	<p>Focused planning and exploration, and development of clear strategies to complete tasks.</p>	<p>Critical reflection on the development of some specific knowledge, skills and understanding related to the selected Stage 2 subject.</p> <p>Application of a range of specific knowledge, skills, and selected capability or capabilities to efficiently and thoughtfully complete the community application activity.</p> <p>Insightful reflection on the application of knowledge and skills in the community activity.</p>
B	<p>Mostly productive development of some knowledge, skills, and understanding studied in relation to the selected SACE Stage 2 subject.</p> <p>Thoughtful understanding of one or more key concepts of the select subject.</p>	<p>Well-considered planning and exploration, and development of some several strategies for completing tasks.</p>	<p>Thoughtful reflection on the development of some specific knowledge, skills and understanding related to the selected Stage 2 subject.</p> <p>Use of specific knowledge, skills, and selected capability or capabilities to thoughtfully complete the community application activity.</p> <p>Well-considered reflection on the application of knowledge and skills in the community application activity.</p>
C	<p>Development of some basic knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Basic understanding of one or more key concepts of the select subject.</p>	<p>Appropriate planning and exploration, and development of a small number of strategies to complete tasks.</p>	<p>Considered reflection on the development of some specific knowledge, skills and understanding related to the selected Stage 2 subject.</p> <p>Appropriate use of specific knowledge, skills, and capabilities to complete the community application activity.</p> <p>Considered reflection on application of knowledge and skills in the community application activity.</p>
D	<p>With support, some demonstration of basic knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>With support, basic understanding of one or more key concepts of the select subject.</p>	<p>With support, undertaking some planning and exploration, and the development of at least one strategy to complete one task.</p>	<p>Some basic reflection on the development of some specific knowledge, skills and understanding related to the selected Stage 2 subject.</p> <p>Application of a few skills to attempt aspects of the community application activity.</p> <p>Some basic reflection on the application of knowledge and skills in the community application activity.</p>
E	<p>With support, limited demonstration of knowledge, skills, and understandings related to the selected SACE Stage 2 subject.</p> <p>With support, limited understanding of a key concept of the select subject.</p>	<p>With support, undertakes limited planning, and recognises the need to identify strategies to complete tasks.</p>	<p>Limited reflection on the development of some specific knowledge, skills and understanding related to the selected Stage 2 subject.</p> <p>Application of at least one skills to an aspect of the community application activity.</p> <p>With prompting, some limited reflection on an aspect related to the community application activity.</p>

Task 3

Individual task - negotiated with teacher.

Research how areas of South Australia were settled and how these groups have impacted on our diet.

Task 4

Individual task - negotiated with teacher.

Research 3 significant women in Australian History; How did each contribute to our country.

Task 5

Individual task - negotiated with teacher.

Investigate the history of the AFL and its impact on local leagues.

External Assessment

Assessment Type 2: Community Application Activity

Examples of alternative tasks for students undertaking Community Studies B

Stage 2 Subject	Tasks from Stage 2 Learning and Assessment Plan	Community Studies B alternative example
Geography	<p>Inquiry Students complete a geographical inquiry related to an option topic. The topic must be different to that for the individual fieldwork report. The geographical inquiry should illustrate an understanding of the concepts, key ideas, and knowledge related to a chosen option topic. The inquiry is completed independently and should be based on an inquiry question. The inquiry involves a study of an issue that has local, national, and global relevance. Students complete research on the causes of the issue, management strategies, and varying viewpoints. They synthesise the information, make justifiable conclusions, and prepare a presentation in a chosen format.</p>	<p>Research the new energy ratings for new homes. What measures qualify and how effective are they in energy reduction. Present findings as a booklet.</p> <p><i>This task will be marked against the Community Studies B Performance Standards as follows</i></p> <ul style="list-style-type: none"> • Knowledge and Understanding 1 and 2 • Planning and Organisation 1 • Application and Reflection 1
Geography	<p>Water issues inquiry (Folio) Students complete an exercise on the consequences of human interaction with freshwater sources on a local, national and global scale. They complete detailed research into a water-based issue and report in an oral presentation accompanied by a PowerPoint presentation.</p>	<p>Investigate the recycling of water in a new housing development. This may include wetlands, grey water and rainwater tanks. Present findings as a report.</p> <p><i>This task will be marked against the Community Studies B Performance Standards as follows</i></p> <ul style="list-style-type: none"> • Knowledge and Understanding 1 and 2 • Planning and Organisation 1 • Application and Reflection 1
Chemistry	<p>Issues investigation (Investigations folio) In Part A, students use a list of bio-fuels to:</p> <ul style="list-style-type: none"> • formulate a question linking their chosen bio-fuel to an associated issue • gain approval to proceed and locate articles on the social/environmental issue. <p>Using two of their chosen articles, students critically evaluate the articles for bias, credibility, accuracy and suitability.</p> <p>In Part B students use the information they have gathered, together with any additional support materials, to write a report in which they respond to the question they have formulated. In the report, they provide relevant chemical background, consider different perspectives, present alternative views, and present an informed personal view. They respond to a question, provided by the teacher, which relates both to the article provided and to the student's chosen bio-fuel.</p>	<p>Investigate bio-fuels, what they are, their uses and in particular their use in the car racing industry. Present as a PowerPoint.</p> <p><i>This task will be marked against the Community Studies B Performance Standards as follows</i></p> <ul style="list-style-type: none"> • Knowledge and Understanding 1 and 2 • Planning and Organisation 1 • Application and Reflection 1
Visual Arts –Design	<p>Visual study (External Assessment) Students produce one visual study, which explores and/or experiments with one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies.</p>	<p>Using totally recycled materials, construct a wedding dress. Display in Library with report on materials used.</p>



	<p>The exploration and/or experimentation are based on students' critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills.</p>	<p><i>This task will be marked against the Community Studies B Performance Standards as follows</i></p> <ul style="list-style-type: none"> • <i>Knowledge and Understanding 1 and 2</i> • <i>Planning and Organisation 1</i> • <i>Application and Reflection 1</i>
<p>Visual Arts –Design</p>	<p>Practical Students produce two practicals which must be resolved works. The final resolved practical works involves the application of technical skills. Art practicals may take any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.</p> <p>The Practitioner's Statements Students prepare two written practitioner's statements, one for each resolved practical.</p>	<p>Research the requirements and produce a photographic folder showing students is action at the school for use in school publications. Display appropriate photographs at the school for one event.</p> <p><i>This task will be marked against the Community Studies B Performance Standards as follows</i></p> <ul style="list-style-type: none"> • <i>Knowledge and Understanding 1 and 2</i> • <i>Planning and Organisation 1</i> • <i>Application and Reflection 1</i>
<p>Nutrition</p>	<p>Core Topic 2: Supervised task (Skills and applications tasks) Students demonstrate knowledge and understanding of nutrition in a variety of short answer questions related to diet, lifestyle, and health. They select and display information from an investigation and use it to identify how choices influence nutritional outcomes. They recommend changes in lifestyle and diet to reduce disorders due to under and/or over-nutrition. Students communicate their knowledge using several formats, including diagrams.</p>	<p>Students investigate the new packaging laws, why they are being introduced, what they are and how they will impact consumers. Present findings as an oral presentation of a maximum of five minutes.</p> <p><i>This task will be marked against the Community Studies B Performance Standards as follows</i></p> <ul style="list-style-type: none"> • <i>Knowledge and Understanding 1 and 2</i> • <i>Planning and Organisation 1</i> • <i>Application and Reflection 1</i>

Stage 2 Community Studies B – 2016

External Assessment Cover Sheet

Assessment Type 2: Community Application Activity

SACE Registration Number:

6	5	4	3	2	1	X
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Tick the field of study undertaken and indicate the number of credits

FIELD OF STUDY	CODE	10 or 20 credits	Tick √
Humanities and the Community	2UBY	20	√
Science, Technology, Engineering, and Mathematics (STEM)	2SBY		
Interdisciplinary Learning and the Community	2IBY		

This community application activity contains:

___975___ words **OR** _____minutes **OR** (please tick) _____the equivalent in multimodal form

This **community application activity** is assessed using the following specific features:

Planning and Organisation	Application and Reflection
PO1	AR2
	AR3



Stage 2 Community Studies B - Humanities & the Community

654321X

External Assessment: Community Application Activity

Report and Reflection

Word Count; 975 words

For my Community Studies B project I have made a photographic calendar for some of the aged care residents at the home near our school. I rang and spoke to the boss of the home and she told me there were usually about 20 women in care there. I used my time to make and publish 20 full colour calendars for the people to keep in their rooms so they can still have a concept of time.

Some of the capabilities my teacher said I had to do were literacy and numeracy. The one I picked for myself was ICT because I think that when I get older I will be using ICT a lot when I get a job. Some of the new learnings I had was looking in the library for books and how to use the photocopier at the community library. It was a new experience for me – but now I can use the photocopier at school. Looking at the books in the library was very useful, but when I tried to scan them I could not really alter their size and I found some of the colours did not produce an accurate colour copy. In the end I needed to use my mobile phone, I was happy doing that because I have an editing tool on my phone that let me maintain the colour true to the photos and I could more easily upload them to my calendar document.

I decided I had to narrow down my time line a bit so I decided to make it late 1930- 1945. I did this after I spoke to the boss of the nursing home because some of the dementia patients may be able to identify with the clothing of their youth. I learnt so much about clothes, I had no idea about rations and coupons used during the war, and how clothes changed so much from the 30's to the late 40s. I learnt about girls called flapper, which I think must be like Paris Hilton now. The dresses got a lot shorter during WW2 because there was not a lot of fabric to use. My Gran told me when she was a kid in the 40s they also had to remake/ model clothes, we call it recycling now.

I do not have much stuff at home for technology. I need to access stuff like the internet at school. I found this hard, so I started going more to the community library to use their wi-fi on my school laptop. My skills are not really good, I used one of the calendar proformas off the internet I found. I had to save it to my computer and USB so I could use it at home. I had to cut and paste the pictures for each month. I found it hard to get everything to fit in. when I thought I'd got it finished I emailed it to my teacher. She suggested I put the pictures in order of years/ fashion trends. I wish she told me that when we were working on it at school. I then had to go and change it all again, I was running out of time. I had to go wait until I was back at school to email the second one through to my teacher.

I used my literacy and numeracy skills to research my work and I used my maths skills to work out my timeframe for the semester. I had to use my maths skills to sort out the calendar days and months. I found it hard when it had to be colour copied and making sure everything stayed in order. I had to negotiate with my teacher to use money from her budget to print the 20 copies. I had to talk to the bursar to get her permission to use the colour copier. I don't really like talking with people I don't know and asking for help.

A website called 'The Australian Dress Register' was shown to me by the library lady. It was a primary source of information for me. I learnt some of that work from the community librarian about primary and secondary resources. Primary sources are like the librarian who told me information too and the boss from the nursing home.

When the calendars were printed out it came to \$17.80 and it cost about \$18.00 for lamination it had to get bound too. On binding I spent about \$60, because I had to get it bound outside of school. I spent about \$100.00 from my teacher's budget. If I did this again I would have to think about fundraising to get the money, or I might not get it laminated, that would save money too.

When I took the calendars to the home it was so nice walking around with the RN (Registered Nurse) and giving them to the women in the ward I was allowed to go to. I had to sign in and the nurse told me I had to be confidential about the patients and their privacy. I had not done stuff like this before. It was different to how I thought it would be, I was not able to give them to the dementia ward women, so I had to give them to independent living patients. They seemed to like them too. I should have planned it better so I could give it to the other people. I didn't know I would not be able to see the people. Next time I try to do something like this I will need to check out the information before I arrive. I think the hand wash by the sign in book at the home should be used in the library too.

Performance Standards for Stage 2 Community Studies B

	Knowledge and Understanding	Planning and Organisation	Application and Reflection
A	<p>Productive development of knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Insightful identification and understanding of one or more key concepts of the selected subject.</p>	<p>Focused planning and exploration, and development of clear strategies to complete tasks.</p>	<p>Critical reflection on the development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Application of a range of specific knowledge, skills, and selected capability or capabilities to efficiently and thoughtfully complete the community application activity.</p> <p>Insightful report and reflection on the application of knowledge and skills to the community activity.</p>
B	<p>Mostly productive development of some knowledge, skills, and understanding studied in relation to the selected SACE Stage 2 subject.</p> <p>Thoughtful understanding of one or more key concepts of the selected subject.</p>	<p>Well-considered planning and exploration, and development of several strategies for completing tasks.</p>	<p>Thoughtful reflection on the development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Use of specific knowledge, skills, and selected capability or capabilities to thoughtfully complete the community application activity.</p> <p>Well-considered report and reflection on the application of knowledge and skills to the community application activity.</p>
C	<p>Development of some knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Some understanding of one or more key concepts of the selected subject.</p>	<p>Appropriate planning and exploration, and development of a small number of strategies to complete tasks.</p>	<p>Considered reflection on the development of some specific knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Appropriate use of specific knowledge, skills, and selected capability or capabilities to complete the community application activity.</p> <p>Considered report and reflection on the application of knowledge and skills to the community application activity.</p>
D	<p>Some demonstration of basic knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Basic understanding of one or more key concepts of the selected subject.</p>	<p>Some basic planning and exploration, and the development of at least one strategy to complete one task.</p>	<p>Basic description of some development of knowledge, skills, and/or understanding related to the selected SACE Stage 2 subject.</p> <p>Application of a few skills to attempt aspects of the community application activity.</p> <p>Some basic description of the application of knowledge and skills to the community application activity.</p>
E	<p>Limited demonstration of knowledge, skills, and understanding related to the selected SACE Stage 2 subject.</p> <p>Limited understanding of a key concept of the selected subject.</p>	<p>Limited planning, and recognises the need to identify strategies to complete tasks.</p>	<p>Limited description of an aspect of knowledge or a skill related to the selected SACE Stage 2 subject.</p> <p>Application of at least one skill to an aspect of the community application activity.</p> <p>With prompting, some limited description of an aspect related to the community application activity.</p>

Teachers and Schools

Frequently Asked Questions

Stage 2 Community Studies A and Stage 2 Community Studies B Subjects

The following is designed to answer questions you may have about teaching Stage 2 Community Studies A and Stage 2 Community Studies B subjects.

Refer also to Subject operational information.

Enrolment, Results and Reporting

➤ How is Stage 2 Community Studies A offered?

Students can gain 10 or 20 credits towards their SACE in Stage 2 Community Studies A through the selection of an area of study. The six areas of study are:

Arts and the Community	2AAY10	2AAY20
Communication and the Community	2CAY10	2CAY20
Foods and the Community	2FAY10	2FAY20
Health, Recreation, and the Community	2HAY10	2HAY20
Science, Technology, and the Community	2NAY10	2NAY20
Work and the Community	2WAY10	2WAY20

➤ How is Stage 2 Community Studies B offered?

Students can gain 10 or 20 credits towards their SACE in Stage 2 Community Studies B through the selection of a field of study. The three fields of study are:

Humanities and the Community	2UBY10	2UBY20
Science, Technology, Engineering, and Mathematics (STEM) and the Community	2SBY10	2SBY20
Interdisciplinary Learning and the Community	2IBY10	2IBY20

➤ Can Stage 2 Community Studies A and Stage 2 Community Studies B contribute to an ATAR?

No, Stage 2 Community Studies A and Stage 2 Community Studies B are not Tertiary Admission Subjects (TAS), so cannot contribute to an Australian Tertiary Admission Rank (ATAR).

➤ How are Stage 2 Community Studies A and Stage 2 Community Studies B resulted?

These subjects are resulted using OA*, or A to E grades (* a result of an OA represents outstanding achievement in all requirements for each assessment type).

➤ Can a student count both Stage 2 Community Studies A and Stage 2 Community Studies B subjects towards the SACE?

Yes, however, subject preclusion applies to 10-credit and 20-credit versions of the same subject code (e.g. 2AAY20 is precluded with 2AAY10). Only one code can contribute to the 60 credits at Stage 2.

➤ **Can a student reuse tasks presented and resulted in a Board-accredited Stage 2 subject (e.g. Geography) in a Stage 2 Community Studies B field of study?**

No, a student cannot use the same piece of work that has been assessed in one subject that has been resulted, as evidence of his or her learning against the learning requirements in another subject. Refer to Reuse of Assessed Work policy. The term 'reuse' refers to the practice of submitting for assessment in one subject work that has previously been assessed in another subject.

➤ **Can students use materials from another subject in Stage 2 Community Studies A?**

Yes, a student may use materials from a Stage 2 subject from which they have been withdrawn and not resulted, in a Stage 2 Community Studies A subject.

For example, a student may include an Issues Investigation about environmental sustainability from the related subject Biology in their record of evidence. This evidence of learning could directly relate to the development of a community activity about wetlands in a Science, Technology and the Community area of study. However with the establishment of the newly-developed Community Studies B, the practice of *Using Materials from another Subject* (often referred to as conversions) may be better served by undertaking the new Community Studies B subject.

➤ **Can students use materials from another subject in Stage 2 Community Studies B?**

Yes, the establishment of the newly developed Stage 2 Community Studies B subject enables students to include existing or newly developed tasks related to a Stage 2 SACE Board-accredited subject.

For example, a student may include some Biology tasks (provided that the student has been withdrawn and not resulted in Biology) in their Stage 2 Community Studies B Folio or a combination of existing and newly developed tasks as evidence of learning for the school assessment component. In this example, the field of study selected in Stage 2 Community Studies B could be Science, Technology, Engineering and Mathematics (STEM) and the Community.

➤ **Could a student undertake a Board-accredited Stage 2 subject (e.g. Biology) in the following year after being resulted in Stage 2 Community Studies B based on the same subject in the previous year?**

Yes, however the tasks completed need to be new for that year. The two subjects would not be precluded combinations as they have different subject codes.

➤ **Can a student get a result in Stage 2 Community Studies A, and subsequently change their enrolment and result to Stage 2 Community Studies B?**

No. Once a subject has been resulted, the subject cannot be changed

➤ **Can students still use the materials from another subject (previously known as conversions) in Stage 2 Community Studies A?**

Yes, however the establishment of the new Stage 2 Community Studies B subject may be a preferred option for using materials from a subject currently being studied.

Teaching and Learning

➤ **What processes are used to verify student work?**

Students and teachers complete a [Supervision and Verification of Student Work](#) form to verify that work submitted is the student's own.

➤ **Can students from linguistically diverse backgrounds present evidence of their learning for assessment in their dominant/first language?**

No, the evidence of learning submitted for assessment, whether written or spoken, must be presented in the English language. However, the student may undertake research on information or data that is presented or collected in a language other than English. For example, a student who is able to read texts in German may wish to use the information from these texts as part of their learning activities.

➤ **Are there guidelines on safe and ethical considerations in Community Studies?**

Yes, refer to the following guidelines:

- [Ethical research - guidelines for students](#)
- [Ethical Conduct of Research](#)

The school is responsible for the approval of processes and activities planned and undertaken by students in their Community Studies subject(s).

Assessment Design

➤ **Is a learning and assessment plan required for Stage 2 Community Studies A and Stage 2 Community Studies B?**

No, for both Stage 2 Community Studies A and Stage 2 Community Studies B the learning and assessment requirements are prescribed, so schools do not provide a learning and assessment plan for approval.

However, Assessment Program Planners are available for Stage 2 [Community Studies A](#) and Stage 2 [Community Studies B](#) to support schools to plan and manage implementation of these subjects. The Assessment Program Planners should be submitted with the moderation materials.

➤ **Do schools need to form separate assessment groups for Stage 2 Community Studies A and Stage 2 Community Studies B?**

Yes, students from Stage 2 Community Studies A and Stage 2 Community Studies B need to be entered in schools online as separate assessment groups.

Assessment Decisions

➤ **Who marks the externally assessed Reflection for Stage 2 Community Studies A (Assessment Type: 2)?**

The teacher is the first marker and a marker appointed by the SACE Board is the second marker. The SACE Board applies further processes should the difference between the first marker and the second marker be outside the pre-established marking tolerance.

➤ **Who marks the externally assessed Community Application Activity for Stage 2 Community Studies B (Assessment Type: 2)?**

The teacher is the first marker and a marker appointed by the SACE Board is the second marker. The SACE Board applies further processes should the difference between the first marker and the second marker be outside the pre-established marking tolerance.

Preparing Materials for Moderation and Marking

➤ What materials are submitted to the SACE Board for moderation?

School assessment materials for all students are submitted for final moderation (central), along with the associated Assessment Program Planner(s).

For Stage 2 Community Studies A:

- Assessment Type 1: Contract of work (Development of Contract, Folio and Presentation).

For Stage 2 Community Studies B:

- Assessment Type 1: Folio.

➤ How can multimodal and oral evidence of learning be presented for marking and moderation?

Multimodal and oral evidence must be submitted as digital files on a CD, DVD or USB drive. See [Submission of Electronic Files](#) for more information.

➤ What materials are submitted to the SACE Board for marking Assessment Type 2?

External assessment materials for all students in the assessment group are submitted to the SACE board.

Stage 2 Community Studies A–Reflection

Both of the following must be submitted for Community Studies A:

- a summary of the community activity, processes used and details of presentation completed in either written form (a maximum of 200 words) or oral form (a maximum of 1 minute duration), or the equivalent in multimodal form and
- a reflection on the completion of the contract of work and the community activity
 - For a 10-credit subject (a maximum of 500 words) if written or a maximum of 3 minutes if oral, or the equivalent in multimodal form.
 - For a 20-credit subject (a maximum of 1000 words) if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form

Refer to Subject Operational information.

Stage 2 Community Studies B–Community Application Activity

Both of the following must be submitted for Research Project B:

- Report on the Community Application Activity
- Reflection on the Community Application Activity.

Together the report and reflection should be:

- For a 10-credit subject, a maximum of 500 words if written or a maximum of 3 minutes if oral or the equivalent in multimodal form.
- For a 20-credit subject, a maximum of 1000 words if written or a maximum of 6 minutes if oral or the equivalent in multimodal form.

Refer to Subject Operational information.

➤ Does the summary (written or oral) contribute towards the externally assessed Reflection in a Stage 2 Community Studies A subject?

No, the summary, maximum of 200 words, is in addition to the word limit specified for the Reflection. The purpose of the summary is to provide background information about the community activity, processes used and details of presentation completed for the assessors.