

STAGE 2 COMMUNITY STUDIES

ASSESSMENT TYPE 1: CONTRACT OF WORK

STUDENT RESPONSE

FUNDRAISER

DEVELOPMENT OF CONTRACT

CONTRACT

STAGE 2 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 _____ SACE registration number

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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 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	TBA	
Work and the Community	2WAY	20

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
- 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.

MY COMMUNITY ACTIVITY

Briefly:

- provide some background information about yourself and the way you prefer to learn
- provide a broad overview of what you hope to achieve, and why
- Indicate if this is a conversion from another subject.

I am _____ and I am in year 12 at _____. Two of my interests are horse riding and basketball. I have chosen Community Studies because I completed community studies in stage 1 and really enjoyed it and found it interesting and beneficial. My interests also include sports, being with friends, going to the beach, shopping, being outdoors, and travelling. I do not have any plans yet for my future job when I leave school, but I would like a job that earns good money so I can do a lot of travelling and set myself up for the future.

I'm a visual learner: this means I like doing things and creating things. I like information presented in pictures, charts, or diagrams as they are easily remembered.

My topic for Community Studies is organising and planning a event that I can hold in my local community.

I am choosing this project because I think it would be a great idea as _____ is such a small town and there are not many events that happen here. At the moment our town is trying to raise funds for the re fencing of the jetty pool. A local voluntary committee are working with the local council. The committee has been together for approx. 6 months and they are aiming to raise \$30,000. I am hoping I can raise a good amount of money from my event to put towards this goal of \$30,000. To help me achieve my goal I will approach the local Youth Development Officer and attend the Youth Advisory Committee (YAC) to ask for support from that committee.

I will be passionate about making and presenting this project. I have not organised an event like this before so this will be quite a challenge for me. I have helped organize I am looking forward to doing all of the planning and organising for this event. I will set myself goals so I can achieve the best for my event. I am going to present my information in a folder. I will provide a folder of information collected and the final decisions made in relation where the event will be held, how much money is needed to make a successful event, and what I will be putting the money towards. The folder will also include photographs of the event to show evidence.

Now outline what your community activity will be (e.g. a product, event, performance, display or service).

To plan, organize and run an event aimed at the community. YAC, SRC and the Youth Development Officer will help support me throughout this.

MY COMMUNITY ACTIVITY (continued)

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 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.

For a 20-credit subject, you might prefer to separate your community activity into smaller sections.

- Discuss options for investigation with my teacher. 2 hours
- Do some brainstorming about my area of interest 2 hours
- Write contract 3 hours
- Identify my mentor and ask them to be my mentor 1 hours
- Talk to my family about this 1 hours
- Write weekly journal 20 hours
- Go to the jetty pool committee for support and tell them my plans 3 hours
- Make a survey to give to the Youth advisory 4 hours
- Attend YAC meeting, suggest to YAC about running a refreshment stall at the event 5 hours
- Work out what type of event I will be holding 4 hours
- Talk to people who have organised events before and ask them how they done it and if they have any recommendations. 4 hours
- Talk to about grants 2 hours
- Apply for grants to get dancer/Drama experts over 10 hours
- Talk to my mentor regularly 20 hours
- Look/book place to hold the event and fill in appropriate paper work4 hours
- Inform Jetty pool Committee on my plans and ideas 4 hours
- Brainstorm performances that could be performed to the community 5 hours
- Advertise in the school daily notes for interested participants 2 hours
- Meet with the participants and the drama teacher 3 hours
- Write to the principal about the performance 3 hours
- Decide on performance 2 hours
- Write letters to parents seeking their approval of their child to be a part 2 hours
- Rehearsal schedule 5 hours
- Attend performance practices and auditions 20 hours
- Get sound track together 5 hours
- Help organise and create back drops and costumes 20 hours
- Research posters to help get ideas and annotate 3 hours
- Make posters to advertise the event 5 hours
- Advertise this event well, not only in the local community
But to other small towns in the district through the local paper, , newsletter, surrounding schools,
newsletter and radio etc. 5 hours
- Make thankyou notes for appropriate people 4 hours
- Organise local newspaper person to attend the event to showcase 2 hours
- Take photos of the development of the production 6 hours

- Present the event to the community

3 hours

Leading up to and on the evening of the event:

- Negotiate with teaches to have the kids on the day of the performance.
- Organise float
- Set the hall up
- Help YAC set up the refreshment stall, make posters of costs
- Hair and make up for actors
- Help pack up the venue

MAKE A BUDGET INCLUDING:

- Cost of venue
- Cost of food and drinks
- Cost of costumes and back drops.
- Any other budgeting requirements e.g photo copying of script and posters.

- Prepare for community presentation
- Create a feedback sheet for the audience
- Present community presentation
- collect for feedback from audience
- Written reflection draft, and complete.

PREPARING FOR MY CHOSEN COMMUNITY ACTIVITY

Now think about the specific knowledge and skills you already have, or need to develop, in order to complete your community activity.

The five capabilities are citizenship, communication, learning, personal development and work. Which capability or capabilities will you focus on in your activity?

My Community studies will focus on Communication and Personal Development

Communication: I will need to communicate with others who have had experience in organising events. I will need to make sure I get appropriate information. I will develop my communication skills by organising time to talk with people on the youth advisory committee, friends, professionals, and phoning. I will be working with a range of community members and possibly people out of . I will need to reflect on any feedback they give me and use it to my benefit.

Personal Development: I will be doing the planning for an event that will; be held in the local community. I have not planned anything like this before so planning and organising this event will be both challenging and achievable for me.

I will develop my personal development by improving my confidence in talking and working with people I am unfamiliar with, such as people with experience in organising events on the phone and face to face. I will need to make sure I will be organised to get everything finished and organised by the time the event is.

I will communicate with my teacher, family, experts and the Youth Advisory Committee about my plans, and ideas for the event. I will need to use language appropriate to planning, organizing, problem-solving, and reflection. I also need to make sure I keep everything I do as evidence e.g. things like summaries, surveys, notes, meetings, interviews and reports.

Learning: I will learn a great deal on how to organise an event. I will be working with many people in the community. I will learn the importance of time management throughout the year. I will need to be really committed and organised. I will learn how to advertise an event and create a budget. I will need to make sure that I know my performance standards well so I can complete my reflection successfully.

What personal knowledge and skills, including literacy and numeracy, do you already have that you can build on to complete your community activity successfully?

I have done community studies in year eleven so I know how to write in a journal, making feedback sheets, and surveys. I also kept a really good folio. I have been an active 8 participant where we performed a short play to the community. I have done stage 1 Art this will help me with my poster designs. I have basic numeracy skills such as addition, multiplication, using a calculator, key board skills, and using , and these will help me with my event. I am good at making sure I am using the correct language when speaking or writing to a variety of people. I am good at taking notes.

What new knowledge and skills, including literacy and numeracy, will you plan to research, develop or practise to complete your community activity?

My mentor is someone that I haven't done much work with before. I will need to develop my confidence more with her. Managing simple accounting procedures such as costing, budgeting, and record-keeping will be skills and knowledge I will develop. Budgeting for this event will be new to me and I will need to be really responsible when dealing with money. I will need to be checking with my mentor and teacher all the time. I will be learning about purchase orders through the front office. I will need to work on my drafting, editing, and proofreading skills.

GETTING FEEDBACK FROM THE COMMUNITY

You need a contact in the community with knowledge and understanding of the type of work that you undertake in your community activity. Arrange for this person to give feedback on your community activity. You may ask for feedback at appropriate times to help with your learning.

The feedback that you obtain can be documented in any form (e.g. written forms, checklists or notes, or recorded electronically).

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

The knowledge and skills this person has are:

has acting skills and completed a diploma in acting in 2012.

is the Drama teacher and has had many experiences with Rock Eistedford and Active 8.

Select one or more of the following:

The times during my learning/activity when I will 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)

MY COMMUNITY PRESENTATION

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

The audience for the event will be the community.

The audience for my PowerPoint will be my class.

The form used for the presentation will be

Written Oral Visual Digital

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

My presentation will be a performance and a PowerPoint

I will get feedback from my audience about my presentation by (e.g. written, oral, digitally recorded)

A written form.

FOLIO – EVIDENCE OF MY ACTIVITIES AND LEARNING

You need to compile and maintain a structured record of evidence of your learning while you are completing your contract of work. The record should show how your learning relates to the knowledge and skills and the capability(ies) you have identified for development .

This record of evidence includes:

Area of evidence	My evidence
planning my community activity	I will take notes on relevant research and keep evidence of what I do. My contract will show my planning. I will use photos to show evidence of planning.
engaging in activities to complete my community activity	<ul style="list-style-type: none"> • Weekly journal entries • Photos of meetings and rehearsals • Spread sheets • Putting everything into a folder
any changes or modifications to the contract of work and the reasons for them	Journal
feedback from others, including the community contact(s)	Journal, feedback sheets, records of conversations, notes and emails.
reflecting on the ongoing development of my knowledge and skills	Journal entries and photo evidence
reflecting on new knowledge and skills related to the capability(ies) I have chosen	Journal and written reflection at the end of the year.

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 _____

Assessment Comments

This response is illustrative of an A grade (Outstanding Achievement).

Planning and Organisation

- PO1 Background information on student (p. 4) outlines clear strategies in approaching the local YDO (Youth Development Officer) and YAC (Youth Advisory Committee).
The list of tasks, with estimated time requirements (p. 5), shows exceptional sequential detail and demonstrates highly focused planning and exploration, and purposeful development of contract with challenging and achievable goals. Focused planning is evident throughout the document.
- PO2 Insightful identification of existing knowledge and skills in literacy and numeracy tied in well to planned investigation (p. 7).
- PO3 Three capabilities (Communication, Personal Development, Learning) identified for focused development. Thorough exploration of the selected capabilities, and reasons for their choice provided (p. 7).

Reflection

- R1 In-depth thought and evaluation of the process evident in the list of tasks, early identification and approach to community contacts, and ongoing, in-depth interaction planned with community contacts throughout the contract.

Performance Standards for Stage 2 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>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 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>
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>