

**STAGE 2 COMMUNITY STUDIES**

**ASSESSMENT TYPE 1: CONTRACT OF WORK**

**STUDENT RESPONSE**

**ORGANIC FOOD**

**DEVELOPMENT OF 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
<b>Arts and the Community</b>	<b>2AAY</b>	
<b>Communication and the Community</b>	<b>2CAY</b>	
<b>Foods and the Community</b>	<b>2FAY</b>	
<b>Health, Recreation, and the Community</b>	<b>2HAY</b>	
<b>Science, Technology and the Community</b>	<b>TBA</b>	20
<b>Work and the Community</b>	<b>2WAY</b>	

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.

My name is [REDACTED] I'm currently in year 12 at [REDACTED] High School. I had been here three and about seven or eight months. This is my third year in this school. I've done Biology in semester 1, but I found some difficulties, so I converted to Community Studies.

Even though I converted to Community Studies, but my topic in Community Studies is only around Biology knowledge, but in a lower level, so it will be easier for me. I still can improve my researching skills and communication skills via searching the secondary sources and do the survey and the interview. Also, my numeracy will be improved too during the time I do my survey about my topic. I hope I will complete SACE and go to university after that. I'm going to do Health Science course in University of Adelaide, so, doing "organic food" topic, I will have more knowledge about humans' health, which is very helpful for me after that.

Watching movies on TV, listening to music, hanging out with friends, cooking, playing computer games and chatting with friends online are my hobbies that I would like to do in my free time. When I was little, I would like to become a tourist guide, so I can travel around the world and improve my English skills. But now, I don't want to be a tourist guide anymore, I like to study about Health Science, even though I'm not sure what I will do after the graduation, but there are still some options for me to choose to become, such as chiropractor or lab manager.

For my investigation, I'm planning to organise an interview with my community contract, and get some feedback. I will have a visit to some organic food shops in the city, and make an interview with them. I could ask their permission to take some organic foods or photos in their stores. I also do a survey with people to make sure who eats organic food or not. This is for my primary sources.

For my secondary sources, I will find out some information about different types of organic, and investigate why foods contain no chemicals are good

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

I will investigate organic food and the hypothesis that organic foods are best because they contain no chemicals. I will make a folio which includes all my class work and research and make an information poster about organic food.

## 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.

*This is what I have learnt in Biology last semester:*

### Part A

*Biology – Semester 1 – maintain class notes*

#### Learn about Macromolecules

Enzyme practical

Essay on DNA

Formative assignment

Test on Macromolecule

#### Learn about Cells

Practical on observing cells,

Osmosis summative experiment

Test on cells

#### Learn about organisms

Practical on organisms

- Maintain a folio of all my Biology class work.

### Part B:

I will investigate organic food and the hypothesis that organic foods are best because they contain no chemicals

**Step 1:** Research what makes food organic? What are organic farming methods? (3hrs)

**Step 2:** Find out what bio-organic farming methods are? Find out about bio-dynamic farming methods. (3hrs)

**Step 3:** Looking for “why food containing no chemicals are good?” (3hrs)

**Step 4:** Compare the cost of organic food to non-organic food. (4hrs, for both **step 4** and **step 5**)

**Step 5:** Visit \_\_\_\_\_ to find out where organic foods are sold. I will take photos of the places I visit.

**Step 6:** Visit the \_\_\_\_\_ to find out about the availability of organic food. I will survey the stall owners about the food they sell, where it comes from and why the food is popular. (1hr)

**Step 7:** Visit organic food shop in the \_\_\_\_\_. Interview the shop owner to find out about who buys organic foods and why? (1hr)

**Step 8:** Book appointment and interview \_\_\_\_\_ about organic food and the health benefits and why she eats organic foods (community contact) (4hrs)



**Step 9:** Survey people about eating organic food. Analyse results and make a graph (4hrs)

**Step 10:** Maintain journal entries in my folio. (3hrs)

**Step 11:** Get feedback from my community contract and reflect on the feedback (7hrs)

**Step 12:** Plan and make a poster about organic foods (9hrs)

**Step 13:** Plan and prepare an oral presentation which will include a display. (9hrs)

**Step 14:** Write a reflection about my experiences. I will include some information about how the work I did in Biology has helped me to understand and do this activity. (7hrs)

59 hours + 70 hours = 129 hours.

## 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?*

I will focus on **Communication** capability in my activity. The reason I chose this capability is because in my activity, I need to interview my community contact about organic food, interview some shop owners to find out who buys organic foods, why, and what sort of foods are sold. The other reason why I chose this capability is because I have to survey people, so I can get the data that how many people in 15 or 20 people eating organic food, why, and what kind of the foods are they.

I was thinking about the other capability that I can work on, and I thought, **Learning** could fit in my activity. The reason that I thought **Learning** could fit in my activity is because, after collect information from the internet, I will highlight the main ideas and analyse them. Also, after surveyed people, I will use that data to make a chart. As doing the folio as my record of learning or evidence of work, i will also organise a poster and an oral presentation to show my evidence of work to my Community Studies teacher and my class peers. Using feedback from my class peers, my teacher, and my community contract will help me to improve my skills and fix my mistakes, so I can do better next time.

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

Literacy: I can solve problems, write paragraphs, using conjunctions, analyse articles and survey, and reference the articles and the photos. To complete my activity successfully, I have to use my literacy skills in order to complete successfully all of my tasks.

Numeracy: I can make charts, analyse data, and calculate percentages. I will need to review these skills so that I can apply them in a practical way to my activity.

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

To complete my community activity successfully, I need to improve more about how to link the sentences logically, and use more conjunction words. Also, I have to practise about writing a topic sentence for each paragraph. I will need to develop my skills in making graphs on the computer so that I can make charts, analyse data, and calculate the percentage, the number of people eating organic out of 15 or 20 people.

## 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:

She is an organic food eater for a long time, so she has experience about which organic food is good, the cost, and where to buy it.

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 my presentation of the outcome of my community activity will be people in all ages, whether they eat organic food or not. For those who eating organic food, my presentation will give more places and costs that they can buy organic foods. And for those who are not eating organic food, it will be an introduction from me to pay attention on them that organic foods are good because they contain no chemicals.

*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 display

I will get feedback from my audience about my presentation by written or oral.

## 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	Mind map, journal entries, brain storming
engaging in activities to complete my community activity	Journal entries
any changes or modifications to the contract of work and the reasons for them	Journal entries
feedback from others, including the community contact(s)	Written feedbacks and journal entries
reflecting on the ongoing development of my knowledge and skills	Journal entries and written reflection
reflecting on new knowledge and skills related to the capability(ies) I have chosen	Journal entries

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 \_\_\_\_\_



## COMMUNITY STUDIES - PREPARATORY ASSIGNMENT

### STAGE 2 FOLDER DEVELOPMENT

As a preparatory assignment and to help you organise your ideas and resources, plan and present a title page for each section of your folder. The appropriate sections are listed below.

- Subject Outline
- My contract of work
- Minor assignment - Evidence of preparation for my community activity
- Major assignment- My community activity
- Evidence of my activities and learning
- Feedback on my community activity
- My community presentation
- Reflection on my learning

*Your folder should be set out in such a way that all your work can be viewed without taking any of it out of the plastic sleeves. You must use soft covered folders only.*



Part A - Biology Semester 1 - maintain <sup>class</sup> notes.

- Learn about Macromolecules. ~~Do practicals & maintain notes~~ - Enzyme, diffusion & fermentation practical. Essay on DNA
- Learn about Cells - Practical on observing cells Osmosis experiment. Test on cells.
- Learn about organisms - maintain class notes.  
Practical on organisms.

Part B I will investigate organic food and the hypothesis that organic food is best because they contain no chemicals.

hot  
water  
- food

IN COMMUNITY STUDIES, STUDENTS HAVE OPPORTUNITIES TO DEVELOP AND DEMONSTRATE ALL FIVE CAPABILITIES. STUDENT INVOLVEMENT IN THE COMMUNITY IS CENTRAL; THEREFORE, COMMUNICATION AND CITIZENSHIP ARE KEY CAPABILITIES FOR DEVELOPMENT IN THIS SUBJECT.

READ THROUGH THE FOLLOWING CAPABILITIES AND HIGHLIGHT THE ONES THAT YOU THINK ARE RELEVANT TO YOUR ACTIVITY.

IN YOUR OWN WORDS DESCRIBE HOW THE CAPABILITY IS RELEVANT TO YOUR STUDY.

**CAPABILITIES**

The five capabilities that have been identified are:

- communication
- citizenship
- personal development
- work
- learning.

**Communication**

In this subject students develop their capability for communication by, for example:

- negotiating an area of interest for a community activity with teachers, working with community members, and seeking and reflecting on feedback from a person with expertise in the community
- exploring, investigating, collecting data, and presenting a record of evidence of learning
- being aware of the purpose and audience and selecting the most appropriate and relevant form for communicating the community activity
- reflecting on learning and communicating in different written, oral, and visual forms, using digital technologies as appropriate
- specifying the literacy and numeracy skills required for their chosen community activity.

Interview shop owners, survey people, interview community contract

## □ Citizenship

In this subject students develop their capability for citizenship by, for example:

- gaining an understanding of community as a starting point and context for developing and completing their community activity
- working cooperatively and collaboratively with teachers, peers, and members of the wider community
- recognising, acknowledging, appreciating, and valuing the contribution of diverse cultural groups within the community
- taking action in responsible and productive ways, and appreciating the rights and responsibilities of individuals and groups in the community
- gaining an understanding of the ways in which their chosen community activity can contribute to the local community
- increasing their awareness of ethical processes for finding information and ideas from different sources, including individuals and community groups
- increasing their awareness of the responsibility of individuals to protect, maintain, and improve quality of life and environment for all members of the community.

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## □ Personal Development

In this subject students develop their capability for personal development by, for example:

- experiencing a sense of autonomy about the shape and progress of their chosen community activity through consultation and negotiation with others
- planning and managing their chosen community activity, using challenging and achievable personal goals
- gaining an awareness of and improving their skills for interacting effectively in different social situations
- evaluating their strengths and limitations and responding in positive ways to feedback from a variety of sources throughout their community activity, leading to a sense of personal growth and achievement
- acquiring a refined awareness of personal identity, both as individuals and as members of their communities.

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## □ Work

In this subject students develop their capability for work by, for example:

- building on skills that are highly valued for employment, such as planning and researching, negotiating, communicating, and managing time
- increasing knowledge and understanding relevant to a particular community activity, and gaining an awareness of the literacy and numeracy skills required
- building on skills in cooperation and collaboration
- understanding and appreciating the rights and responsibilities of individuals and the need to adhere to occupational health, safety, and welfare protocols in the workplace.

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## □ Learning

In this subject students develop their capability for learning by, for example:

- building their independent learning skills through setting challenging and achievable goals and developing plans to achieve these
- discussing, negotiating, and reflecting on learning strategies appropriate to their chosen community activity
- locating, selecting, identifying, and applying relevant and appropriate ideas and information from different sources
- accessing and using the wider community to develop knowledge, skills, and understanding relevant to their community activity
- maintaining and presenting a record of their learning
- reflecting on the knowledge, skills, and understanding gained from their involvement with the community
- reflecting on ways of building their learning skills, using feedback from peers, teachers, community contacts, and others.

After collecting information, highlight the main ideas and analyse them. After the survey, I will make a chart. I also organising a poster and a oral presentation. Using the feedback to improve ~~the~~ mistakes and skills



## **Assessment Comments**

This response is illustrative of a C grade, and was a benchmark in 2012.

### **Planning and Organisation**

- Appropriate planning and exploration and generally clear development of the contract.
- Identification of some material content from another subject to be used in Community Studies contract ("Part A").
- Appropriate planning of investigation procedure ("Part B").
- Appropriate identification of existing literacy and numeracy skills and thoughtful identification of skills to be developed, including reasons for choices.
- Considered exploration, showing some depth, of two capabilities, and selection of Communication as a focus.
- Some emphasis given to community involvement in the planning and development of the contract.

# Performance Standards for Stage 2 Community Studies

	Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
<b>A</b>	<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><b>Completion of all work in a contract</b></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>B</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><b>Completion of all work in a contract</b></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>
<b>C</b>	<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><b>Completion of all work in a contract</b></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
<b>D</b>	<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><b>Completion of some work in a contract</b></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>
<b>E</b>	<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><b>Completion of a limited amount of work in a contract</b></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>