

**STAGE 2 COMMUNITY STUDIES**

**ASSESSMENT TYPE 1: CONTRACT OF WORK**

**STUDENT RESPONSE**

# **PHOTOGRAPHY**

**DEVELOPMENT OF CONTRACT**

**STAGE 2 COMMUNITY STUDIES**  
**SCHOOL ASSESSMENT COVERSHEET**  
**ASSESSMENT TYPE 1: CONTRACT OF WORK**  
**FINAL MODERATION**

Student Number: \_\_\_\_\_ Subject Code: 2DAY School Number: \_\_\_\_\_

**ASSESSMENT TYPE 1: Contract of Work**

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

<b>Development of Contract</b>	
<input checked="" type="checkbox"/>	identification of an area of interest and development into a practical community activity with clearly defined, challenging, and achievable goals, and strategies for completing the contract
<input checked="" type="checkbox"/>	assessment of existing knowledge and skills, including literacy and numeracy skills, and identification of new knowledge and skills for development, to complete the chosen activity
<input checked="" type="checkbox"/>	exploration of capabilities and identification of one or more for focused development in the context of the community activity
<b>Folio</b>	
<input checked="" type="checkbox"/>	planning, undertaking, and completion of community activity
<input checked="" type="checkbox"/>	engagement in activities to complete the community activity and the presentation in different formats
<input checked="" type="checkbox"/>	explanation of changes or modifications to the contract of work (if applicable)
<input checked="" type="checkbox"/>	inviting feedback from others, including the community contact(s)
<input checked="" type="checkbox"/>	reflection on the ongoing development of knowledge, skills, and capabilities
<b>Presentation</b>	
<input checked="" type="checkbox"/>	communicating aspects of the community activity to an audience
<input checked="" type="checkbox"/>	selection of appropriate form(s) of communication
<input checked="" type="checkbox"/>	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 (A-E) of Assessment Type 1: Contract of Work

**A**

Merit OA

Teacher comments (optional): An incredibly detailed, insightful year's work. The acquisition of knowledge, skills & development of the communication capability is extensive. A superior activity in all respects,

# 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	20
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 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 \_\_\_\_\_, and I am currently studying Year 12 at \_\_\_\_\_ in \_\_\_\_\_. I was born in 1994 on the 14<sup>th</sup> of November to \_\_\_\_\_ and \_\_\_\_\_. I am the 3<sup>rd</sup> child born out of four children. I have two brothers one who is older and one who is younger, and I also have an older sister. I currently live on a produce farm, in \_\_\_\_\_, where I help out with a large amount of duties. Not only is it a produce farm but we also have animals as well, therefore I am also required to feed those animals and keep their living habitats clean and maintained. Of course being in this particular environment has developed a passion within me for animals and the land, which I could choose to research and develop a concept on something related to my lifestyle. I also have a huge love for sport, mainly soccer and athletics, but I love everything and anything that sport throws at me. I love competition and I am a very competitive sports woman, This year I was elected as Athletics vice-Captain for my House, and the skills I learnt about leadership and working cooperatively with other people I believe will help me to do well in my subjects at school and in my future career. Another thing that I really enjoy is cooking and being creative whilst doing it. Unfortunately I was upset to find when I came to \_\_\_\_\_, that they did not cater for Home Economics at school.

The subjects that I am currently studying at school are Physical Education, Religion: Stage 1, Research Project, Workplace Practise, and Community Studies. Outside of school I am currently undergoing a TAFE course in Hairdressing Cert II. Whilst I am completing my final year of school I am also working 2 jobs. I am currently employed at \_\_\_\_\_ and \_\_\_\_\_, however when I complete my studies in year 12 this year, I hope to continue and pursue a career in Hairdressing, which is my TAFE course, as mentioned before, that I am studying at the Adelaide TAFE Campus at the moment. However, even though I do plan to be a hairdresser when I complete school, I still believe that completing school is a key to a successful career ahead. I decided to finish school and accumulate all my points to gain my SACE so that I have an option of going to TAFE or, maybe university at some later stage.

I plan to pursue hairdressing as a career once I finish school. This is because it is something that I would enjoy doing as a career every day. I am currently attending TAFE where I really enjoy the challenges of my course. The way I got to be involved with hairdressing was through my mum. She was a hairdressing business co-owner, and that's where my passion began. I admired what my mum could do to hair and how well she would do it. She was such an inspiration of such creative styles and also made people feel good about their appearance.

I am a very visual learner and learn most quickly when I am shown what to do and how to do it, rather than just hearing what to do or relying on books.

I want to combine my two interests of hair and creativity, but extend my skills by implementing different components of practical skills by me creatively re-illustrating a traditional children's nursery rhyme through the use of photography. This will let me research a medieval era, for hairstyles, costuming and make-up. Although my book will be based in the medieval era, the photographs and editing will be using modern technology of \_\_\_\_\_ and digital cameras. This photographic picture book will be aimed at children from birth to 7 years.

**This is not a conversion.**

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

**A photographic re-illustration of a children's nursery rhyme in a book, using real models. I will design their hair, make-up and costumes, based on the medieval era and photographed using modern technology of \_\_\_\_\_ and digital camera.**

## 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.

### Planning my contract

- Introductory in classroom, to help plan my activity, explore areas of interest, visit the SACE for examples, draft, edit and discuss my contract with my teacher **(1 hour)**

### Folio Construction

- Construct a timeline to follow in order to complete tasks on time **(1 hour)**
- Contact an expert in each field involved in your assignment; organize to regularly meet or email.
  - Hairdresser ( )
  - Graphic Designer ( )
  - Make Up Artist ( )
  - Costuming ( )
  - Reception Class/ Teacher ( )
  - Librarian ( )**(2 hours)**

### Research Part A

- Research and select a suitable nursery rhymes that can be used as the basis of the children book
  - Research various nursery rhymes
  - Select one and research various versions of the rhyme
  - Outline why I chose it**(5 hours)**
- Select an era in which the book is going to be based around, outline why this was chosen.
  - Include and research a series of images in relation to the chosen nursery rhyme and select, the ones that are most similar to the era chosen.
  - Select a model for the photo shoot, if they are under the age of 18 years, gain written consent**(3 hours)**
- Choose a format of hard cover children's books and investigate where the book could be published. This involves emailing, gaining information of costs, and expenses and work out deadlines.**(4 hours)**
- Research and contact a series of publishing companies.
  - Email
  - Phone Contact
  - Organise meeting**(3 hours)**

### Research Part B

- Hair
  - Research era appropriate hairstyles, create trials of my research, outline why I selected my final style.
  - Gain feedback from expert and act on advice given**(10 hours)**
- Make Up
  - Research era appropriate make up, select 5 images from research and replicate trials of each, continue on to select my final and outline why it's my final design
  - Gain feedback from expert and act on advice given.**(10 hours)**



- Costuming (clothing, shoes and accessories)
  - Research era appropriate Costuming, and create 5 designs and select a final outfit from the 5. Outline why the final was chosen.
  - Gain feedback from expert and act on advice given. **(10 hours)**
  
- Photography / Photo editing
  - Arrange a photo shoot location organise a time/date/weather. Take photographs of the area first and consult with expert, gain feedback and act on advice given. From that select one suitable location and begin trials.
  - Contact school tech teacher and download onto home computer.
  - Consult with model a suitable day to begin photo-shoot, and dress model according to final trials of hair, makeup and costuming. Continue to complete a photo shoot for the book. Take extra photographs, to allow a variety and choice.
  - Edit all images, trial a variety of different effects and continue onto contacting expert in the field specific, gain feedback and act on it. **(20 hours)**

Journal:

- A record of evidence will be completed once a week, on a selected day (Wednesdays), in proof of research and work fulfilled. **(33 hours)**

Planning final product and presentation:

- Create a draft design of a front, spine, and back cover of the book.
- Download all images to computer
- Begin editing and adding extra effects as required
- Arrange and select images from the photo-shoot,
- Begin organising and laying out pages in chronological order.
- Contact expert and act on given advice to complete final selection.
- Make any final adjustments.
- Send to selected publishing company, and have 2 copies made. *Changed to 4 copies*
- Produce final product and contact all experts for feedback.
- Create and send out evaluation sheet and along with the book, to be evaluated.
- Plan presentation to reception class,
- Provide evaluation sheet for teacher and take video evidence of presentation. **(47 hours)**

Planning Reflection:

- Write a draft reflection of my outcome and research processes of the community studies assignment.
- Hand in a draft to the teacher, followed by a final good copy. **(2 hours)**

**TOTAL HOURS**

**151 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?

Many of the capabilities mentioned will be evident in my activity. For example I will be working with the wider community and be producing a children's story book which all have elements of Citizenship. The research I do on hair and costumes will also be building skills for my planned career as a hairdresser in the future (work) and I will constantly be developing Personal skills in a new field.

These will not be my major capabilities though as I have selected Communication and Learning for my major focus. I will need to be in ongoing communication with a range of people who have expertise in different fields (make-up, hair, literacy for young children, costume design and photography). I will need to be in regular contact and to respond to the feedback that is provided to produce the quality of final book that I want to achieve through tapping into the expertise of the people who will be my mentors. I will also constantly be learning new skills or building on basic skills I already have in hairstyling, make-up, costuming, photography and editing. I will be building independence by setting challenging goals and working out how to meet them so that the final book is really professional looking and unique.

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 studied both Maths Apps and English in Year 11, so am confident in using most computer technology for drafting, editing and writing a journal. I have confidence that I have the skills in numeracy to help with costing, gaining quotas for printing, design and layout of the book, but this skill will not be as strong as the component of literacy.

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

I have never undertaken such an ambitious assignment as what I plan so will rely on my experts to help in their field of experience. I will need to research how to set out a children's story book and the best format to use so that it is appropriate for young students. Communicating with the models I use so that I get the desired medieval look will be a specific form of literacy in communication. Final costing of the assignment will be a major factor as I plan to have two books published by the end of the year. Similarly with the photography I will use such numeracy skills as the rule of thirds and other techniques in the taking and production of my photographs that will also be enhanced by specific technology.

## 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).

I have chosen a number of experts from different aspects that will appear in my book. I have decided to do this because no one person will have the skills I have planned to develop. My experts include:

- A hairdresser ( )
- A graphic designer ( )
- A make-up artist ( )
- A costuming expert ( )
- A Reception class/ teacher ( )
- A Librarian ( )



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:

**My outcome will be presented to my class group and to my expert.**

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)

**To present my book to the group, and my expert explaining what I have done, how and why and then to present, by reading, the book to the Reception Class**

I will get feedback from my audience about my presentation by (a series of response including written, oral, digitally recorded) **Written Comments from the audience, then when I go to the Reception class, I will write down their comments about the book.**

### 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	<b>Handouts, all written work and contacts, Recorded in my Record of Evidence</b>
engaging in activities to complete my community activity	<b>Through a Record of Evidence, photos, downloads, Preliminary tasks.</b>
any changes or modifications to the contract of work and the reasons for them	<b>Through a Record of Evidence and annotated in my Contract</b>
feedback from others, including the community contact(s)	<b>Through a Record of Evidence and in the separate feedback sheets that the Contacts and Audience fill in and a summary of their response (with the reception class.)</b>
reflecting on the ongoing development of my knowledge and skills	<b>Through a Record of Evidence</b>
reflecting on new knowledge and skills related to the capability(ies) I have chosen	<b>Through a Record of Evidence</b>

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 \_\_\_\_\_

# Preparing

# Community Studies 2012

## 1. What is it?

- As the name implies it is **YOU** making an in-depth study of an aspect of the community.
- A community is a very broad definition for a group of people with **something** in common.
- That something could be surf lifesaving, photography, the year 12 group as a whole, people who play sport, finding about a disease eg diabetes, planning a holiday, doing up or buying a car, writing a book for a particular age group, designing a house or what ever **you** want to specialise in.
- You should have an expert outside of the school community for you to liaise with. They are the person you will have on-going contact with and who will write in-depth feedback about your work. (**Feedback From Community Expert**)
- As part of the 'proof' of your work you need to keep a 'Record of Evidence' which details EVERYTHING you do. It will include things like:
  - i. Receipts,
  - ii. Photos,
  - iii. Names and details of people you contact,
  - iv. Reference books you use and web sites you visit
  - v. Recording information of what you actually did.
  - vi. Who you visit, where and why (**Keeping Evidence of your Activities and Learning**)
- You will also need to comment on your progress ('Reflect'). This will include:
  - i. Thoughts on your planning,
  - ii. What is working or not working and what you do to make things better
  - iii. Planning and timelines
  - iv. Commenting on negotiations
  - v. What decisions were made and the effects of these
  - vi. Describing your learning
  - vii. Comments on the competency / ies you have chosen
  - viii. Comments on literacy and numeracy
  - ix. You analysing what you are doing and achieving. (**Tips: Ongoing Reflective Writing**)
- **What can I choose to do?** Some suggestions from past students will be given out to help you think, but your own ideas and interests are obviously the best. (**Student Investigations**)

## 2. What do I need each lesson?

- **A soft covered folder** with clear pages
- **Your contract**
- To word process all written work and save to the school file server
- To see me and negotiate if you are not going to be in lesson eg you may need to be out taking photos, visiting an expert in oceans or someone in the work place (**Signed letter from Parent**)

## 3. **how you are assessed**

- You must **create a contract** (form is on the **SACE** web site, I will show you how to download this)



- This **MUST** reflect 60 hours of work (10 credit) or 120 hours of work (20 credits) and meet requirements of Community involvement
- You must keep **evidence of your activities** and learning (see above)
- These tasks need to be signed off by me as you complete them
- You are all doing quite individual and unique major tasks so will all be doing totally different things.
- Your major research will be broken down into what has to be done first, second, third etc. This is part of the contract writing process.
- Your research can then be presented as a
  - i. Booklet
  - ii. CD
  - iii. Video
  - iv. Web page
  - v. Finished article eg car done up or something made in technology or a food dish. But you can only send in photos for moderation, not your car!
  - vi. Something else!
- **Gain on-going feedback** from a person in the community you nominate as your expert. ( [Feedback from Community Expert](#))
- **Give a speech, write a review** for the school magazine or choose another way to outline what you have done for your project and contract. ([Community Studies: Presentation Feedback](#))
- **Give a final reflection on your learning** This is marked externally and you need to cover all areas of your investigation. There is a 500 word limit for a 10 credit and 1,000 word limit for a 20 credit contract. ([Planning a Reflection](#)).
- All work in your school assessed folder is moderated.

#### 4. Resources

- People with expertise
- Books – school and local library
- Your Local Council
- Real life or real people and events eg the ocean, a farm or feature in your local area, a returned service person, an artist, fundraising etc)
- The State or Federal Government
- Places like the Zoo or Museum or Tourist Centres
- The internet

#### 5. What to do over the first weeks?

- If you now know what you want to do, start talking to people in the community, make contacts, collecting information, take photos, collect brochures, receipts
- Word process the information about you. Be really detailed as from this we can plan your major assignment based on your interests
- Set up your folder with dividers to keep similar work together. ([Folder setup](#))
- Decide which area:- Arts, Business, Communication, Design, Environment, Food, Health and Recreation, Science, Technology, Work your research will best fit
- Decide which competency /ies will be your major focus.

**This subject does NOT give you a score for university but helps you gain your SACE for TAFE and the workplace.**



## Planning Preparation for Writing a Contract

### Personal Profile and Ideas Development

Image removed due to privacy.

1. Name: [redacted]
2. DOB: 14/11/1994
3. Year Level: 12
4. Subjects selected for 2012:
  - religion stage 1 - physical ed. - community studies
  - research project - Workplace Practise - tafe
5. What are your reasons for being at school?  
to complete my sace and year 12 successfully,  
Also to obtain the option of going to tafe or uni.
6. Describe who you are, including your background, interests, skills and other interesting aspects:
  - full italian background
  - love sports
  - I'm good at
  - hands on worker
  - family of 6 (2 brothers, 1 sister)
  - ↳ soccer
  - ↳ sport
  - Work
  - live on a farm in [redacted]
  - ↳ athletics
  - ↳ soccer
  - ↳
  - Attend [redacted]
  - ↳ anything/
  - ↳ cooking
  - ↳
  - ↳ everything
  - ↳ practical things
  - ↳ 1 (cashier)
7. What type of things do you do in the community outside of school? (eg. work, sport, volunteer, memberships, family, friends)
  - Work
  - ↳ Deli assistant
  - ↳ fruiterers - cashier
  - Sport
  - ↳ Soccer
  - ↳ athletics
8. What do you want to do when you leave school?  
I am currently undergopng a tafe course in hairdressing so  
I hope to continue this once I finish.
9. Of every possibility in the world what would you like to learn, experience or find out about?  
I would like to find out a cure for asthma, especially  
being a sufferer of it, it's something that I always  
wanted an answer to.
10. Who do you admire and why?  
My Parents because they worked really hard to get me  
a good education and become the person I am.
11. Why are you completing Community Studies?  
I am completing this subject because I hope to achieve  
a good mark in a subject I enjoy.
12. Do you have any ideas for your project?  
re-illustrations of a childrens book.



# Contract Development

Complete the following pages to plan your contract. Before writing your final contract you will be required to complete an informal 2 minute presentation to the class outlining your plans.

**1. What is involved in Community Studies?**

- contract - research - final product - evaluation - feedback.

**2. What does a contract need to contain?**

- About me - hours of work - What my topic/project is

**3. What makes your contract challenging?**

- Writing and including only relevant information.

**4. Title of your project**

Re-illustration of a childrens book (Front cover, Back, spine + page content)

**5. Goals (What do you want to achieve personally, knowledge, skills, final product)**

I want to achieve a good mark for this assignment.  
 I also hope to improve my photography and [redacted] skills further. (To actually get the book published for a final product would be a great personal achievement)

**6. Description of Project (Product, event, performance, display or service)**

I will create/make participate..... or re-illustration of a childrens book using a series of skills including hair, make-up, costuming, photography and [redacted]

**7. What are some of the steps you will take to complete your activity? (Include planning, community involvement and contact with community expert)**

- |   |  |
|---|--|
| <p><u>step</u> 1. - complete contract</p> <p>2. - make timeline checklist</p> <p>3. - Research</p> <p>    @ → hair designs</p> <ul style="list-style-type: none"> <li>• types of hair</li> <li>• styles</li> <li>• images</li> </ul> <p>    Ⓞ → Make up</p> <ul style="list-style-type: none"> <li>• techniques</li> <li>• styles</li> <li>• images</li> <li>• tutorials</li> </ul> <p>    Ⓞ → photography</p> <ul style="list-style-type: none"> <li>• techniques</li> <li>• images</li> <li>• types of</li> </ul> | <p>4. - start trials</p> <ul style="list-style-type: none"> <li>→ Hair</li> <li>→ Make up</li> <li>→ photo's</li> </ul> <p>[redacted] trials</p> <p>*Show Evidences*</p> <p>5. - Journal</p> <p>6. - contact feedback people</p> <p>7. - Begin designing front cover - 3x trial layouts</p> <p>    → spine</p> <p>8. - resin pages</p> |
|---|--|



Before starting this section, work with your teacher to identify your literacy and numeracy skills using the Identification of Skills table (Adapted from the Australian Core Skills Frameworks).

8. What skills do you already have in relationship to your topic?

a) General knowledge of topic and skill level:

The skills I have are hair, photography & editing

b) Literacy skills:

Not needed

c) Numeracy skills:

Not needed.

d) Other:

9. What are some of the new knowledge and skills you will need to complete your Community Activity?

a) Literacy: /

b) Numeracy: /

c) Research: is a main skill I'll need.

d) Other Skills to develop/practice:

Make-up techniques - certain techniques.

Complete the activity on the following page to identify your focus capability/ies.

Capability

10. What capability/ies have you decided to focus on and why?

Learning → Research

→ More about

(hair, make-up, photography, editing)

→ How to contact the public in association to my topic.

Personal

development

→ how I am as a worker.

## Contract Development - Capabilities

Read and discuss each of the capabilities. Highlight the one/s that you believe are the most important for you to focus on in Community Studies.

### COMMUNICATION

Communicating and working with others within the school and wider community to gain and reflect on feedback.

Investigating, collecting data, recording and presenting record of evidence.

Awareness of purpose and audience and using relevant communication

Reflect on learning using different forms (written, oral, visual) and using technology as appropriate.

Identify Literacy and numeracy needs for activity.

### CITIZENSHIP

Develop understanding of community as context for completing community activity.

Work cooperatively and collaboratively with others (teachers, peers, community).

Recognise, acknowledge and value the contribution of diverse culture groups.

Take action in responsible and productive way and appreciate the rights and responsibilities of others.

Gain understanding of how your project can contribute to the local community.

Be ethical when accessing information.

### PERSONAL DEVELOPMENT

Make informed decision about progress and development of project.

Plan and manage project, with challenging but achievable goals.

Develop skills to interact effectively with others.

Evaluate strengths and limitations, developing sense of personal growth and achievement.

Develop awareness of personal identity.

### WORK

Build skills for employment - planning, researching, negotiating, communication, time management.

Increase knowledge and understanding of topic.

Develop awareness of required literacy and numeracy skills.

Build cooperative and collaborative skills

Understand rights and responsibilities.

### LEARNING

Build independence by setting challenging and achievable goal and plans to meet them.

Discuss, negotiate and reflect on learning strategies.

Locate, select and apply relevant ideas and information from different sources.

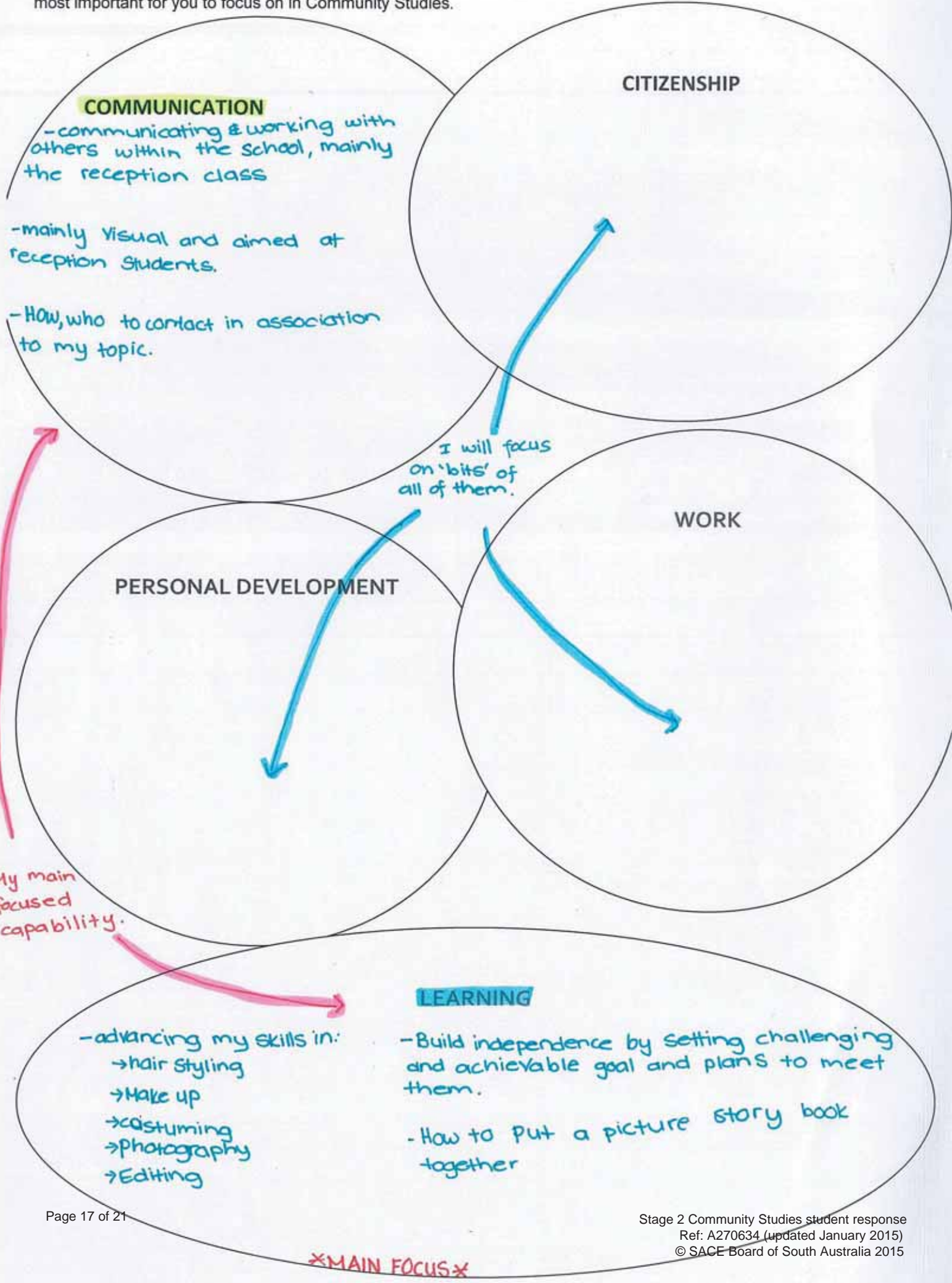
Access and use wider community to develop knowledge and skills and understandings.

Maintain and present record of learning.

Reflect on Knowledge, skills and understandings and ways of building your



Read and discuss each of the capabilities. Highlight the one/s that you believe are the most important for you to focus on in Community Studies.





What people and places might you access in the community for feedback and assistance?

Name:

Role: Make up artist

Contact Number: /email:

Contact Made: Yes/No. emailed, asking if she'd like to be apart of my assignment

If no when do you plan to contact them —

Name: Ms. / Ms. (reception class)

Role: Librarian / primary school teacher

Contact Number:

Contact Made: Yes/No. emailed both.

If no when do you plan to contact them —

Name: Mr

Role: costume designer - drama teacher.

Contact Number:

Contact Made: Yes/No. emailed.

If no when do you plan to contact them —

12. What is the purpose of your presentation?

Overview of topic      Teach a skill      Educate/inform      Other → creativity

What form will your presentation take?

Written      Oral      Visual      Digital → Both aspects involved because it is a visual piece with Digital work.

Who will be your audience?

Team members      Peers      Family      Club members      Staff      Other → children

\* Another two people who I also would like to be apart of my feed back are:

① →  
→ Hairstresser  
    contact  
→ I have emailed he

② →  
→ photographer / Graphics  
    contact  
→ I have emailed her.

## **Assessment Comments**

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

### **Planning and Organisation**

- Focussed planning and exploration, and purposeful development of a contract of work in introductory section and the listed tasks in My Community Activity. This provides challenging, achievable individual goals.
- Listed tasks provide clear, detailed and sequential strategies for completing the contract.
- Insightful identification of existing knowledge and skills, including literacy and numeracy skills and identification of new knowledge and skills to be developed in Preparing for Activity section of contract.
- Thorough exploration and identification of four capabilities. Two major capabilities (Communication and Learning) then selected, with clear justification given.
- Timeline of Work shows detailed, sequential planning of actions, including a checklist.

## Performance Standards for Stage 2 Community Studies – Development of Contract

Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
<p><b>A</b> 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>
<p><b>B</b> 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>
<p><b>C</b> 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
<p><b>D</b> 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>
<p><b>E</b> 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>