2019 Community Studies Subject Assessment Advice

Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment Community Studies A

For this assessment type, students develop a contract of work that shows evidence of how they plan and organise their chosen community activity. In addition, students compile a folio of evidence that documents the progress of their activities as well as their learning. This should also include the development of their literacy, numeracy and at least one other capability as they undertake all parts of the contract. Students also present their community activity to an appropriate community audience and provide evidence of this at the conclusion of their community activity.

Assessment Design Criteria

* planning and organisation
* communication and interaction
* fulfilment of contract of work
* reflection.

Assessment Type 1: Contract of Work

The more successful responses commonly:

* clearly articulated the outcome of their Community Studies project in their contract and provided detailed evidence of their final outcome in the folio
* clearly articulated any changes to their contract where relevant
* ensured all features were covered throughout their record of evidence
* conducted community activities that allowed students to develop relevant skills and knowledge in topics about which they were passionate
* had contracts with clear, individual planning and specific strategies for achieving goals
* broke down the activity into manageable steps, allocating an appropriate amount of time for each. These individual steps in the contract were then used as a checklist to monitor the progress of the community activity and were clearly documented in the folio
* provided a clear explanation of their choice for focussing on a particular capability, how this related to their learning and development of skills in the community activity
* articulated their current knowledge and skills insightfully, discussing which skills they needed to build upon to successfully fulfil their contract, using examples
* provided evidence in their folio of seeking ongoing feedback from community experts
* responded to a range of feedback in addition to their mentor, including classmates and members of the wider community
* documented progress in their folio through clearly annotated images explaining the what, why, how and the outcome of the activity
* reflected throughout the folio on decisions made in achieving steps in their contract of work, including the positives and negatives of decisions made and how they learnt at each step to develop knowledge, skills and their chosen capability
* included copies of their actions and strategies as a checklist for different stages in their folio of evidence students. Annotated copies of these allowed students to reflect and report on their progress
* provided clear evidence of their presentation on the outcome of the community activity through planning and reflection on feedback provided. This included drafts of the presentation, photos of evidence, well labelled multimodal formats, feedback forms from the audience and a reflection on the success of the presentation and feedback received
* included evidence of their development of online feedback forms and the links to this presented on brochures or accompanying materials for their presentation
* submitted detailed evidence of the fulfilment of their contract of work
* annotated research through post it notes on highlighted material. Journal entries next to a screen shot of online secondary sources or videos were particularly effective
* clearly articulated how the source helped them to develop knowledge, skills or their capability to complete their community activity
* covered numeracy well by including annotated budget sheets or demonstrating the development of spatial awareness by including planning sheets for setting up an event. Including evidence of planning plays in sport or showing evidence of blocking the stage for a play
* explicitly discussed their understanding of new terminology or how the language in text types such as brochures may vary to appeal to a target audience
* reflected throughout the folio on decisions made in achieving steps in their contract of work, including the positives and negatives of decisions made and how they learnt at each step to develop knowledge, skills, and their chosen capability or capabilities.

The less successful responses commonly:

* documented conversions to the subject that would have achieved in Community Studies B however did not meet the specific features of Community Studies A
* did not provide evidence of their outcome, submitting only the contract
* allocated large amounts of time for the community activity without breaking it down into smaller more manageable parts. For example, 100 hours to build a product
* did not use the Community Studies contract template and omitted actions/strategies
* provided no ongoing record of time spent or development of skills
* provided evidence that did not relate to community activity or skills developed
* submitted a brief folio of evidence, or none at all, therefore not documenting the ongoing progress or completion of their community activity
* relied on over-scaffolding, limiting students’ independent voice in relation to their progress
* recounted their experience with limited reflection
* provided limited evidence of their presentation or only community feedback
* omitted ongoing feedback or was limited to a feedback form at the end of the activity
* provided limited evidence of community contact
* presented a large amount of printed research without annotations indicating the relevance
* presented research without references making it difficult to tell how the student had used it. For example, including recipes from the internet without annotations of own development or modification
* presented photos without annotations
* provided limited evidence of individual contributions when students worked collaboratively in groups. Students need to clearly articulate their individual contribution which equates to 60 hours of work for a 10 credit subject and 120 hours for a 20 credit subject
* students undertaking a number of individual assessment tasks that may have enrolled late into the subject that do not relate explicitly to the community activity may be more suited to Community Studies B.

External Assessment

Assessment Type 2: Reflection

For this assessment type, students review and evaluate the development of their knowledge and skills and reflect on the value of the community activity to themselves and others.

The Reflection is uploaded and submitted online.

The more successful responses to R2 and R3

* work at the higher levels used the 200-word summary for the description of the activity and then directly referenced the criteria utilising the remaining 1000 words to address R1 and R2
* demonstrated evidence that students were taking practical action in their local community, seeking feedback from experts in their community, and reflecting on the development of their new knowledge and skills
* linked challenges and opportunities to R2 and R3
* explored the value of their activity to both themselves and the community and how new knowledge and understanding may be of use in the future
* specifically discussed the development of their literacy, numeracy, and their chosen capability, with examples

The less successful responses to R2 and R3

* recounted their activity rather than reflecting
* limited student voice due to over scaffolding in multimodal reflections in the 6 minute discussion with teacher or were clearly over-scaffolded as their reflections were very formulaic and often resulted in recount
* wrote about problems that were not related to their chosen activity
* submitted a multimodal folio that was a very short discussion with a teacher, this limited ongoing reflection and the ability to provide evidence of ongoing skill/capability development or community interaction
* did not adhere to the word count
* repeated the information in the 200-word summary in their 1000-word reflection, essentially reducing their reflection to 800 words or 300 for 10 credit subjects
* did not include a 200-word summary. While they are not marked, they do provide a context for the marker regarding the community activity undertaken. Students should provide a summary of the community activity, processes used, and details of the completed presentation
* in multimodal presentations where interviews were conducted with the teacher, the student’s voice was often limited through highly scaffolded questions
* addressed R1. Only R2 and R3 are addressed in the external reflection
* only made reference to literacy, numeracy and one other capability but did not really explore the development of these capabilities in carrying out their community activity. This was also evident when they referred to knowledge and skills but not the development of new knowledge and skills
* did not always make it clear the contribution to the community activity of the individual student when undertaking a group activity
* indicated that the student was not accessing an expert from the community which limited their capacity to reflect upon their actions regarding inviting and responding to feedback
* made reference to an existing school program which limited a student’s ability to reflect on how he/she negotiated, planned, and made decisions about an individual community activity, and developed challenging and achievable individual goals
* reflected on the completion of a VET program or work placement rather than the development of a community activity.

General information

Students chose a variety of topics reflecting their interests and passions. Activities were developed that were relevant to the students’ learning styles, cultural background and personal experiences.

Topics included:

* articles written for fishing magazine
* development of community theatre production
* creation of YouTube channels educating the online community on what the student had learnt, such as how to upcycle wooden pallets into furniture
* writing a cook book for the visually impaired, including producing it in braille
* sewing quilts to be donated to charity
* organising celebration days for cultural events or IDAHOBIT day
* volunteering in child care centres, aged care facilities and charitable organisations
* organising celebration days for cultural events
* organising fundraisers and awareness events for charities in the wider community
* coaching a team
* the development of walking trails through rural towns for tourists and the local community, sign posting moments of significance to the community
* building a raised vegetable garden in a local child care centre to engage children in healthy eating
* creating instructional videos on YouTube about how to learn a sport or skateboarding tricks
* writing and organising the performance of a rap song to promote equality
* working with community organisations or developing events in the wider community enabled students to build strong connections with others and respond to ongoing feedback.

Folders should be soft-covered with each section clearly indicated. Organised folders included section headings such as: Planning and Organisation, Contract, Record of Evidence, Community Activity, Presentation and Feedback from Expert. This enabled moderators to clearly find evidence of student work. While students will draft and edit their contract, only the final, signed contract needs to be included in their folio.

Multimodal folios need to be in a format accessible during moderation.

Students who are enrolled in another SACE subject and are considering transferring to Community Studies A may be better served by enrolling in Community Studies B, as it provides students with greater opportunities to gain credit for completed assessment tasks in their initial SACE subject.

Students undertaking certification through Community Studies may not include VET courses that attract SACE credits.

For the external component, only the reflection needs to be uploaded onto Schools Online. An external cover sheet is not required. Uploading the community activity itself is not required.

School Assessment Community Studies B

Assessment Type 1: Folio

For this assessment type, students base their learning on the knowledge, skills, and understanding described in a particular Stage 2 subject, undertaking 5 folio tasks for a 20 credit program or 2 tasks for a 10 credit program.

Assessment Design Criteria

* knowledge and understanding
* planning and organisation
* application and reflection 1

Knowledge and Understanding

The more successful responses to Knowledge and Understanding (KU1 and KU2)

* included student evidence of practical application in applied subjects, through video, annotated photos, self-made computer games
* included critical reflection or analysis of performance incorporating peer assessment, feedback sheets or self-assessment
* evidence of one or more of the learning requirements addressed from the original SACE subject
* included and applied subject specific terminology correctly
* demonstrated and correctly used subject specific key concepts
* clearly identified where evidence was of KU1 or KU2.

The less successful responses to Knowledge and Understanding (KU1 and KU2)

* provided only a list of achievements, without evidence of personal achievement or involvement
* made minimal reference to the original SACE accredited subject skills and knowledge learning requirements
* provided little evidence that was able to be assessed against the Community Studies B performance standards.

### Planning and Organisation

The more successful responses to Planning and Organisation (PO1)

* had planning built into the assessment tasks stating that the student had to complete mind maps, to do lists, answers to focus questions, action plans, safety plans and risk assessments
* provided student evidence of planning including mind maps, drafts, annotated notes, statements of intention, idea development, shopping lists, seeking and responding to feedback, maths formula sheets, notes of discussions with the teacher, journal entries, sequential sketches or recordings of practices on a USB using approved file formats
* included revision notes and practice tests to demonstrate planning
* submitting drafts in addition to their final pieces
* students can use a journal /reflections as an opportunity to identify what they have planned
* linked their achievements to the Community Studies B performance standards.

The less successful responses to Planning and Organisation (PO1)

* listed only a bibliography or reference list, rather than the steps of planning for the activity
* provided only a final assignment or test with no indication of planning. Implying planning because the task was completed is not sufficient
* provided teacher generated revision notes, rather than personal planning
* using a foreign language subject, and not presenting the planning and organising in English.

Application and Reflection 1

The more successful responses to Application and Reflection 1 (AR1)

* used features including Post-It notes or highlighting sections of work, especially in STEM-based subjects, to reflect on a task and how the information gained could subsequently be used
* demonstrated evidence of student reflection on achievement in a test, evaluating what a next step would be or how the information could be used, through audio recordings of discussion with the teacher or a written response
* used a variety of evidence, including reports, products, assignments, photographs with annotations, videos, computer games or performances
* reflected on how and where their skills were applied or their techniques could be improved in practical-based subjects
* when an additional reflection page was added to converted tasks and a final reflection task addressing performance standards
* connected learning to the wider community
* demonstrated evidence of AR1 as it was an integral part of the task design
* tests with the results and some feedback written by the student
* those late transitions to Community Studies B, especially for STEM-based subjects, included a retrospective reflection task based on earlier assignments to demonstrate their understanding of the subject application to the wider community
* recorded an oral over a visual representation of their work, reflecting whilst discussing the completed task.

The less successful responses to Application and Reflection 1 (AR1)

* included tests which, by their nature, often did not allow for critical reflection
* used recount of a task rather than reflecting on their learning
* Checklists with no student evidence, only teacher ticks, lacked sufficient evidence. Practicals that need a checklist, this needs to be filled out by the student and teacher (student voice)
* did not address at least one of the learning requirements from the original SACE subject
* did not include a reflective based task
* provided no common theme of the work in interdisciplinary studies.

General information

Well-presented folios for Community Studies B (both the 10-credit subject with two tasks and the 20-credit subject with five tasks) had the following features:

* used the Community Studies B school assessment cover sheet to indicate which tasks provided the best evidence against the specific performance standards
* clearly labelled tasks
* included the assignment task details
* clearly indicated the achievements for each task against the Community Studies B performance standards
* had teacher feedback on student work
* made clear the skills and knowledge base that the student brought from the SACE subject into Community Studies B.

Students undertaking Community Studies B are advised to keep any work, including drafts, from their previous SACE subject, in order to select the assignments which best show how the student has met the Community Studies B performance standards.

It was evident that where tasks from their previous SACE subject were modified to cater to a student’s particular interests within that subject, students achieved highly.

The Community Application Activity should not be included as a task as it is the external assessment.

Assessment Type 2: Community Application Activity

In this assessment type, students undertake a community application activity. The student takes an aspect or area of interest from the selected Stage 2 subject, and applies the knowledge, skills, and understanding of the aspect or area of interest to a community context. As a guide, the student undertakes this community application activity in approximately 20 hours of programmed time for a 20-credit subject, and approximately 10 hours of programmed time for a 10-credit subject. Completion of the community application activity is verified by the teacher and is not sent in to the SACE Board.

Students provide a report on their chosen community application activity and processes used. They provide evidence of their planning, organising, and decision-making processes in conducting their activity. In doing so, they consider the role of one or more capabilities in their activity. They document the conduct of their community application activity.

The Report and Reflection on the Community Application Activity is uploaded and submitted online.

Assessment Design Criteria

* planning and organisation — PO1
* application and reflection — AR2 and AR3.

### Planning and Organisation

The more successful responses to PO1

* demonstrated systematic and comprehensive planning and clearly identified strategies to complete actions taken
* related their planning of the Community Application Activity to the relevant Stage 2 SACE subject
* clearly articulated their reasons for decisions made.

The less successful responses to PO1

* did not clearly identify the related Stage 2 subject
* focused on the actual activity completion, with little regard for planning, and strategies to undertake steps to carry out the Community Application Activity.

Application and Reflection

The more successful responses to AR2

* clearly showed the development of the selected capability or capabilities and the application to their community application activity. For example, clearly articulating the development of the numeracy capability by learning to manipulate an Excel spreadsheet and learning budgeting techniques for a fundraising event
* reflected on newly developed subject-relevant knowledge in undertaking the community application activity
* discussed more than one capability and used examples of how they specifically developed these
* clearly differentiated between recount and reflection
* were carefully drafted and edited to ensure effective communication of knowledge, skills, and selected capabilities.

The less successful responses to AR2

* recounted or summarised their activity without addressing the relevant subject-specific knowledge and skills
* did not address the selected capabilities or how they applied to their activity.

The more successful responses to AR3

* demonstrated energy and engagement with a topic of personal interest and had a strong student voice
* reflected on the application of their SACE subject-based knowledge and skills as they carried out the Community Application Activity
* clearly evaluated the development of new knowledge and skills and how they might relate to future pathways
* clearly articulated community involvement or connection
* acknowledged the value of the skills and knowledge gained in undertaking the community application activity
* elaborated on information using appropriate conjunctions; for example, ‘because’, ‘therefore’, and ‘as a consequence of’.

The less successful responses to AR3

* relied on tightly scaffolded questions which did not adequately address the learning requirements of Community Studies B
* utilised a task from the folio and called it the Community Application Activity
* provided a recount of what was undertaken, rather than an analysis of the acquired knowledge and skills
* had limited evidence to support the selected capability or capabilities.

General information

For this assessment type, only the report and reflection is to be uploaded onto Schools Online, not the Community Application Activity itself.

An external cover sheet is not required.

The teacher verifies that the Community Application activity has been completed.