

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

Student Number: _____ Subject Code: ZHAY School Number: _____

ASSESSMENT TYPE 1: Contract of Work

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

<p>Development of Contract</p> <ul style="list-style-type: none"><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
<p>Folio</p> <ul style="list-style-type: none"><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
<p>Presentation</p> <ul style="list-style-type: none"><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

Teacher comments (optional): _____



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 [grid]

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.)

Table with 3 columns: AREA OF STUDY, CODE, 10 or 20 credits. Rows include Arts and the Community, Communication and the Community, Foods and the Community, Health, Recreation, and the Community, Science, Technology, and the Community, and Work and the Community.

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

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

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

DECIDING ON THE COMMUNITY ACTIVITY

Briefly:

- provide some **background information about yourself** and **why you have chosen this Area of Study**
- provide a **broad overview of what you hope to achieve, and why**. Consider **achievable and challenging individual goals**
- indicate if this involves using material that you prepared for another subject and how this material is related to your community activity.

I attend year 12 at _____ High School. I play football for the _____ Football Club and basketball for the _____ Basketball Club. I am employed at _____ Automotive. In my spare time when I don't have school or work I like to hang out with mates and play _____. I've been playing football and basketball since I was seven years old. I have also played cricket for 5 years and now I'm just a part time player. By that I mean I only play when I'm available and the team is short. Another sport I play is basketball for the _____ during the winter season; I have played two years for them.

For my community activity I'm going to be a coach for the U/9s _____ Football Club. My community person will be _____ who is the coach of the U/13s and President of the Junior Committee. Being coach involves running trainings and being runner if needed. I will also attend all of their trainings and try to make myself a useful member of the team.

I have chosen not to go for an ATAR this year because I have no need too. I'm still participating in the practical side of PE which adds up to 2 hours a week. I didn't do the normal PE because I struggle with the theory side of it. When I did normal PE I failed the exam and that's when I got recommended to do community studies in PE. When I have completed my SACE I'm going to go to the _____ which doesn't need an ATAR to get into. I'm going to become a personal trainer and hopefully be a successful one. I'm going to get my Certificate III in Fitness and Certificate IV in Fitness to get me started. I hope to be a successful personal trainer and make good money. When I get into it for a few years and I think I'm not happy with the money I might look for a new job with more sufficient money. Being a personal trainer is what I want to do and it's a job I'll enjoy.

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

I'm going to be a coach for the U/9s Football Club. I have called who is the u/13s coach and also the president for the junior committee. He has agreed to be my community person and a mentor. He is more than happy for me to be coaching because he said on the phone "I'm glad we can both help each other out". By that he means I'm helping him out because I'm taking a coaching position that he was looking to fill and he helps me by letting me take on the job for my PE community studies project.

I will be taking training Wednesday nights starting on the 3rd of April. decided to do it then so the kids have a few weeks training before the game starts. There are roughly around fifteen new kids that have signed up to play so when we have training we will need to split them all into two teams. One team will wear red Guernsey's and the other will wear blue. When that is completed I will then be given a team to coach. I will be attending a three hour coaching session at Football Club that will help me help my coaching and it will include to my hours for my contract. I will be making a booklet "How to be a successful U/9s coach" with detailed information.

PREPARING FOR MY COMMUNITY ACTIVITY

You are required to:

- **identify existing knowledge and skills, including literacy and numeracy, and new knowledge and skills to be developed**
- **develop and use specific knowledge, skills, and capabilities to complete work in the contract**
- **explore relevant capabilities and identify one or more capabilities for focused development.**

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

Specific knowledge and skills:

I have been playing football since I was seven so I have a good understanding of the game. I have also been playing for Football Club my whole career so I know most members of the club which will be a big help. I have been coaching a U/16s basketball team for the last two years so I have a good understanding on how to coach a team. I have knowr for many years so that will be a good help for me and I guarantee I will be a good helper for is a friendly member of the community and I get along well with his family. I watch a lot of AFL and SANFL so I have a great understanding of the game. I'm a friendly person and won't have any trouble meeting new members of the team.

Literacy skills:

I have no trouble reading and writing so when it comes to writing up forms or reading forms and players names I won't have any difficulty. There may be a few players' names I won't be able to pronounce on the first go but that won't be a problem. I communicate well with most people and I've been coach of an 16's basketball team for two years in a row so coaching shouldn't be too difficult.

Numeracy skills:

I don't do maths in year 12 but I've done it in every year prior. My maths skills are reasonably good with my grades reflecting that. I will be using maths in coaching when I put players on the field working out how many players will be on and off the field. I am going to purchase a coaching board which will help me with players positions and show me where each player is. I'm looking to give every player equal game time because that's what it's all about in young grades. Some players will be better than others but that doesn't matter because I'll be looking to keep it equal. In football there are three breaks throughout the game where I'll be able to address the players of any position changes and give them encouragement. Each individual player will be getting the same game time. Even if one is a superstar he will still get the same amount of game time as the youngest lad on the team.

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

Specific knowledge and skills:

I will get a better understanding of how to be a coach for football and a better understanding of the game in general. I'm going to go to a three hour coaching session at _____ Football Club that will help me increase my coaching skills and help me become a better coach. Going to that session will help me find out new strategies and I'll get information from professional coaches. I'm going to gain a lot of new information at this coaching session.

Literacy skills:

I can read and write without trouble so that will not be a concern. Because I'm coaching the u/9's I will need to give my messages across in a simple manner that the players will understand. If I say for example how to do a drill straight out to them they won't understand so I will have to put cones out and demonstrate how to do the drill.

Numeracy skills:

I'm good at maths so I won't have any trouble with the numbers. The younger kids won't be great at maths so if anything comes up they don't understand I can explain it easily. It will be helpful having a white board to assist me coach. I also have a co-coach that will give me a good helping hand when required.

Readers please note: old capabilities have been addressed as work sample completed prior to 2016.

The five capabilities are citizenship, communication, learning, personal development and work.

Which capability will be your main focus in your community activity?

Communication

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

Communication will be a major part of my community studies project. Because I'm coach I will constantly be using communication when I'm talking to my team. Coaching u/9's will be challenging because I need to make sure they understand me and if they don't understand something I will want them to come up and ask me. When I talk to the team I will need to make it as simple as I can so they understand me. I'm hoping coaching the u/9s will help me with my communication.

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

Learning will be another capability I'll be concentrating on. I'm hoping I'll learn a lot new thing about coaching and if all goes well this year I might continue coaching football in years to come. I have been coaching u/16s basketball for two years so I'm hoping coaching football with make me a better basketball coach as well. Learning more about being a coach will help me in the future and might also help my leadership when I'm playing.

PLANNING MY COMMUNITY ACTIVITY

You are required to:

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

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

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

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

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

Evidence can take many forms, for example (e.g. receipts, sketches, photographs, emails and audio/ video recordings). Refer to 'keeping evidence of activities and learning', on pages 36-37 of the Community Studies Subject Outline 2013 for more strategies.

Step	Description	Action/ Strategies	Hours	Evidence
1.	Coaching session at Club. Monday 8 th April.	Learn new skills and get information from experienced coaches.	3	I'm hoping to receive a certificate to say I have completed it. If not I'll try and get photo proof.
2.	First training on Wednesday 3 rd April 2013.	Find out who is on my team and who I'm coaching.	1	I will be getting photo proof of me with my team once it's announced.
3.	Attend training and complete drills with the team.	Get more of an idea about the game. Take what they learn at training into the game.	58	Evidence is in the power point presentation.
4.	Write journals based on what has been completed.	Writing journals will give information on what has happened.	10	3,721 words of evidence in the folder.
5.	Attend games on Saturday morning or Friday nights.	Address the team on their positions and the game plan.	34	Evidence is located in the power point presentation which is in the folder.
6.	Writing up of contract.		4	
7.	Getting organized for the team trainings and games.		7	
8.	End of year junior presentation congratulate the team on their season and what they have succeed on.		2	
9.	Speech at the presentation night		1	
	TOTAL HOURS		120	

Interacting with the community

You are required to:

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

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

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

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

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

Football Club Junior President and Football Club U/13s coach)

This person was chosen because

He organises all the teams because he is the Junior President. I also personally know him in the community and he being a teacher will be a great help for my community studies project. He is an organised person and if I'm having any trouble with the team or my contract he is the man I can go see.

Interaction with my community contact.

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

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

while planning when starting as I go at completion

Ways I will document my interaction

Journal phone log email Other (please describe)

The type of feedback I will ask for will be

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

Ways I will respond to feedback are

formal letter Email journal Other (please describe)

Other

MY COMMUNITY PRESENTATION

You are required to:

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

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

Parents, Students and my community contact come to an evening where I present the folio I have made.

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

I am going to create a personal folio with all the information and photos.

The form used for the presentation will be

Written

Oral

Visual

Digital

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

I believe this way is going to give me a better chance of a better grade. I will be a good way to present my information and photos.

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

I will be receiving photos of me coaching the team at games and training.

SIGNING OF CONTRACT

The details in this contract have been agreed on by the student and the teacher.

Changes or modifications must be clearly indicated in the folio and signed by the teacher.

Your signature _____ Date _____

Your teacher's signature _____ Date _____

STAGE 2 COMMUNITY STUDIES

ASSESSMENT TYPE 1: CONTRACT OF WORK

TASK 1: DEVELOPMENT OF CONTRACT

Purpose

To develop a contract of work that gives detailed information about yourself, your planning, and organisational decisions for your chosen community activity. This contract establishes your learning commitment for the year.

Description of assessment

You need to complete the contract template provided to you by your teacher. By doing this, you are able to provide evidence of the:

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

Task Details

It is mandatory for you to complete the Development of Contract activities and attach these to your final contract. They will show planning and research of your community activity and will become apart of your Folio.

Due Date

Friday of Week 7, Term 1.

Assessment conditions

The contract template must be completed electronically.

You should read the Stage 2 Community Studies subject outline or the Kapunda High School Community Studies Booklet for more information about the contract.

You are encouraged to ask your teacher and others for advice, but you must complete the contract yourself. Don't forget to sign the contract and get your teacher's signature.

<i>Learning Requirements</i>	<i>Assessment Design Criteria</i>
<ol style="list-style-type: none"> 1. negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work 2. identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development 	<p>Planning and Organisation</p> <p>The specific features are as follows:</p> <p>PO1 Planning, exploration, and development of a contract of work with challenging and achievable individual goals, and strategies for completing the contract.</p> <p>PO2 Identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>PO3 Exploration of relevant capabilities and identification of one or more capabilities for focused development.</p> <p>Communication and Interaction</p> <p>The specific features are as follows:</p> <p>CI1 Interaction with community contact(s), which includes inviting and responding to feedback</p> <p>CI2 Presentation of a record of evidence, including reporting on the progress of the community</p>

<p>3. work individually and with others</p> <p>4. locate, select, organise, and use ideas, resources, and information</p> <p>5. learn in a range of settings, including the school and the wider community</p> <p>6. take practical action in the community</p> <p>7. seek feedback from the community</p> <p>8. present the activity to the community</p> <p>9. evaluate and reflect on the completion of the contract, the feedback received, and their own learning.</p>	<p>activity against individual goals, and development of one or more relevant capabilities.</p> <p>C13 Presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</p> <p>Fulfilment of Contract of Work</p> <p>The specific features are as follows:</p> <p>FC1 Completion of work in a contract.</p> <p>FC2 Practical action in the local or wider community</p> <p>FC3 Selection of different sources and application of ideas and information relevant to the community activity.</p> <p>FC4 Development and use of specific knowledge, skills, and capabilities to complete work in the contract.</p> <p>FC5 Independent work and, where relevant, contributions to shared learning situations.</p> <p>Reflection</p> <p>The specific features are as follows:</p> <p>R1 Evaluation and review of ongoing progress of the community activity against individual goals.</p> <p>R2 Reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>R3 Reflection on the value of the community activity to the student and to others</p>
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Performance Standards for Stage 2 Community Studies – Development of Contract

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

	Planning and Organisation	Communication and Interaction	Fulfillment of Contract of Work	Reflection
C	<p>In consultation with the teacher and others, appropriate planning, exploration, and development of a contract of work, with achievable individual goals, some of which are challenging, and a small number of strategies for completing the contract.</p> <p>Appropriate identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Considered exploration of some aspects of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Appropriate interaction with community contact(s), which includes inviting feedback, with responses often at a personal level.</p> <p>Competent presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and appropriate development of one or more relevant capabilities.</p> <p>Mostly clear and appropriate presentation of most aspects of the community activity and its outcome to an audience, using relevant knowledge and skills.</p>	<p>Completion of all work in a contract</p> <p>Mostly organised and appropriate practical action in the local or wider community.</p> <p>Appropriate selection of sources and application of ideas and information relevant to the community activity.</p> <p>Appropriate development and use of specific knowledge, skills and capabilities to complete work in the contract</p> <p>Generally productive independent work and, where relevant, generally productive contribution to shared learning situations.</p>	<p>Competent review, with some evaluation, of ongoing progress of the community activity against individual goals, with some detail in sections.</p> <p>Considered reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Considered reflection on the value of the community activity to the student and to others</p>
D	<p>With support, the setting of some achievable individual goals and identification of at least one strategy for a contract of work.</p> <p>With support, identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>Some identification of aspects of a capability and its relevance to the community activity.</p>	<p>Some interaction with one or more community contacts and some attempts to seek feedback and respond to it</p> <p>Presentation of a record of evidence that reports on some aspects of progress in the community activity against individual goals, mainly in narrative, and shows some endeavour to develop one or more relevant capabilities.</p> <p>Basic presentation of some aspects of the community activity to an audience</p>	<p>Completion of some work in a contract</p> <p>Some elements of a planned practical action in the local or wider community.</p> <p>Identification of some sources and use of some basic ideas and information.</p> <p>Application of a few skills to attempt aspects of work in the contract.</p> <p>Some engagement in independent work and, where relevant, some participation in shared learning situations.</p>	<p>Some superficial review of aspects of ongoing progress of the community activity.</p> <p>Some basic consideration of development of knowledge and skills, including the selected capability or capabilities, related to the community activity</p> <p>Some basic description of the value of the community activity to the student</p>
E	<p>With support, identification of some individual goals for a contract of work, and recognition of the need to identify strategies.</p> <p>Recognition, with prompting, of existing knowledge or skills, and/or literacy or numeracy skills, and knowledge or skill to be developed.</p> <p>Emerging awareness of the capabilities and their relevance.</p>	<p>Intermittent interaction with one or more community contacts.</p> <p>Report on an aspect of progress in the community activity against individual goals, mainly using description of attempted learning, and isolated attempts to develop one or more relevant capabilities.</p> <p>Description, without presentation, of the community activity to an audience.</p>	<p>Completion of a limited amount of work in a contract</p> <p>Limited elements of a practical action for a local or wider community activity.</p> <p>Identification of a source and attempt to use information or an idea from that source.</p> <p>Application of at least one skill to an aspect of work in the contract.</p> <p>Emerging independent and, where relevant, group learning skills.</p>	<p>Description of one aspect of progress, with limited detail.</p> <p>With prompting, some limited consideration of the development of a skill (or an aspect of a capability) related to the community activity.</p> <p>Brief description of the value of the community activity to the student.</p>