

Stage 2 Community Studies
Assessment Type 1: Contract of Work
Student Response
(A Standard)

Part 1 – Task and Contract



Performance Standards for Stage 2 Community Studies

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

	Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
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>

YEAR 12

Community Studies

**Science, Technology and
the Community**

STAGE 2 COMMUNITY STUDIES

ASSESSMENT TYPE 1: CONTRACT OF WORK

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.

Assessment conditions

The contract template may be completed either electronically or by hand. You should read pages 30 to 35 of the Stage 2 Community Studies subject outline 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.

Learning Requirements	Assessment Design Criteria
<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 3. work individually and with others 4. locate, select, organise, and use ideas, resources, and information 5. learn in a range of settings, including the school and the wider community 6. take practical action in the community 7. seek feedback from the community 8. present the activity to the community 9. evaluate and reflect on the completion of the contract, the feedback received, and their own learning. 	<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 activity against individual goals, and development of one or more relevant capabilities.</p> <p>CI3 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>

PLANNING

Example Checklist for Community Studies Folio

Planning my community activity

- Task sheet. ✓
- Contract of work. ✓
- Put your thoughts on piece of paper – Mind maps. ✓
(Record your ideas) – Notes.
- Evidence of research. ✓

Engaging in activities to complete my community activity

- Evidence of research
- Record of communication - Logbook. } ongoing
- Journal. }
(Phone calls, visits, meetings, interview)
- Work experience – Form. } Mentor
- Report from work supervisor. }
- Photographic evidence. ✓

Any changes/modification to the contract & reasons for them.

- Addendum to the contract. ✓
- Notes; Journal entries. ✓

Feedback from others

- Survey, checklist.
- Evaluation form.
- Written comments, tips, verbal feedback from mentor. ✓
- Audio. ✓
- Draft. ✓

Presentation → Planning for presentation
→ feedback on presentation

Reflecting on ongoing development of my knowledge & skills.

- Journal entries (at least once a week). ✓
- Reflection slideshow/ongoing photographic journal. } self-reflection

Reflecting on new knowledge & skills related to the capabilities I have chosen

- Reflection report.
- Presentation to audience.

KEEPING EVIDENCE – PLAN

Consider how you will provide evidence of your learning and record your ideas below

Activities	What my evidence will look like
Contract Development	<ul style="list-style-type: none"> o contract development activities + mind maps + self assessment
Preparation Tasks	<ul style="list-style-type: none"> o Journal entries and weekly planning for each term o weekly checklist o chalkboard designs o List of primary schools
Community Activity	<ul style="list-style-type: none"> o Photos of construction of whiteboard o letter to [] for permission o community contact (log book) o communication with member o Events
Community Presentation	<ul style="list-style-type: none"> o In photo diary presented o planning for primary school presentation o script for presentation
Feedback	<ul style="list-style-type: none"> o Surveys made by me.. o On-going feed by member o Final written feedback o Feedback from presentation
Ongoing Reflection (Knowledge and skill development & Capabilities)	<ul style="list-style-type: none"> o Added in journal entries
Final Reflection	<ul style="list-style-type: none"> o Summary of subjects o Reflection on Feedback, Capabilities and what went well / challenges o Evaluation Report (Final) o Extensive self evaluation report. o capabilities sheet

My skills (about me)

I am good at...

- Working with people.
- Working individually.
- I get the job done.
- Communicating with people of the community.
- Following instructions.

I am good at handy work such as fixing things around the house, doing repairs on cars, drawing and designing cars. I am a quick learner and an efficient worker. I like to get the job done as quickly as possible with the best quality possible. I like to take the fast road in life where I want to reach my goals as quick as possible because life is too short to hang around and do nothing worthwhile with it.

My passions

- I am passionate about cars. I love the high performance super cars. I love designing cars in on the computer and on paper.
- I love my sports. I enjoy playing cricket competitively. I also enjoy playing Aussie Rules Football.

The Future

In the future I would like to be successful and own my own business if I choose to do carpentry or gyprocking. I want to buy my own house and to travel the world before I settle down and have kids. I feel motivated to learn more everyday to get to these goals of mine. When I see other people who don't take their education seriously I just think about all the things that they are missing out on in life. I believe in put in the hard work now and enjoy it later. I would love to by my dream car which is a Ford Falcon XR8 or a Holden Commodore. I believe that I will be able to achieve this in the not so distant future.

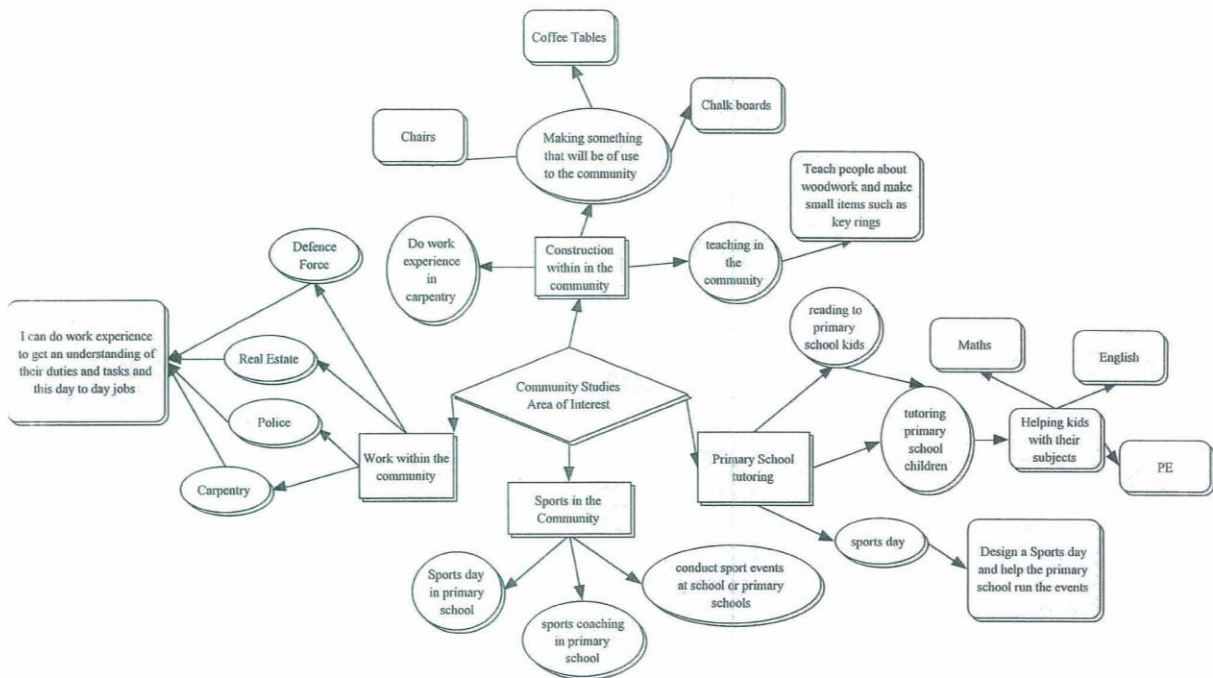
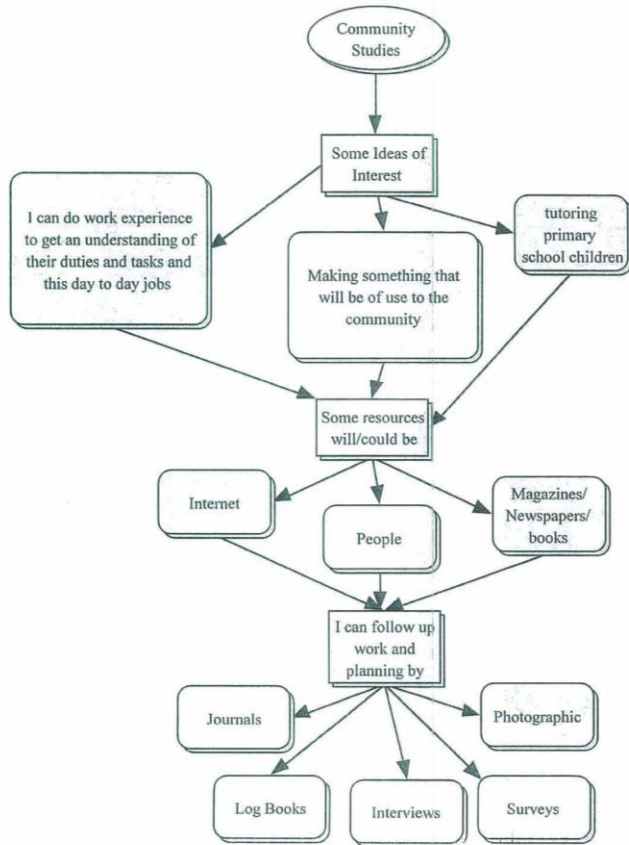
My education skills

I believe that I am a good learner. I have come this far in year 12 so I am going to go all the way. I am not going for an ATAR score so I just need the minimum to obtain my SACE.

My Community project,

1. My community study project can be making white boards and chalk boards and giving them to a primary or pre school. This is linked to my career pathway and the community because this is involved carpentry and cabinet making.
2. Another community I could do work experience with a carpenter. This can benefit me with my trade career because I can experience first hand about carpentry which is a good opportunity for me to get to understand the workforce and the industrial relations and safety with what's involved in the workforce.
3. I can do my community project about the police force and find out how to become a police officer and understand the duties and tasks involved in the police force. This will benefit the community because I will provide them with information about the police force.

My community project will be making white boards/black boards and giving them to a primary school. This will benefit the community by giving them something which is in this case is useful chalkboards, which can be used for little kids to explore their imagination on.



Community Studies Project

Area of interest – Construction and Woodwork

Practical Activity – I would like to construct chalk boards and donate them to a primary school of my choice. This will be a practical activity where I will conduct my own design and construct my chalk board. This project will help me with my career pathway as I am interested in pursuing a career in carpentry or cabinet making. This project will help me develop independence skills as I will be conducting this project with little help from the teacher.

Challenges –

Challenges that I can for see is conducting my own project where I have minimal support and guidance from my teacher. This can be fixed because I will get a majority of feedback and guidance from my mentor and other teachers around the school. Another challenge is the construction stage where I have to think about what design my chalkboards will be and how I will construct it with quality and efficiency. Time is also a factor, I only chose this to be a 1 semester subject and there will a lot of work that needs to be done and completed.

Achievable goals –

Designing chalkboards

Making the design into reality

Building the chalkboard

Acquiring a community studies mentor

Skills required to successfully completing this project

Communication – Communication is a major skill that I will need to have and use in order to be successful in any job. I will need to use communication to communicate to people of the public and gain skills and knowledge about procedures and tricks on how to construct the chalkboard effectively and efficiently. I will need to use good communication skills when I am seeking feedback from my mentor and people of the wider community.

Organisation – I think that organisation is a major skill to have and use. I think that if a person is organised then they are more successful at what they are doing and they can get the job done quicker.

Literacy and numeracy – Literacy and numeracy are skills that are required in any field and occupation in any workplace. I will be using my literacy skills such as writing, spelling, and communicating with mentor and other people in the community. I will be using a vast amount of numeracy especially to work out measurement, angles and sizes of timber. Other numeracy skills are things such as using my basic skills in maths, working in scale and using different measurement tools both electronically and manually.

Contract Development – Activity

Complete the following pages to plan your contract.

What is involved in Community Studies?

a community-based project which benefits the community.

What does a contract need to contain?

- A Description of community activity.
- Planning of hours
- Define capabilities
- Feedback from Community
- Community presentation

What makes your contract challenging?

- contacting, planning of community work
- Constant community contact
- Review of capabilities

What will be the focus of your community activity?

• My focus would be a woodwork based project which will benefit the community

In which Area of Study is your community activity?

• Science, Technology and the Community

Goals

What do you want to achieve? (Consider the development of your knowledge, skills, and capabilities.)

- I want to achieve independent skills, ~~can~~
- Improve self-organisation and communication

Description of outcome of the community activity (e.g. product, event, performance, display, service)

I will create/make/present...

- I will make a black/white board and present it to a primary school

What are some of the steps you will take to complete your community activity?

Include planning, community involvement, contacting your community expert, and the community presentation.

- Designing the contract and the hours
- Designing a suitable chalk/white board
- Finding a mentor and expert advice
- Presenting to the community

Before starting this section, work with your teacher to identify your literacy and numeracy skills.

Capabilities (complete the activity on the following page to identify your focus capability/capabilities)

Which capability/capabilities will you focus on?

- Communication and citizenship and personal development.

Why (how does it relate to your community activity)?

- communication relates to the community as I need to communicate with people
- citizenship relates to my project because I am helping the community.
- Personal Development relates because I will be personally developing my skills

Skills

What skills do you already have in relation to your community activity?

a) General knowledge of topic and skill level:

- knowledge in woodwork
- Designing in scale of furniture

b) Literacy skills:

- Able to write, talk and spell with no hassle.
- Able to engage in literacy components and work.

c) Numeracy skills:

- Basic skills maths
- Higher level maths such as Algebra, percentages, trigonometry etc

d) Capabilities:

- communication
- personal development
- citizenship

What are some of the new knowledge and skills you will research, develop or practise to complete your community activity?

a) Literacy skills:

writing to an unfamiliar audience using unfamiliar text

b) Numeracy skills:

~~maths~~ ~~equation~~
working out maths problems and formulas

c) Other skills:

- communication
- self organisations using tools to help organise time



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STAGE 2 COMMUNITY STUDIES CONTRACT OF WORK TEMPLATE

STUDENT TO COMPLETE

Students and teachers are advised to refer to the current Subject Outline for information on completing this contract of work.

Student _____ SACE registration number

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Teacher _____

School _____

Insert 10 or 20 into the last column to indicate the number of credits and chosen area of study to be undertaken. (Please note that students may undertake more than one Community Studies subject. They prepare a separate contract for each subject. Students may use a subject code only once).

AREA OF STUDY	CODE	10 or 20 credits
Arts and the Community	2AAY	
Communication and the Community	2CAY	
Foods and the Community	2FAY	
Health, Recreation, and the Community	2HAY	
Science, Technology and the Community	TBA	10
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
- communication and interaction.
- fulfilment of the contract
- reflection

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

MY COMMUNITY ACTIVITY

Briefly:

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

I am a year 12 student from [redacted] I have been at [redacted] since year 8. I am 17 years old and will be turning 18 in this September. I have a passion for cars, especially high performance cars. My favorite car manufacturers are Holden and Ford and, my favourite cars from them are the Holden HSV and the Ford XR-6. I am also interested in becoming a carpenter, a real estate agent, or a police officer. My family consists of my Mum, Dad and younger Sister. I consider myself as a fit and healthy person because I enjoy going to the gym and going out for runs ; [redacted] is pl [redacted] cricket and football.

After year 12 I am hoping to go to TAFE and get an apprenticeship in carpentry or gyprocking. My second plan if carpentry does not work out is either real estate or police. I would like to find an employer that will offer me a school based apprenticeships for these occupations so that I can learn as well as going to school and obtaining my SACE certificate. In the future I would like to open my own business and work for myself. I chose to do a trade as a first option because it offers me to do more in my career such as opening my own business and has flexibility with the hours I want to work and the money I want to earn.

My goals in life are to be successful at the job that I do and make a lot of money to buy my own house and drive my dream car. I would like to travel around the world before I have children.

My favorite subjects at school are Tech Studies, Maths, and English. The reason I like these subjects is because these are the key subjects that I will need to do well in order to be good at my trade.

The way I like to learn is hands on learning where I get told what to do and how to do it on the job with as much interaction as possible. I like to get instructions and go away and do them without any interruptions. I like a bit of support along the way but I dislike it when people look over my shoulder all the time telling me what to do. I enjoy receiving feedback about my learning because I believe that there is always a chance to make my work better. Most of my teachers say that I have the potential to achieve more with my learning by going to university and obtaining a degree of some sort, but there is no job offer in university that I really like.

I hope to gain skills in self confidence and personal development while doing Community Studies. I wish to improve my independent working skills because this is my community studies project and it is up to me to conduct my own project and planning, because I won't be having a teacher by my side all the time while I am doing my work as they can be busy attending someone else. I also hope to gain more skills in woodwork as I choose to do carpentry after year 12. This community project will help me understand more about woodwork and construction and the more I expose myself to this kind of work then I am more likely to gain more skills in woodwork.

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

My community project will be a product and service where I will plan, design, and construct a chalkboard from scratch and donating them either to a primary school or a pre-school.

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

- Investigating and evaluating my current skills and deciding on my community project (3hrs)
- Writing this contract (6hrs)
- Contact the Tech Studies teacher [redacted] to see if there are enough resources for me to make a construct a chalkboard. (1hr)
- See Mrs [redacted] about when the tech room is open and work out a timetable where I can go into the tech room and construct my chalk board. (1hr)
- Gather detail about primary/pre-schools in my area and choose which of them I will give it to. (1hr)

Planning and designing the chalkboard

- Search the internet for different chalk board designs and review them to see how good they look and practicality. (3hrs)
- Design my chalkboard to scale. (3hrs)
- Get the Tech Studies teacher [redacted] to see if the design is good enough for work to commence. (1hr)

Construction of the chalkboard and gaining evidence

- Start to collect the materials and measure up and machine the wood. (3hrs)
- Constructing my chalk board. (20hrs)
- Applying stain and varnish to the chalkboard (5hrs)
- Taking photos during the construction stages and the finished product and including them in journal and adding captions. (3hrs)
- Keep a journal and about the activity that I did that day and include any highs and lows and how I overcame them. (3hrs)
- Contact primary schools to see if they are willing to accept my chalk boards. (1hr)

Reflection and evaluation

- Get the community mentor to have a look at the finished product and evaluate it and provide feedback (2hrs)

- Arrange a date to go to the chosen school and give them their chalkboard, make a planning sheet about what to say and how to conduct this presentation. (1hr)
- Attend the primary school and give them the chalkboard (2hrs)
- Evaluate the response of the primary school. (1hr)
- Evaluate and reflect about the whole community studies work which include in detail the positives and negatives with-in this subject and what I did to overcome these issues (Evaluation Report). (5hrs)

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?

The capabilities that fit into my community project are...

- Communication – My Community Project will include a vast amount of communication. I will be communicating with the public when I contact different primary schools regarding accepting my chalkboards. I will also need to contact and communicate with the Tech Studies teacher [REDACTED] to see if he is willing to open the Tech Studies room for me to build my chalk boards. I will also communicate with teachers and my mentor when receiving feedback about my work.
- Citizenship – Citizenship is linked to my Community Studies project because I will be learning new ways on how to construct something that will come in use to the community which in this case a chalk board. This will benefit the community because it will come in use for the little kids draw on and express their imagination.
- Personal Development – Personal Development is also linked to my community project because I have goals that I want to achieve while doing my project. Those goals are I want to communicate to people with confidence and build on what I already have. I also want to learn and update my skills especially in the construction stages of my chalkboard because I want to become a carpenter and the more I learn, the more successful I shall become in the future.

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 believe that I have well all round skills to perform my community project successfully. My number one skill is communicating to people effectively. I like talking to people and finding out information as well as negotiating with people to come to an agreement. I like to push the boundaries and step into the unknown situations because that is the best form of learning.

My numeracy skills and literacy skills are to a good standard and I will be using a lot of literacy and numeracy to successfully complete this project. I will be using my literacy skills where I communicate with people of the community either in written format or oral. I will be required to use a vast amount of numeracy skills especially in the construction stages of the chalkboards where I use measurements, scales, and angles to successfully construct my chalk boards. Literacy skills also include designing survey form, log book journal and reflection and evaluation tasks.

One of my weaknesses I have is that I am not patient with my learning and I like to get straight into the topic quickly and usually rush things without realising that I need other tools to learn. I don't believe that this will interfere with this community project because it is straightforward and I know what I am doing. I think I can develop on this by taking more time to engage on the side work to help me on my main work. I believe that this is easily achievable because I can do it without changing any of my style of learning.

I am always looking for ways to develop and improve my learning. I am always looking for a challenge and I don't think about how hard the work is all I think about is the end result and all the hard work before is all worth while.

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

I hope to gain new knowledge and skills in my planning and information gathering. I tend to rush into my work and ignore the planning and development before hand. I will do this through listening more to the teacher, and ask to seek feedback. I want to develop more skills in communication because this is the most important skill to have in order to succeed in life, because if you don't talk to people seeking information and feedback then you will not achieve anything. I will practice this by talking to people and learning about different communicating techniques such as formal and informal style of talking. By exploring new ideas I will always learn and improve. My literacy skills are to good standard. I always believe that I can always improve on my skills. This project that I will be doing requires vast amount of numeracy skills. My numeracy is at a good standard where I can perform measurements, work to scale, and angles to complete this chalkboard. I plan to work closely with teacher when they are available to ask questions and different ways for me to construct my chalkboard. I will explore different ways to plan, design and draw up my chalkboard and use different maths tools to work out measurements and angles. Overall I hope to develop self-confidence and personal development because there are always opportunities to improve on all of them.

GETTING FEEDBACK FROM THE COMMUNITY

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

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

The name of my community contact with expertise in this community activity is: Justin [REDACTED]

The knowledge and skills this person has are:

He is a TAFE graduate in the field of carpentry.

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:

Teacher and student of the chosen primary school.

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)

A product that will be used by the community in this case a primary school where the students of the chosen primary school can use these chalkboards to explore their imagination on. I will present this chalkboard to the chosen primary school when it is completed.

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

I will receive feedback from my teachers but mostly Justin [redacted] who is my mentor. Justin is a TAFE graduate in carpentry. I will be assessed on my final product of work where he looks at my chalk board and give me grade on whether it is to a good standard or not. I will receive this feedback as a written assessment type structure.

FOLIO – EVIDENCE OF MY ACTIVITIES AND LEARNING

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

This record of evidence includes:

Area of evidence	My evidence
planning my community activity	Mind maps exploring ideas in Inspiration. Recording of ideas in a document Notes Tasks sheets/performance Standards Example of Community Studies Project Contract.
engaging in activities to complete my community activity	Keeping a log book of the communications made such as phone calls. Journal entries. Photographic evidence. Photographic evidence of my final product. Letter of permission from principle and teachers.
any changes or modifications to the contract of work and the reasons for them	Addendum to the contract Notes/journal entries
feedback from others, including the community contact(s)	Surveys , Checklist Evaluation form, such as written comments, verbal comments, and tips

	from the mentor. Marking of work and drafts.
reflecting on the ongoing development of my knowledge and skills	Journal entries by reflecting on the work process I went through (at least one entry per week) Highlight the highs and lows from each week and how I overcame them. Ongoing photographic journal stating what I did every week.
reflecting on new knowledge and skills related to the capability(ies) I have chosen	Reflection and evaluation report Presentation to audience

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 10/8/11

Your teacher's signature _____ Date 10/8/11

Addendum to Contract

1/07/2011

Changes

In the contract I have stated that I am going to construct a Chalkboard, I have now changed the surface of the board to a white board instead of a chalkboard.

Reason

The reason that I have changed the surface of the board from chalk to white board is for safety reasons. As most schools have ruled out the chalkboard and moved on to white board I believe that it is essential for me to follow the same pathway. This ensures that the students are safe from the chalk dust particles which can cause problems and health issues. The other reason behind this is that the whiteboard gives the whole structure a better and stronger frame.

Conclusion

The transition from chalk to white has made the frame much stronger and more rigid. It has also given the whole design a more modern and contemporary look to it. It has also ensured that the children are safe when using the white board as there are no dust particles that will get into the air as they are using white board marker, not chalk.

STAGE 2 COMMUNITY STUDIES
ASSESSMENT TYPE 1: CONTRACT OF WORK
TASK 2: FOLIO

Purpose

This task requires you to compile and maintain a structured record of evidence to document your learning related to all parts of your contract of work. Your folio should include evidence of the development of one or more capabilities related to the community activity.

Description of assessment

Completing this assessment involves providing structured evidence of:

- planning, undertaking, and completing your community activity
- engaging in activities to complete your community activity (e.g. telephoning or emailing, researching from different sources, summarising meetings, and formulating plans) and presenting these in different forms (e.g. digital recording, photographs, transcripts and other appropriate forms)
- explaining changes or modifications to the contract of work, and the reasons
- inviting feedback from others, including the community contact(s)
- reflecting on the ongoing development of knowledge, skills and capabilities.

Assessment conditions

Your folio may be presented in one or a combination of written, spoken, or visual forms, and may include the use of digital technologies.

Learning Requirements	Assessment Design Criteria
<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 3. work individually and with others 4. locate, select, organise, and use ideas, resources, and information 5. learn in a range of settings, including the school and the wider community 6. take practical action in the community 7. seek feedback from the community 8. present the activity to the community 9. evaluate and reflect on the completion of the activity, the feedback received, and their own learning. 	<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 activity against individual goals, and development of one or more relevant capabilities.</p> <p>CI3 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 new knowledge and skills, including identification of new 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>

COMMUNITY STUDIES ... PLANNING

Name: [REDACTED]

Date	What I want to do this week	What I need to get it done	Date completed
7/2/11	explore Ideas about community Studies.	Do mind maps and brain storm ideas.	week 2 11/2/11
11/2	Choose and decide on community project	Talk to people and explore Ideas and decide on Activity	week 5 21/2
7/3	Complete contract and Draft	getting contract marked and drafted	11/3
14/3	look at chalk board design and design one.	Go on the internet and look a variety of chalk boards and use their design.	18/3
14/3	ask [REDACTED] about the use of the tech room.	Make a letter to ask [REDACTED] for permission about using tech room	4/5
29/3	Finalise design of chalk board	make the final copy of chalk board and put in meter measurement.	1/4
11/4	look for primary schools to give chalk boards to	Go on the internet and looking up primary schools in my area.	15/4

COMMUNITY STUDIES ... PLANNING

Name: [redacted]

Term 2

Date	What I want to do this week	What I need to get it done	Date completed
week 1	I want to get my timber and every planning on construction steps done	I need to go see [redacted] and get his approval and his thoughts and opinions on the design	6/5
week 2	This week I want to get all the cutting of my timber done and contact Mentor	work on it on the chalk board in my own time. call [redacted] (mentor) Justin [redacted]	13/5
week 3	This week I want to show my teacher my progress Take pictures	show [redacted] my progress and work on my chalkboard.	20/5
week 4	Contact mentor to see tell him and ask questions	call Justin [redacted] to organise a time so that he can come in and give me feedback	22/5
week 5	Get feedback from mentor	Get feedback from mentor	07/06
week 6	work on the finishing touches on chalkboard	Get finishing work of chalk board done.	N/A
week 7	Work on chalk board	make sure do as much stuff as possible because of work exp next week.	N/A
week 8	Away on work experience...		
week 9	work on chalkboard	varnishing and sanding	

week 10 presentation at [redacted]
 HITRAK - completed Evaluation Report.

YOU WILL NEED YOUR FOLDERS CHECKED WEEKLY FROM WEEK 4... PLEASE BRING ALL INFORMATION INTO SCHOOL EVERY LESSON

Remember if there is no evidence.... There will not be a pass mark.

Term 2

	WK.1	WK.2	WK.3	WK.4	WK.5	WK.6	WK.7	WK.8	WK.9	WK.10	
old to be and d up & rogiss heced					Term 3 / 4		Term 4	Term 3			
our al writing	1	2	2	2	2	2	2	2	2	2	Number of journals completed
athing vide ice/emails ette s/articles hot s/receipts	Photos on my tech work	Photos on my tech work	Photos on my tech work								How much do you have, REMEMBER THIS IS IMPORTANT. Are you collating all information
ocu enting vide ice	Log Book	Log Book	Log Book	Log Book	Log Book	Log Book	Log Book	Log Book	Log Book	Log Book	Write down all your contacts out in the community
ont tting ent r	Log Book Mentor	Log Book Mentor	Log Book Mentor	Log Book Mentor	Log Book Mentor	Log Book Mentor	Log Book Mentor	Log Book Mentor	Log Book Mentor	Log Book Mentor	How often have you done this
isit:					1 in coll		Mentor Feedback		mentor Feedback		How many AND remember to document
hon calls					1 in coll						How many AND remember to document
legc iations											Are you doing enough, remember to note
ietting folder on er											Is you work set out well, does it need tidying up
lann ing and iscu ising/ ihou ng project rogiss to eaci er			Shown pictures and journal on progress			Shown pictures and journal of progress					
itar making a rief plan of our inal roje t							Call primary schools about the chalk boards				If you are doing a display/ brochure do a rough plan of how you hope to have it set out.