

Community Studies Assessment Type 1: Contract of Work

PART 1: Development of Contract

Students develop a contract of work that shows evidence of how they plan and organise their chosen community activity. This contract of work should give detailed information in each part (see the pro forma on the SACE website — www.sace.sa.edu.au). For most students, the contract of work is developed within the first few weeks of the program. Students may change or modify all or some of their initial contract as part of an ongoing planning strategy.

In a contract of work, students provide evidence of:

- identifying an area of interest and developing this into a practical community activity with clearly defined, challenging, and achievable goals, and strategies for completing the contract
- assessing their existing knowledge and skills, including literacy and numeracy skills, and identifying new knowledge and skills for development, to complete the chosen activity
- exploring the capabilities and identifying one or more for focused development in the context of their community activity.

PART 2: Folio

Students compile and maintain a record of evidence to document their learning in a community context as they undertake all parts of the contract of work. The folio should include evidence of the development of one or more capabilities related to the community activity.

Evidence may be presented using one or a combination of the following forms: written, oral, visual, or digital. Examples could include a logbook or journal entries accompanied by photographs with captions, records, scripts of interviews, minutes of meetings, emails, blogs, wikis, video, or multimedia. Students also reflect on their ongoing development of knowledge and skills and on the feedback they receive from teachers, peers, community contact(s), and others.

Students provide evidence of:

- **planning, undertaking, and completing** their community activity
- **engaging** in activities to complete the 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
- inviting **feedback** from others, including the community contact(s)
- **reflecting** on the ongoing development of knowledge, skills, and capabilities.

Keeping Evidence of Activities and Learning

Students keep evidence of what they have done and learnt throughout their community activity. This can be done in various ways. In the contract of work, students should specify the various forms of evidence that they intend to provide as proof that they have completed their contract. They are encouraged to keep as much evidence of their activities and learning as possible, such as:

- a calendar of events
- copies of entry tickets
- copies of letters
- drawings done to scale
- emails
- evaluation feedback
- records of contact(s)
- media articles
- models
- newspaper articles
- reflections on learning
- oral presentations
- photographs
- pictures
- plans
- receipts
- recipes
- records
- samples
- notices
- sketches
- theatre programs
- timetables
- transcripts of conversations.

Evidence can also include statements written or made about students by members of the community or their teacher.

PART 3: Community Activity

Students provide evidence of the extent and quality of their learning in undertaking and completing the community activity. **Evidence of learning may be presented using one or a combination of the following forms: written, oral, visual, or digital.** This allows students to demonstrate the completion of their community activity after working with and seeking feedback from teachers, peers, community contact(s) and others.

Assessment Design Criteria:

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

Planning and Organisation

- PO1 Planning, exploration, and development of a contract of work with challenging and achievable individual goals, and strategies for completing the contract.
- PO2 Identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.
- PO3 Exploration of relevant capabilities and identification of one or more capabilities for focused development.

Communication and Interaction

- CI1 Response to feedback from teacher(s), peer(s), and community contact(s) to inform planning and development of the community activity.
- CI2 Interaction with community contact(s) to help progress and complete the community activity.
- CI3 Presentation of a record of evidence, including evidence of the development of one or more capabilities related to the community activity.

Fulfilment of Contract of Work

- FC1 Completion of work in a contract.
- FC2 Practical action in the school or local community.
- FC3 Selection of different sources and application of information relevant to the community activity.
- FC4 Development and use of specific knowledge, skills, and capabilities to complete work in the contract.
- FC5 Independent work and, where relevant, contributions to shared learning situations.

Reflection

- R1 Review of ongoing progress of the community activity against individual goals.
- R2 Reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.

Performance Standards for Stage 1 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. Insightful identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed. Thorough exploration of relevant capabilities and clear identification of one or more capabilities for focused development.</p>	<p>Thoughtful and critical response to feedback from teacher(s), peer(s), and community contact(s) to inform planning and development of the community activity.</p> <p>Constructive interaction with community contact(s) to help progress and complete the community activity.</p> <p>Comprehensive presentation of a record of evidence, including evidence of the clear and focused development of one or more capabilities related to the community activity.</p>	<p>Completion of all work in a contract</p> <p>Well-planned and significant practical action in the school or local community. Insightful selection of a variety of sources and application of highly relevant and appropriate information to inform the community activity.</p> <p>Focused and productive development and use of a variety of specific knowledge, skills, and capabilities to complete work in the contract.</p> <p>Efficient and productive independent work and, where relevant, efficient and productive contribution to shared learning situations.</p>	<p>Thoughtful and detailed review of ongoing progress, with justification of choices and actions in relation to the individual goals and purpose of the community activity.</p> <p>In-depth reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>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. Well-considered exploration of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Thoughtful response to feedback from teacher(s), peer(s), and community contact(s) to inform planning and development of the community activity.</p> <p>Well-organised interaction with community contact(s) to help progress and complete the community activity.</p> <p>Thorough presentation of a record of evidence, including evidence of the clear development of one or more capabilities related to the community activity.</p>	<p>Completion of all work in a contract</p> <p>Well-organised and appropriate practical action in the school or local community.</p> <p>Thoughtful selection of different sources and application of appropriate information relevant to the community activity.</p> <p>Mostly productive development and use of specific knowledge, skills, and capabilities to complete work in the contract.</p> <p>Mostly productive independent work and, where relevant, mostly productive contribution to shared learning situations.</p>	<p>Detailed review of ongoing progress, with justification of several choices and actions relevant to the individual goals and purpose of the community activity.</p> <p>Thoughtful reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>Well-considered reflection on the value of the community activity to the student and to others.</p>
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. Appropriate identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed. Considered exploration of some aspects of relevant capabilities and identification of one or more capabilities for focused development.</p>	<p>Considered response to aspects of the feedback from teacher(s), peer(s), and community contact(s) to inform planning and development of the community activity.</p> <p>Appropriate interaction with community contact(s) to help progress and complete the community activity.</p> <p>Competent presentation of a record of evidence, including evidence of the appropriate development of one or more capabilities related to the community activity.</p>	<p>Completion of all work in a contract</p> <p>Mostly organised practical action in the school or local community.</p> <p>Competent selection of different sources and application of some appropriate 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>Review of several aspects of the progress of the community activity, 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. Some identification of aspects of a capability and its relevance to the community activity.</p>	<p>Some endeavour to respond to selected prompt-questions from the teacher about feedback from teacher(s), peer(s), and community contact(s). The response may or may not inform the community activity.</p> <p>Some evidence of brief interaction with one or more community contacts, and of seeking feedback.</p> <p>Partial presentation of some aspects of the record of evidence, including evidence of some endeavour to develop one or more capabilities.</p>	<p>Completion of some work in a contract</p> <p>Engagement in some aspects of a school or local community activity.</p> <p>Consideration of a narrow range of sources and application of some relevant and appropriate information selected with support.</p> <p>Application of one or more skills to complete aspects of work in the contract.</p> <p>With prompting, some independent work and, where relevant, some contribution to shared learning.</p>	<p>Superficial review of aspects of progress.</p> <p>Description of some development of knowledge and skills, including aspects of a capability, during the community activity.</p> <p>Partial reflection on some aspects of the value of the community activity to the student or to others.</p>
E	<p>With support, identification of some individual goals for a contract of work, and recognition of the need to identify strategies for completing the contract.</p> <p>Recognition, with prompting, of existing knowledge or skills, and/or literacy or numeracy skills, and knowledge or a skill to be developed. Emerging awareness of the capabilities and their relevance.</p>	<p>Emerging preparedness to communicate with the teacher about feedback from teacher(s), peer(s), and community contact(s).</p> <p>Occasional interaction with one or more community contacts.</p> <p>Limited presentation of a record of evidence, including evidence of isolated attempts to develop one or more capabilities.</p>	<p>Completion of a limited amount of work in a contract</p> <p>Participation in an aspect of a school or local community activity.</p> <p>Some recognition of the need to identify sources and select relevant and appropriate information.</p> <p>Application of a skill to an aspect of work in the contract.</p> <p>Isolated attempts to work independently or with others when prompted.</p>	<p>Identification of one aspect of progress, with limited detail.</p> <p>Description of a skill or an aspect of a capability related to the community activity.</p> <p>Brief description of personal learning related to the community activity.</p>