

## STAGE 1 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 

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

Teacher \_\_\_\_\_

School \_\_\_\_\_

*Insert 10 or 20 in the last two boxes to indicate a 10-credit or 20-credit enrolment. (Please note that students may undertake more than one Community Studies subject. They prepare a separate contract for each subject. Students will use the same subject code for each Community Studies subject).*

Enrolment code 

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | C | O | M | 1 | 0 |
|---|---|---|---|---|---|

*Insert a tick to indicate the area of study*

|  |                                     |
|--|-------------------------------------|
| <b>AREA OF STUDY</b>                         | <input checked="" type="checkbox"/> |
| <b>Arts and the Community</b>                | <input type="checkbox"/>            |
| <b>Communication and the Community</b>       | <input type="checkbox"/>            |
| <b>Foods and the Community</b>               | <input type="checkbox"/>            |
| <b>Health, Recreation, and the Community</b> | <input checked="" type="checkbox"/> |
| <b>Science, Technology and the Community</b> | <input type="checkbox"/>            |
| <b>Work and the Community</b>                | <input type="checkbox"/>            |

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

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

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

## DECIDING ON THE COMMUNITY ACTIVITY

Briefly outline the focus and scope of the community activity by:

- providing some **background information about yourself** and **why you have chosen this Area of Study**  
I am XXX and I am in year 11 at Exemplar School; I live in country SA on a farm. One of my biggest interests is netball; I play for the local Netball club. I chose Community Studies because from what the teachers said about this subject it sounded like something that I would enjoy and look forward to. My interests also include sports, being with friends, going to the beach, shopping, watching movies and TV. I do not have any plans yet for my future job when I leave school, but I would like to own my own business
- providing **details** of the community activity you have selected  
My topic so far for Community Studies is organising my family, of 14 people to go on a trip to Bali, at the end of this year.

providing clearly defined, challenging, and **achievable goals** related to this activity.

I am going to prepare an itinerary, research flights, accommodation, activities and sights of Bali etc.

Provides clear, challenging, and achievable goals

## PREPARING FOR THE COMMUNITY ACTIVITY

You are required to:

- **identify existing personal knowledge and skills (including literacy and numeracy skills) that you can build on to complete the community activity successfully**
- **identify any new knowledge or skills needed to engage in the community activity**
- **explore the link between the new knowledge and skills needed and the relevant capabilities described in the subject outline (e.g. communication, citizenship, personal development, work, and learning), and identify one or more capabilities for focused development.**

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

Specific knowledge and skills:

I have been to Bali before so I know something about the culture, weather, size and interesting tourist spots. I can use a computer easily and I have good organisation and negotiation skills

Literacy skills:

I am a good reader and quite confident with written work.

Numeracy skills:

I always achieve good marks in Maths and I am able to carry out calculations easily.

Assesses existing knowledge and skills and describes areas for development including: research skills; organisation; confidence in communication; and planning.

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

Specific knowledge and skills:

The new knowledge, skills and understandings that I will need to research/develop/practise to complete my activity are:

- ability to plan and organise trips, maybe using Trip Organiser software
- confidence in talking to people over the phone

Literacy skills:

The new literacy skills that I will need to research/develop/practise to complete my activity are:

- good research skills
- collecting information on Bali
- locating relevant research

Numeracy skills:

Establishing a budget and complete costing of trip

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

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

Link between goals, skills and capabilities is clear.

Personal Development

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

I will be doing the planning for an extended family trip to Bali. I have been before but my parents planned the whole trip themselves as I was a lot younger. This will be both challenging and achievable for me. It will also mean that I have to consider the needs of the whole group, not just my own. I will therefore have to think of things the men and boys would like to do as well as the adults and the younger children.

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

**Communication** : I will need to communicate with my teacher, family and extended family, collecting data and selecting appropriate information e.g. in regards to accommodation and activities, being aware of the interests of both the males and females in the group and the wide range of ages going on the trip. I will also learn more about the people of Bali, their culture and perhaps a few key words or phrases.

## CARRYING OUT THE COMMUNITY ACTIVITY & KEEPING EVIDENCE OF ACTIVITY AND LEARNING

**You are required to:**

- **complete and maintain a record of evidence to document your learning, including evidence of the development of one or more capabilities**
- **compile a Folio which will include evidence of :**
  - *planning, undertaking, and completing the 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 and responding to feedback from others, including the community contact(s).*
  - *reflecting on the ongoing development of knowledge, skills, and capabilities.*

*You will need to keep **evidence** of what you have done throughout the community activity. For possible forms of evidence, refer to the Community Studies Subject Outline.*

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

*Indicate how you will demonstrate **action** and **communication** required.*

*Indicate the **number of hours** for each step. (Note: A 10-credit subject is approximately 60 hours work and a 20-credit subject is approximately 120 hours work.)*

An estimate of hours is provided here, the teacher will judge whether there is sufficient work for a contract. Highlighted areas may take many hours.

| Step | Description   | Action/<br>Communication   | Hours | Evidence  |
|------|---|--|-------|---|
| 1.   | <ul style="list-style-type: none"> <li>Discuss options for investigation with my teacher</li> <li>Decided upon a group trip to Bali and organising an itinerary</li> <li>Working out the size of the group</li> <li>Listing the age and sex of the group</li> <li>Work out proper dates for trip</li> </ul>   | <p>Communicate with travellers to find best travel times, what they wish to see or visit.</p> <p>Also seek any special needs of proposed group members</p> | 15    | <p>I will make notes on relevant research</p> <p>I will keep a journal of my progress</p>                                       |
| 2.   | <ul style="list-style-type: none"> <li>Talk to people who have been to Bali and ask them for information</li> <li>Ring travel agents and ask for information on Bali</li> <li>Research cheapest flights</li> <li>Research if it is cheapest to fly to Darwin then Bali or Melbourne then Bali</li> <li>Research accommodation</li> <li>Research sights of Bali</li> </ul> | <p>Speak with travel agents and people who have travelled to Bali before</p>   | 18    | <p>Logbook or journal entries</p> <p>I will summarise all my meetings with my community contact</p> <p>Analysis of research</p> |
| 3.   | <ul style="list-style-type: none"> <li>Have a meeting with the family and discuss accommodation and flights.</li> </ul>   | <p>Meet with proposed travel group [multiple meetings to update on progress]</p>   | 14    | <p>I will record all my discussions and contacts with my family</p>   |
| 4.   | <ul style="list-style-type: none"> <li>Book flights</li> <li>Book accommodation</li> </ul>  | <p>Revisit travel agents</p>   | 4     | <p>Record of visits/telephone calls, emails etc</p>   |
| 5.   | <ul style="list-style-type: none"> <li>Plan itinerary with the family</li> <li>Complete itinerary</li> <li>Place all information in booklet</li> </ul>  |  | 13    | <p>I will word process my Itinerary and insert pictures from my research</p> <p>I will organise everything into a folder</p>    |
| 6.   | <b>VISIT BALI</b>   |  |       |   |
| 7.   |   |  |       |   |

\*ADD OR DELETE ROWS AS REQUIRED

The logbook will provide evidence of CI2, CI3, FC2, FC3, FC4 and FC5

## GETTING FEEDBACK FROM THE COMMUNITY

You are required to:

- seek feedback from teacher(s), peer(s) and community contact(s)
- respond to feedback to inform planning and development of community activity and own learning
- provide evidence of feedback in any form (eg written documentation or electronically recorded).

The name of the person giving me feedback is Mrs. XXXXX XXXXXXXX

I have selected this person because She is a Travel Agent and has a good knowledge of what needs to be done and how to go about it..

### Planning for feedback:

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

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)

## REFLECTING ON MY LEARNING

When you have completed the community activity and received feedback, think about what you have learnt and its value to you. Evidence of your learning during this process must be submitted for assessment as a reflection on the value of the community activity to you and to others.

The reflection should be a maximum of 500 words if written, or 3 minutes if oral, visual, or digital.

The form my reflection will take will be a word processed piece

Assessment conditions for the 'Reflection on Learning' is provided in the task description (i.e. word and time limits).

## SIGNING THE CONTRACT

By signing this contract you indicate your intention to complete the work that you have negotiated with your teacher in all sections of the contract.

Student's signature

Date

Teacher's signature

Date