# Community Studies Subject Assessment Advice

## Overview

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

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

For the second year, Community Studies offered two distinct subject areas, Community Studies A and Community Studies B. Community Studies A provides an opportunity for students to develop a program of learning around his or her interests in a community context. Community Studies B enables students to access the knowledge, skills and understandings of a SACE accredited subject, undertaking similar tasks or skills in the school assessment component but assessed against different Performance Standards. In Community Studies B, the students also have the opportunity to plan a community application activity as part of the external assessment and to report and reflect on this activity.

# School Assessment: Community Studies A

Assessment Type 1: Contract of Work

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

**Assessment Design Criteria:**

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

**Planning and Organisation**

The more successful responses to PO1, PO2 and PO3

* investigated community activities that allowed students to develop relevant skills and knowledge in topics about which they were passionate
* had contracts with clear, individual planning and strategies for achieving goals
* broke down the activity into manageable steps, allocating an appropriate amount of time for each. These individual steps in the contract were then used as a checklist to monitor the progress of the community activity and were clearly documented in the folio
* provided a clear explanation of their choice for focussing on a particular capability, how this related to their learning and development of skills in the community activity
* articulated their current knowledge and skills insightfully, discussing which skills they needed to build upon to successfully fulfil their contract, using examples
* selected capabilities from the 2017 subject outline, focussing on literacy, numeracy and one other capability.

The less successful responses to PO1, PO2 and PO3

* allocated large amounts of time for the community activity without breaking it down into smaller more manageable parts. For example, 100 hours to build a product
* applied capabilities that were inconsistent with the 2017 subject outline.

**Communication and Interaction**

The more successful responses to CI1, CI2 and CI3 and R1

* featured well-scaffolded folios to ensure all features were covered throughout their record of evidence
* included checklists or broke down journal entries into sub headings allowing students to achieve the specific features
* presented a journal table divided into sections such as tasks performed, time taken, community interaction, response to feedback, knowledge and skills gained, development of the chosen capability and reflection on the progress of the community activity
* provided evidence in their folio of seeking ongoing feedback from community experts
* responded to a range of feedback in addition to their mentor, including classmates and members of the wider community
* documented progress in their folio through clearly annotated images explaining the what, why, how and the outcome of the activity
* reflected throughout the folio on decisions made in achieving steps in their contract of work, including the positives and negatives of decisions made and how they learnt at each step to develop knowledge, skills and their chosen capability
* provided clear evidence of their presentation on the outcome of the community activity through planning and reflection on feedback provided. This included drafts of the presentation, photos of evidence, well labelled multimodal formats, feedback forms from the audience and a reflection on the success of the presentation and feedback received
* some students included evidence of their development of online feedback forms and the links to this presented on brochures or accompanying materials for their presentation.

The less successful responses to CI1, CI2 and CI3 and R1

* relied on over-scaffolding, limiting students’ independent voice in relation to their progress
* recounted their experience with limited reflection
* provided limited evidence of their presentation
* omitted ongoing feedback or was limited to a feedback form at the end of the activity.

**Fulfilment of Contract of Work**

The more successful responses to FC1, FC2, FC3 and FC4

* submitted detailed evidence of the fulfilment of their contract of work
* presented relevant information; quality over quantity
* annotated research through post it notes on highlighted material. Journal entries next to a screen shot of online secondary sources or videos were particularly effective
* clearly articulated how the source helped them to develop knowledge, skills or their capability to complete their community activity
* covered numeracy well by including annotated budget sheets or demonstrating the development of spatial awareness by including planning sheets for setting up an event. Including evidence of planning plays in sport or showing evidence of blocking the stage for a play.
* explicitly discussed their understanding of new terminology or how the language in text types such as brochures may vary to appeal to a target audience.

The less successful responses to FC1, FC2, FC3 and FC4

* provided limited evidence of individual contributions when students worked collaboratively in groups. Students need to clearly articulate their individual contribution which equates to 60 hours of work for a 10 credit subject and 120 hours for a 20 credit subject
* presented a large amount of printed research without annotations indicating the relevance
* submitted a brief folio of evidence, or none at all, therefore not documenting the ongoing progress or completion of their community activity.

**Reflection**

The more successful responses to R1

* reflected throughout the folio on decisions made in achieving steps in their contract of work, including the positives and negatives of decisions made and how they learnt at each step to develop knowledge, skills, and their chosen capability or capabilities.

The less successful responses to R1

* recounted their experience with limited reflection.

# External Assessment: Community Studies A

Assessment Type 2: Reflection

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

This year the Reflection was submitted online.

The more successful responses to R2 and R3

* demonstrated evidence that students were taking practical action in their local community, seeking feedback from experts in their community, and reflecting on the development of their new knowledge and skills. There were a number of highly successful responses in Arts and the Community where this was clearly evident and articulated.

The less successful responses to R2 and R3

* repeated the information in the 200 word summary in their 1,000 word reflection, essentially reducing their reflection to 800 words
* did not include a 200 word summary. While they are not marked, they do provide a context for the marker regarding the community activity undertaken. Students should provide a summary of the community activity, processes used, and details of the presentation completed
* were clearly over-scaffolded as their reflections were very formulaic, lacked depth of analysis and an individual student voice
* addressed R1. Only R2 and R3 are addressed in the external reflection
* made reference to literacy, numeracy and one other capability but did not really explore the development of these capabilities in carrying out their community activity. This was also evident when they referred to knowledge and skills but not the development of new knowledge and skills
* did not always make it clear when undertaking a group activity, the contribution to the community activity of the individual student
* indicated that the student was not accessing an expert from the community which limited their capacity to reflect upon their actions regarding inviting and responding to feedback
* made reference to an existing school program which limited a student’s ability to reflect on how he/she negotiated, planned, and made decisions about an individual community activity, and developed challenging and achievable individual goals
* reflected on the completion of a VET program or work placement rather than the development of a community activity.

General information

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

Topics included:

* volunteering in child care centres, aged care facilities and charitable organisations
* organising celebration days for cultural events
* organising fundraisers and awareness events for charities in the wider community
* promoting animal welfare through creating a children’s book documenting the rescue of an animal
* coaching a team
* the development of walking trails through rural towns for tourists and the local community, sign posting moments of significance to the community
* building a raised vegetable garden in a local child care centre to engage children in healthy eating
* creating instructional videos on YouTube about how to learn a sport or skateboarding tricks
* writing and organising the performance of a rap song to promote equality
* working with community organisations or developing events in the wider community enabled students to build strong connections with others and respond to ongoing feedback.

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

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

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

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

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

# School Assessment Community Studies B

Assessment Type 1: Folio

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

**Assessment Design Criteria:**

Knowledge & Understanding

Planning & Organisation

Application & Reflection 1

Knowledge & Understanding

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

* included physical evidence of practical application in applied subjects, through video, annotated photos, critical reflection or analysis of performance, peer assessment, feedback sheets or self-assessment
* included and applied subject specific terminology correctly
* demonstrated and correctly used subject specific key concepts
* clearly identified where evidence was of KU1 or KU2

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

* provided only a list of achievements, without evidence of personal achievement or involvement
* made minimal reference to the original SACE accredited subject skills and knowledge base.

Planning & Organisation

The more successful responses to Planning and Organisation (PO1)

* provided physical evidence of planning including mind maps, drafts, annotated notes, statements of intention, idea development, shopping lists, seeking and responding to feedback, maths formula sheets, notes of discussions with the teacher, journal entries, sequential sketches or recordings of practices on a flashdrive
* included revision notes and practice tests to demonstrate planning
* linked their achievements to the Community Studies B performance standards.

The less successful responses to Planning and Organisation (PO1)

* listed only a bibliography or reference list, rather than the steps of planning for the activity
* provided only a final assignment or test with no indication of planning
* provided teacher generated revision notes, rather than personal planning.

Application & Reflection 1

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

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

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

* included tests which, by their nature, often did not allow for critical reflection
* used recount of a task rather than reflecting on their learning
* did not include a reflective based task.

General information

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

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

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

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

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

Assessment Type 2: Community Application Activity

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

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

This year, The Report and Reflection on the Community Application Activity was submitted online.

**Assessment Design Criteria:**

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

Planning & Organisation

The more successful responses to PO1

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

The less successful responses to PO1

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

Application and Reflection

The more successful responses to AR2

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

The less successful responses to AR2

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

The more successful responses to AR3

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

The less successful responses to AR3

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

General information

For this assessment type, only the report and reflection is to be uploaded onto Schools Online, not the Community Application Activity itself. The teacher verifies that the Community Application activity has been completed

An external cover sheet is not required.

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