

STAGE 1 COMMUNITY STUDIES
ASSESSMENT TYPE 2: REFLECTION
STUDENT RESPONSE

COMMUNITY STUDIES

Background Evaluation and review of ongoing progress of the wider community activity against individual goals

- *My original goal was to make a chocolate cookbook focussing on soft centred chocolates, pralines, truffles and assorted sweets. However I decided to change as I realised the large cost of chocolate as an ingredient and the cost of chocolate moulds.*
- *I would have to order moulds online due to limited availability in Adelaide and therefore would not be able to start for a couple of weeks until they arrived in the post. Additionally the limited recipes on the internet for chocolate fillings meant I was left with little inspiration. Although I brainstormed an expansive list of flavours, I did not have recipes to recreate them. In light of these problems I set a different goal to create a dessert cookbook where the food would be presented in glasses and jars of all shapes and sizes. After realising that some glass was not heat resistant, I modified my goal to just desserts. Through the evolution of my goals I learned that I should have researched my ideas more thoroughly before writing my initial contract.*
- *I wanted to aim the cookbook at chefs of all capabilities who are willing to step out of their comfort zone. As such I made the recipes easy to follow, I used attractive photos, clear fonts and a modern, simple layout.*

Reflection

Thoughtfully reviews ongoing progress in detail, justifying choices and actions, including reasons for changes in contract, reasons for these and actions made as a result relevant to the goals and purpose of the community activity.

COMMUNITY STUDIES REFLECTION

Reflection of Development of Knowledge and Skills

- I had experience in cooking desserts and organising ingredients as it is a hobby of mine. However I had never written my own recipes before or designed a cookbook. I analysed and annotated many recipe books to provide inspiration, learning the importance of using descriptive but concise language for all recipes, including adjectives and verbs. By keeping the language concise, recipes seem more achievable.
- I learnt about publishing and that all measurements in a book should be converted to metric units. I chose to list both the weight and cup measurements for ease of use. The pages were designed on M _____ and I realised a template needed to be made.
- The layout had to be consistent, appealing and not overcrowded as when assessing a recipe a cook does not have time to wade through long paragraphs of writing. Therefore if all recipes are set out the same, it is easier to follow them.
- The photos of the completed food must also be accurate representations of what the recipes will produce so it gives a realistic expectation.

Reflection

Reflects in depth on the development of knowledge and skills, including selected capabilities, and their application to the community activity.

Key Capability and its Application to the Community Activity

Personal Development, entailed me becoming a better at managing and designing my own project. I felt a sense of achievement as I am improving my skills as a cook. This is important to me as I take pride in continuing to develop my skills. I enjoy cooking as it challenges me on many levels, including time management, organisation, learning new skills and presentation. Desserts are my favourite as they bring joy to my friends and family with whom I share them. My goals encouraged me to venture outside my cooking comfort zone. Ultimately by pushing the boundaries of my skills, helped me to develop cooking insight; of personal importance to me. I was made aware of what my cooking abilities are, where there is room for improvement and what I am capable of completing in a certain time period.

Personal Value of the Community Activity

- Enabled me to meet my full potential as a cook by broadening my cooking knowledge - of great value to me next year when completing Stage 1 Food and Hospitality and subsequently when I train to become a pastry chef, pursuing a career in patisserie and chocolate making starting a business centred on these skills. I gained ideas for future products and techniques to employ when cooking.
- I realised I would like to publish a cook book of my own recipes to sell in alignment with my business. I currently work at B so learning more about separate ingredients, measurements and presentation will help me in my role as Assistant Cake Decorator. My attitude towards school changed as the subject was practical and relevant to my career aspirations. This is the first time I have been able to focus on cooking within the school curriculum, learning the importance of being passionate about learning.

Value of the Community Activity to Others

- I plan to publish multiple copies of this book my learning will enable recipients to improve their cooking skills, enjoy the cooking process and have fewer failures in the kitchen because the recipes have been tested and modified multiple times to improve their texture, taste and overall quality.
- I assisted a few of my peers with ideas for page presentations, thus realising that learning is a collaborative process and by working together people can use their own knowledge and skills to build upon their own knowledge and skills.

Reflection

Demonstrates insightful reflection on the value of the community activity to self and others.

Community Studies Performance Standards

	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>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.</p> <p>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.</p> <p>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.</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>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.</p> <p>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.</p> <p>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>