

STAGE 2 COMMUNITY STUDIES

ASSESSMENT TYPE 1: CONTRACT OF WORK

STUDENT RESPONSE

ORGANIC FOOD

PRESENTATION

STAGE 2 COMMUNITY STUDIES
ASSESSMENT TYPE 1: CONTRACT OF WORK
TASK 3: PRESENTATION

Purpose

To present a final product which provides evidence of the extent and quality of your learning in undertaking and completing your chosen community activity.

Description of assessment

Your community activity assessment should provide the following:

- Evidence of your stated outcome that demonstrates the completion of your chosen activity.
- A clear link between the activity and the chosen capability or capabilities
- Evidence of feedback from your community contact person and other relevant people.

Assessment conditions

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

Due date: 20/9/11

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>

As I was a Biology student in semester 1 converted to Community Studies this semester because I found some difficulties, I had to choose a topic that related to my Biology knowledge, but in a lower level, so it will be easier for me, and I decided to do organic food.

Communication and Learning are the 2 main capabilities that I will focus on. Firstly is Communication. The reason I chose this cap. is because in my activity, I need to interview my contract of work about organic food. The other reason is I have to survey people, so I can get the data that how many in 15 people eating organic food.

LEARNING IS MY 2ND CAP. THE REASON IS AFTER COLLECT INFORMATION FROM THE INTERNET, I WILL highlight the main ideas and analyse them. Also, after surveyed people I will use that data to make a chart. As doing the folio as my record of learning or evidence of work, I will also organise a poster and an oral presentation to show my evidence of work to my Community Studies teacher and my class peers. Using the feedback from my class peers, my teacher, and my community contract will help me to improve my skills and fix my mistakes, so I can do better next time.

So, what is organic food?

Organic food means foods that were produced without using pesticides, genetically modified organisms, or synthesis hormones. They had to grow separately from conventional products using natural fertilisers and natural insect control methods. Organic animals must be fed all natural grain and have access to the outdoors in order to qualify to produce organic meat and organic dairy products.

Reasons to choose organic food

Health benefits

More nutritionally dense

More essential nutrients per calories consumed

Animal welfare

As I said before, organic meats are from organic animals that have been raised under some of the most stringent protection in the world. Organic animals are raised on the food that contain no hormones, antibiotics, and not treated with synthesis chemicals.

Environment

It's protecting the env. Organic products do not disrupt eco – system with the use of synthesis pesticides and herbicides and fertilisers that may be harmful to the env. Organic land focuses on

building healthy soil which stores a high level of carbon. The more carbon in soil, the less carbon in the atmosphere.

And it is also taste better

The reasons why organic food is more expensive is because organic foods are produced in a stricter conditions and food costs are based on the cost of growing, harvesting, transportation, storage, processing and packaging. Also, organic farmers which have lacks of the economy benefits, so they need to push the prices higher in order to get more profits.

Organic farming methods:

Production yields are often lower than those obtained by conventional farming methods. Organic food products do not use the artificial fertilisers, pesticides and other technological aids.

Bio – dynamic farming methods:

To revitalise nature, grow nourishing food and advance the physical and spiritual health of humanity.

Disadvantages of organic food

Even though organic food is good, it still has some disadvantages:

Not cheaper

Not more nutritious: a regular orange has the same amount of Vitamin C with an organic orange

Not clean: when you buy organic food, you still have to wash to remove the dirt and bacteria

Not local: organic products can come from miles away, and require a lot of energy to transport

Not always healthy: organic can still contain a high level of fat, sugar, sodium and other not – so – healthy ingredients. A food writer often states, “organic junk food is still junk food”.

**COMMUNITY STUDIES
FEEDBACK SHEET**

Students Name: _____

Please place a tick in the appropriate box. You may also make a comment in the appropriate section below.

	Excellent	Good	Average	Fair	Poor	N/A
Oral communication skills	✓					
Written communication skills		✓				
Collaborative/group skills						✓
Time management skills		✓				
Planning and preparation skills	✓					
Initiative shown						
Community involvement						✓
Ability to work independently						✓
Specific practical skills						✓
Depth of research		✓				

Comment:

Feedback provided by: _____

Date: _____

**Stage 2 Community Studies
Audience Feedback for Oral Presentation**

Student... ..

Topic Organic Food Date.

Please fill in the form and return it to me once I have completed my presentation.

Simply place a tick in the appropriate box. If you wish to make a comment on my presentation you may but it is not compulsory.

	Excellent	Good	Satisfactory	Fair	Needs Improvement
Voice - Clear and audible - fluent - effective emphasis		✓ ✓ ✓			
Confidence - good eye contact - appropriate stance - coping with mistakes - answers questions suitably		✓ ✓ ✓ ✓			
Structure - within time limit - effective opening - effective conclusion - logical progression - clear and concise		✓ ✓ ✓ ✓ ✓			
Overall - preparation and planning - effective use of notes - appropriate language - knowledge of topic - interest/enthusiasm - use of appropriate form of communication		✓ ✓ ✓ ✓ ✓ ✓			

Comments Good introduction - Thanks for explaining the conversion from Biology. Good discussion of your capabilities, answered questions well. Good definition of organic food. Good use of notes. You have developed a sound knowledge of organic food. Good idea to give some of disadvantages of organic food! Good discussion of "organic Junk food". Evidence of planning good. Well done!

Feedback given by.... ..

Stage 2 Community Studies
Audience Feedback for Oral Presentation

Student.....

Topic Organic food Date..... 20/11

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Overall - preparation and planning - effective use of notes - appropriate language - knowledge of topic - interest/enthusiasm - use of appropriate form of communication		✓			

Comments

interesting topic

Feedback given by.....

Assessment Comments

This response is illustrative of a C grade, and was a benchmark in 2012.

Communication and Interaction

- Planning for presentation is clear and thorough.
- Mostly clear and appropriate presentation of most aspects of the activity to audience.
- Appropriate feedback sought from audience.

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>
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>