

Stage 2 COMMUNITY STUDIES
ASSESSMENT TYPE 1: CONTRACT OF WORK
Task 3: Presentation
Student Response 2

Fishing Presentation

1. Meet with Librarian to book a corner of the library, including a table to display my booklet and also and computer, to have some of my photos projected on a wall in a rolling power point display.
2. Print off at least 6 copies of my booklet and have my folder set out on the table.
3. Write a note to people invited to my presentation, telling them the date, time and where in the library my booklet will be displayed. (These include my expert, Dad, uncle, Pop and a couple of friends, plus my teacher)
4. Print off enough feedback sheets, plus some spares, for people to write their feedback on.
5. When people arrive, briefly outline what my investigation was about and what I hoped to achieve.
6. Ask if there are any questions.
7. Then tell people to sit and read my booklet
8. Ask them to fill in the feedback sheets and return them to me.

Fulfilment of Contract of Work
Thoughtful selection of different sources of information to present to the community audience.

Speech to outline my investigation

‘Thank you all for coming to my Community Studies Presentation today.

My investigation was about fishing, something I have been involved with since I was about two when I started with a little Rex Hunt line, fishing from the beach at Salt Creek. From this start I moved to boat fishing with my Pop, surf fishing and Cray fishing, then fishing for snapper and whiting and finally moving to the deep sea in the search for tuna. My plan was to go fishing each fortnight and from this, create a practical handbook for more advanced fishermen.

Over the years I picked up a lot of information from two of you in particular, my Dad and my Pop. Until this year for Community Studies, I had never thought to put all this information together or to record all of what they know and have taught me. For my handbook to be useful I wanted it to include particularly relevant information like equipment, types and the best sort of bait to use and where to fish. I thought diagrams, illustrations and photos from my own involvement would make the final production really practical.

Communication and Interaction
Mostly clear presentation of information to community audience.

I kept a record of weather conditions, including wind and swell, each time I went out fishing as this affects the catch. For example when the wind and swell comes up this can create freak waves that hit the side of our boat, making it very unsafe, so it is better to go in before it gets too rough. I also recorded where we went, what we were fishing for, the type of bait used, including squid and sauries and a summary of the catch. I also included any we had to return because they were below the legal requirements. The only exception to types of bait used for fishing was that for tuna as no bait is used; instead we use feathered lures and hard bodied lure-poppers. I caught a wide variety of fish, including a gummy shark four foot long, snapper, tuna, barracouta, nannygai, harlequin fish, groper, and crayfish, mulloway and slimy mackerel which are only good as baitfish.

I also included maps of the areas where I fished at Marion Bay, Robe, Port McDonnell, Whyalla and Cape Jervis. I then put in my own information about the catch typical of each place and the bait I used. Next to each was a photo of my actual catch for that region.

Does anyone have any questions? If not can you please now take time to enjoy reading my booklet. When you have finished can you please fill in the feedback sheets?

Thank you.'

Student:

Topic: *Fishing*

Please fill in this form and return it to me.

	Excellent	Good	Average	Fair	Poor
Did I introduce my topic clearly?	√				
Was my speech clear, concise and informative?	√				
Did I maintain the audience's interest?	√				
Did I cover all aspects of my research suitably?	√				
Did my presentation make sense?	√				

Comment:

The student's presentation was clear and insightful. He shows a true passion for fishing and he knows his stuff.

Signed: _____ Date: _____

THANK YOU FOR YOUR FEEDBACK

Student:

Topic: *Fishing*

Please fill in this form and return it to me.

	Excellent	Good	Average	Fair	Poor
Did I introduce my topic clearly?		√			
Was my speech clear, concise and informative?		√			
Did I maintain the audience's interest?	√				
Did I cover all aspects of my research suitably?		√			
Did my presentation make sense?		√			

A very good presentation. Very interesting. You covered a lot about fishing.

Signed: _____ Date: _____

THANK YOU FOR YOUR FEEDBACK

Performance Standards for Stage 2 Community Studies - Presentation

	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 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>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>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>

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