

Stage 2 Community Studies
Assessment Type 1: Contract of Work
Student Response
(A Standard)

Part 3 – Presentation

Performance Standards for Stage 2 Community Studies

Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
<p>A 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>
<p>B 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>
<p>C 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>
<p>D 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>
<p>E 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>

PRESENTATION

Step 1 – Introduce myself and my mentor Justin; talk a bit about what we are here for.

Step 2 – Talk about the whiteboard, and why I chose to make it and give it to the school.

Step 3 – Talk a bit about my history of when I was a little kid attending the same Primary School as them.

Step 4 – Have a talk to the teacher (Mrs. [redacted]) about school, what has happened, the future etc.

Step 5 – Give her a feedback survey.

Step 6 – Ask for permission and take pictures.

Make sure I talk slowly, use appropriate language for little kids to understand. Give them a good impression of me and the school that I am representing. Make sure I use manners, answer all questions. BE VERY FRIENDLY!

Community Studies Script (For Presentation)

Introduction – First of I would like to thank you for the opportunity to come here and present my work for Community Studies. My Name is [redacted], and this is my mentor Justin [redacted]. I am a year 12 from [redacted] and Justin is a TAFE graduate. I used to come to [redacted] when I was little. The reason that I am here today is to present you with an item that I have planned and built for my Community Studies class.

Community Studies is a subject where I can design my own project, so I can do what I am interested in. The project has to benefit the community in some way so this is why I am here today to give you my whiteboard as I hope it will benefit youse guys.

The Product – This here is a double-sided white board that I have designed and built from scratch. I first started by going on the Internet to look at some designs and just to give me the idea of a how to make one. Then I stated by drawing up some sketches of how I would like my white board to turn out like. After the sketches and I am happy with a particular design I apply the maths side of things to it by accurately measuring up the length, height, and width of the whole whiteboard. This is why maths is so important in everyday activities and you should get good at maths early so that you don't struggle in the future.

After this I went into the tech room or woodwork room and started to collect my materials. I then machined the all the timber to size and started to measure up and sized them. This is the most important stage of the construction as all measurements are to be close to exact and accurate because if it is not then the whole project will be out of measurement.

This is about the whole process of the white-board I hope you guys like it. Are there any questions?

Answering Questions

-
-
-
-

(feedback from presentation)

Name [redacted]

Out of 5, how do you rate the design of the chalkboard?

1 2 3 4 5

How good is the overall finish of the chalkboard?

1 2 3 4 5

Is the chalkboard constructed to a good standard?

1 2 3 4 5

Would you buy this chalkboard if it was up for sale?

Yes No

How much do you think the chalkboard is worth?

\$75

What would you change if you had a chance to construct this chalkboard again? If any...

The design is so good I wouldn't change anything.

Can you list any potential safety hazards?

No, the chalkboard appears to be child safe

Thank you for completing this survey ☺

Thank you for this great chalkboard

From the children in Room 7, [redacted] Primary

Name

[Redacted Name]

Out of 5, how do you rate the design of the chalkboard?

1 2 3 4 5

How good is the overall finish of the chalkboard?

1 2 3 4 5

Is the chalkboard constructed to a good standard?

1 2 3 4 5

Would you buy this chalkboard if it was up for sale?

Yes No

How much do you think the chalkboard is worth?

\$125

What would you change if you had a chance to construct this chalkboard again? If any...

Nothing

Can you list any potential safety hazards?

No

Thank you for completing this survey 😊

Name



Out of 5, how do you rate the design of the chalkboard?

1 2 3 4 5

How good is the overall finish of the chalkboard?

1 2 3 4 5

Is the chalkboard constructed to a good standard?

1 2 3 4 5

Would you buy this chalkboard if it was up for sale?

Yes No

How much do you think the chalkboard is worth?

\$100

What would you change if you had a chance to construct this chalkboard again? If any...

Nothing

Can you list any potential safety hazards?

NO

Thank you for completing this survey 😊

Name

[Redacted Name]

Out of 5, how do you rate the design of the chalkboard?

1 2 3 4 5

How good is the overall finish of the chalkboard?

1 2 3 4 5

Is the chalkboard constructed to a good standard?

1 2 3 4 5

Would you buy this chalkboard if it was up for sale?

Yes No

How much do you think the chalkboard is worth?

45 \$

What would you change if you had a chance to construct this chalkboard again? If any...

mahogany Varnish.

Can you list any potential safety hazards?

NA

Thank you for completing this survey 😊

Name

Out of 5, how do you rate the design of the chalkboard?

1 2 3 4.5 5

How good is the overall finish of the chalkboard?

1 2 3 4.5 5

Is the chalkboard constructed to a good standard?

1 2 3 4 5

Would you buy this chalkboard if it was up for sale?

Yes No

How much do you think the chalkboard is worth?

\$60

What would you change if you had a chance to construct this chalkboard again? If any...

- Rebate the board
- Router the edges to give a rounded finish
- Stain timber with a dark oak finish + hard high gloss varnish
- Make the design more original

Can you list any potential safety hazards?

- Potential splinters in the future, due to the soft wearing nature if the water-based finish
- White board sheet metal has a few edges that could catch fingers (Not likely but could be safer)