

STAGE 2 COMMUNITY STUDIES

ASSESSMENT TYPE 1: CONTRACT OF WORK

STUDENT RESPONSE

ORGANIC FOOD

FOLIO

STAGE 2 COMMUNITY STUDIES
ASSESSMENT TYPE 1: CONTRACT OF WORK

TASK 2: FOLIO

Purpose

This task requires you to compile and maintain a structured record of evidence related to all parts of your contract of work. Your folio should include evidence of the development of one or more capabilities related to the community activity.

Description of assessment

- Collect evidence of each stage of the process you have gone through in planning, undertaking and completing your community activity.
- Compile and maintain a record of evidence such as a log book or journal accompanied by relevant material.
- Organise your folder into logical order.

Your folio should provide evidence of:

- planning, undertaking, and completing your wider community activity
- any formative work done in preparation for your community activity (e.g. emails, letters, minutes, agendas, brochures, pictures, data, calculations, sketches)
- engaging in activities to complete your wider community activity including a record of any communication and interaction you had related to your community activity (e.g. telephoning or emailing, summarising meetings, and formulating plans) and presenting these in different forms (e.g. digital recording, photographs, transcripts and other appropriate forms)
- all research you have undertaken, both primary and secondary, with appropriate references
- demonstration of any new skills learnt or any skills you have improved during the course of this activity
- modifications to the contract of work, and the reasons
- inviting feedback from others, including the community contact(s)
- reflecting on the ongoing development of knowledge, skills and capabilities.

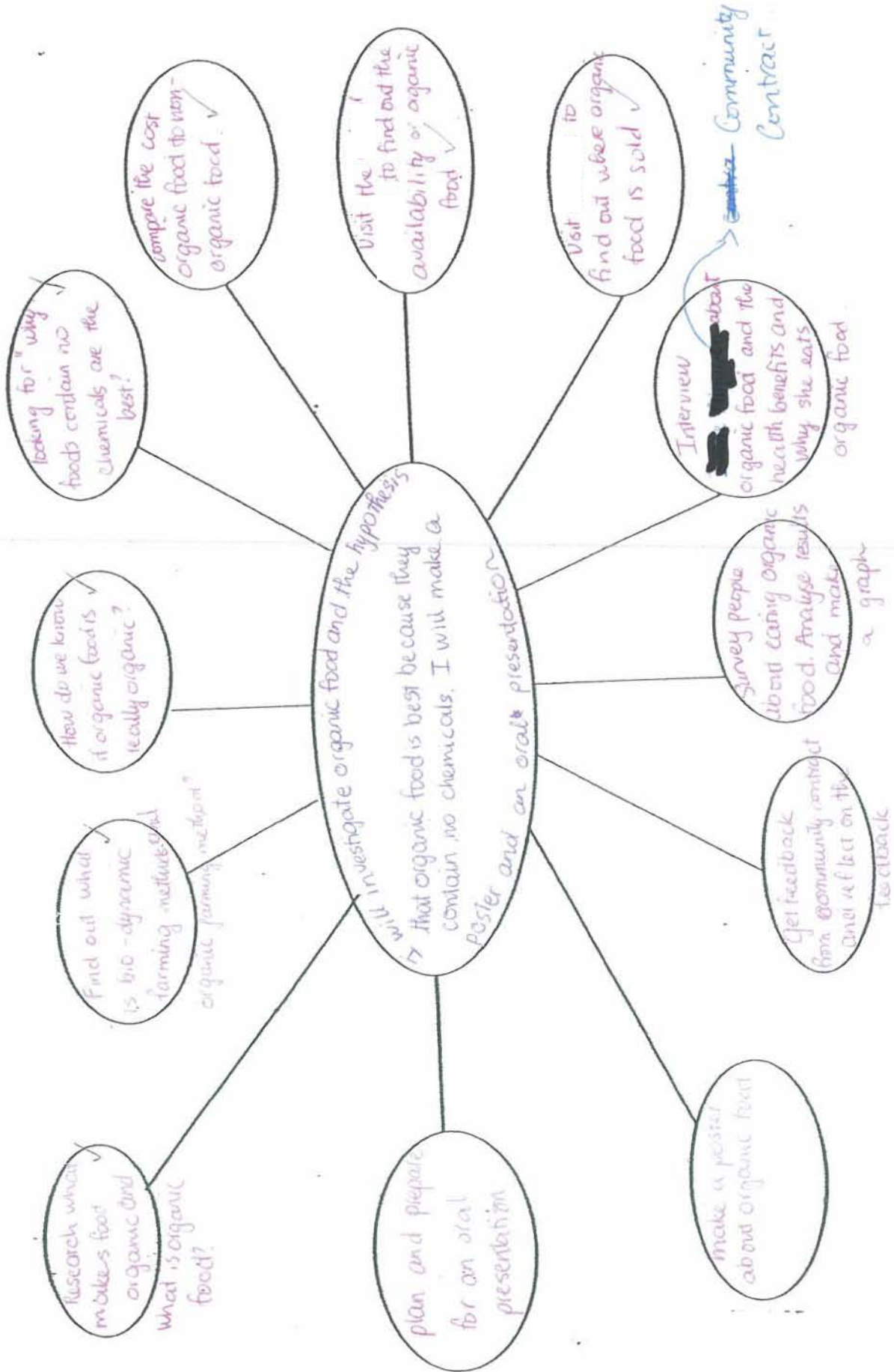
Assessment conditions

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

Due date;

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>

Ideas for my study --- MIND MAP



Don't forget you can do this on computer by going to programs and clicking on Inspiration.

Secondary sources

This article is about why choose organic food

1. tastes better
2. helps protect future generations
3. has higher nutrients levels
4. prevent soil erosion and build healthy soils.
5. protect water quality
6. free of artificial additives
7. a very low or missing levels of chemical residues.
8. use less energy than other food

It is relevant to my activity because these are the reasons why people choose organic food and answer the my question "why food contain no chemical is the best"

9. Certified organic means G-E / GM free

10. maintain or enhance seed, crop and ecological biodiversity.
11. Support for small farmers
12. has lower nitrates levels
13. Not irradiated

2 pages of highlighted sections from website:

<http://www.organicfooddirectory.com/organic-answers/why-choose-organic-food>

- This article is about explain the logos display on the organic food packagings, to make sure people will know it is a real organic food or not.
- There is one logo - usually appear on the packaging.
- + The Australian Certified Organic "Bud" logo
- It is relevant because it tells us rather it is organic food or not

3 pages of highlighted sections from website:

<http://www.bfa.com.au/WhyOrganics.aspx>

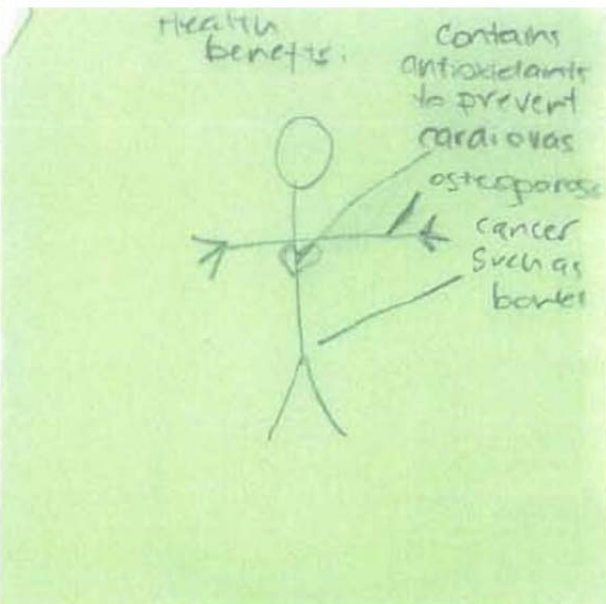
organic foods are grown in a stricter conditions and food costs are based on the cost of growing, ~~have~~ harvesting, transportation, storage, processing and packaging, and that's why organic foods are more expensive than non-organic food.

- Also, organic farmers which have lack of the ~~benefits~~ benefits of economy, so, they need to push the prices higher to get more profits

- Organic farming methods:

production yields are often ~~have~~ lower than those obtained by conventional farming methods.

- Organic food products do not ~~using~~ use the artificial fertilizers, pesticides and other technological aids.



Organic meats are from organic animals that have been raised under some of the most stringent protection regulations in the world

- grow and breed naturally

- raised on food that contain no hormones, growth promotants, antibiotics, animal by-products or preservatives.

- no synthesis chemicals treatments

- protect our env.

- organic farming methods imitate natural ecological processes

- does not disrupt eco-systems with the use of synthesis pesticides, herbicides and fertilisers which may be harmful to the env.

- reduces the impact of chem. runoff, ameliorate climate change, lower agricultural greenhouse gases.

- prohibits synthesis nitrogen fertilisers

- Organic land focuses on building healthy soil, stores on high level of carbon

3 pages of highlighted points from website:

<http://www.organicfooddirectory.com/organic-answers/why-organic-food-costs->

- Because of organic farms and food in Australia are monitored under one of the strictest food regulatory programs in the world, buying organic food with the Australian Certified Organic "Bud" logo on, assured that the foods were handled with care, without using synthesis chem. or additives.

- Fresh, clean, rich in flavour and tastes the way food used to taste are the often comments from those who chose organic food to eat

1 page of highlighted text from website:

<http://www.bfa.com.au/WhyOrganics/BenefitsofOrganics.aspx>

- organic products are grown and processed without using chemicals and synthesis fertilisers.
- organic products that imported from other countries, should have a international certification symbols on the food package
- organic products in Australia should have a "Bud" logo on each package.

1 page of highlighted sections from website:

<http://www.organicfooddirectory.com/organic-answers/how-do-we-know-if-organic->

Learn About Biodynamic Farming

This article is about what is biodynamic farming method, how to prepare biodynamic, the compost and the suitable time to planting

<http://smallfarm.about.com/od/sustainableagriculture/a/Learn-About-Biodynamic-Farming.htm>

How to recognise which is organic food and which is not
The types of organic food, the label and the ingredients - Explain more why organic foods better than non-organic foods.

3 pages of highlighted sections from website:

<http://nutrition.about.com/od/recipesmenus/a/organic.htm>

cons. of organic food
eventhough organic foods are good, but they still have some cons.

1 page of highlighted notes from website:

http://greenliving.about.com/od/healthyliving/a/Organic_Foods_2.htm

1 page of highlighted sections from website:

Article Source: http://EzineArticles.com/?expert=Joseph_Stutzman

<http://ezinearticles.com/?What-Makes-Food-Organic?&id=3735703>

2 pages of highlighted sections and notes from unknown website.

1 page of highlighted points from website:

www.organic-supermarket.co.uk/10reasons.asp

This chapter come from a text book at school called Food and Technology (a Jacaranda Book) it had information about a lot of things that I had found out about but also some other interesting information. The study that was done in the article lists the top 6 reasons for eating organic food as

- Free of chemicals
- Taste and freshness
- Certification
- Environment protection
- Price
- Convenience

This is similar to my survey results which are

- Health benefits and higher level of nutrients
- Taste
- Environment
- Animal welfare.

So the first two sets of results are similar. I should have asked about certification. Some people would maybe buy food because it is stamped as being something that is healthy for you.

I am surprised to find out that Australia population spends the least amount of money on organic food. From my observations there are many shops and cafes that supply organic food and there are many foods available in the shops. But obviously not as much as in many other countries like Denmark which spends almost 13 times more money on organic food.

Survey

I used _____ to do the survey. This was good because I could get a wide range of responses from people and they would not be biased. Also it meant that people would give me good responses and not ones that wouldn't count like if I did it at school. So I can be sure that the responses I got would count to my research. I was able to get 14 responses.

***1. Gender**

- Female
- Male
- Other (please specify)

***2. Age**

- 16-20
- 21-30
- 31-40
- over 40

3. Do you know what is organic food?

- Yes
- No
- Maybe

4. If so, what are the benefits of organic food that you can think of?

- Health benefits
- Tastes better
- Environment issue
- Has a higher nutrients levels
- Animals welfare

Other (please specify)

5. Are you an organic? (if NO, skip question 6, 7 and 8)

- Yes
- No

6. Where do you buy organic food?

- Supermarkets
- Central Market
- Organic food stores

organic food

7. What types of organic food that you usually buy?

- Vegies
- Fruits
- Dried foods
- Meats
- Housewares (shampoo,soaps, washing powder,etc.)

Other (please specify)

8. How can you recognise which one is organic food and which one is not?

9. What do you think about the prices of organic foods?

- Higher than non-organic food
- Lower than non-organic food
- The same

10. Do you think organic food will affect the environment? Reasons

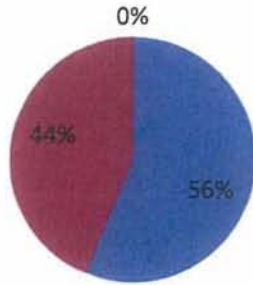
*11. Some people says,"organic junk food is still junk food", what do you think about this?

12. Let rate for organic food (from 1-10, 10 is the highest)

- | | |
|-------------------------|--------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 6 |
| <input type="radio"/> 2 | <input type="radio"/> 7 |
| <input type="radio"/> 3 | <input type="radio"/> 8 |
| <input type="radio"/> 4 | <input type="radio"/> 9 |
| <input type="radio"/> 5 | <input type="radio"/> 10 |

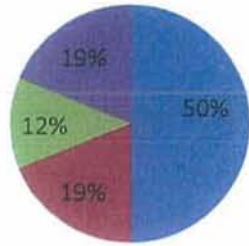
1. Gender

■ Female ■ Male ■ Other (please specify)



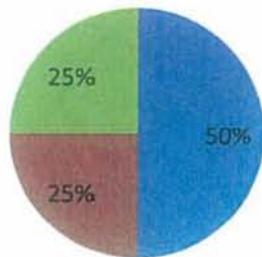
2. Age

■ 16-20 ■ 21-30 ■ 31-40 ■ over 40

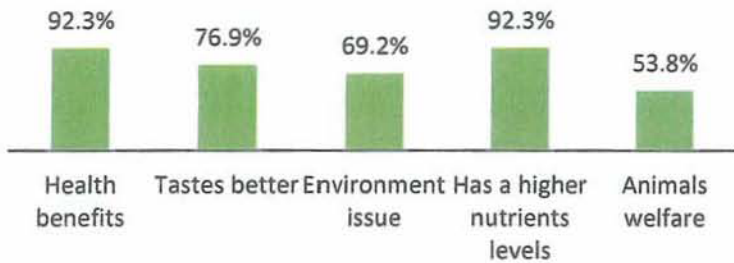


3. Do you know what is organic food?

■ Yes ■ No ■ Maybe

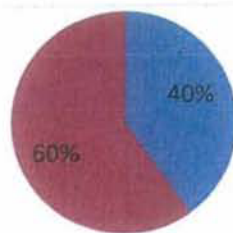


4. If so, what are the benefits of organic food that you can think of?

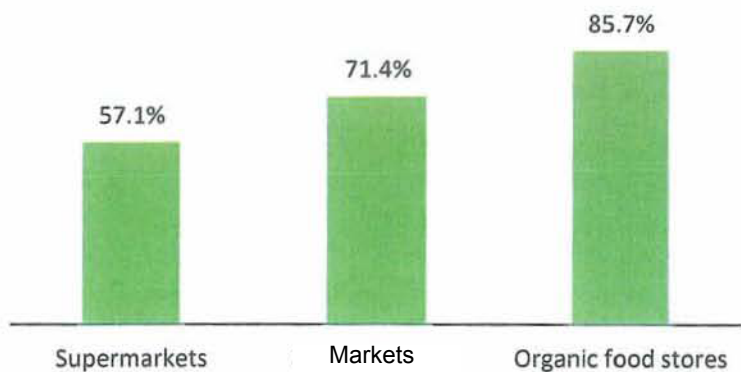


5. Are you an organic? (if NO, skip question 6, 7 and 8)

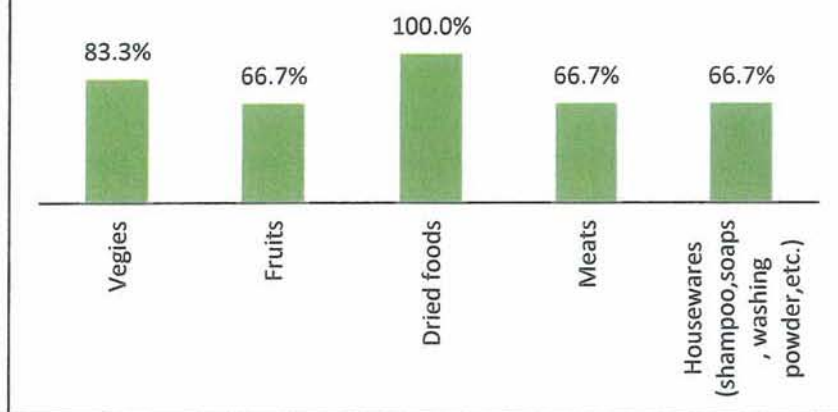
■ Yes ■ No



6. Where do you buy organic food?



7. What types of organic food that you usually buy?

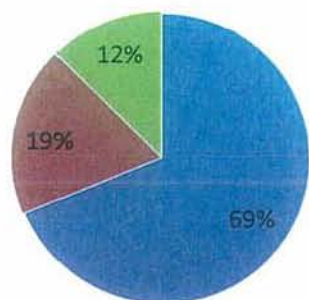


8. How can you recognise which one is organic food and which one is not?

- It does say on the package that which is organic food and which is not
- Labels
- It is often written on the product or has a special marking
- More natural stuff is organic
- Look at the label is the main thing
- No
- Look at the label which is say 100% organic or certified organic by Organic Australian Organic

9. What do you think about the prices of organic foods?

■ Higher than non-organic food ■ Lower than non-organic food ■ The same



10. Do you think organic food will affect the environment? Reasons

- Probably, I'm not sure
- I have no idea
- Don't know if organic food will affect environment or not
- Maybe
- Not really
- Yeah, probably
- Yeah. Because it's healthier and doesn't really cause pollution.
- Yes - but positively
- Yes
- Yes it is. People uses organic things, the environment is less of chemicals, and people is healthier
- No
- Organic food can get more give body health
- Yes
- No I don't think so, because with organic food i think it grow naturally and no chemical therefore it not effect to environment

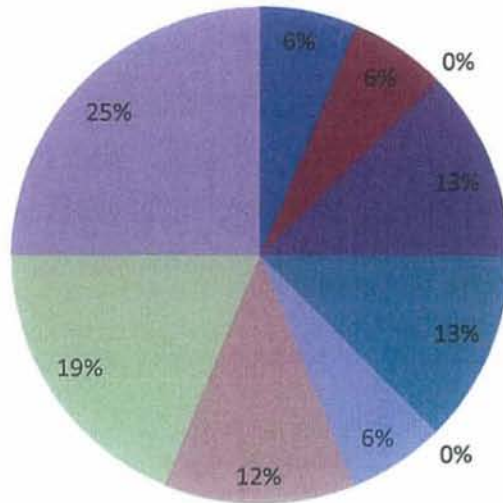
- Yes. No chemicals, people live longer

11. Some people say, "organic junk food is still junk food", what do you think about this?

- It's still junk food
- I think, it's still junk food anyway
- I think, it's still junk food anyway
- It is still junk food anyway
- I agree with that. It is still junk food, even it is organic
- Never heard of organic junk food before
- I don't really know about organic junk food but I believe it is probably similar.
- ¶
- I have never heard of organic junk food
- Disagree
- Oh....even though I'm an organic, but organic junk food is still junk food. People still get fat if eating junk foods
- I agree
- N/A
- It's wrong
- i m not sure about it, nut i think with organic junk food will be better than the others because at least they have the higher amount of nutrition.
- Even i am an organic, sometimes i want to eat junk food too. But i don't want to eat non organic junk food, because it has more chemicals, so, organic junk food is the best choice for me.

12. Let rate for organic food (from 1-10, 10 is the highest)

■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10



Interview

Journal entry

When I conducted my research, part of the interview process was through phone calls. The phone calls I made were to _____, my contact of work to book appointments for the interview.

I called her 3 times. The first time was about asking her permission to write her name as my contact of work. The second time was booking appointments for the interview was on 7th September 2011, however, she was busy at that time due to her family reason. She asked me to call her back after a few days, and that could be better. The last time I called her to book an interview was on 12th of September 2011. She said she would have free on Thursday the 15th of September 2011 at 8pm.

Interview questions

1. When did you start eating organic food?

I started eating organic food about 10 years ago.

2. As you are an organic, what are the benefits of organic food that you can think of?

It's healthy for your body and brain, and it tastes better.

3. What are the factors that make you choose organic food?

Before eating organic food, I was sick day over day, headache, and muscle pain. Then, I met an Australian organic family, they told me the benefits of organic food, and they recommended me to eat organic food. I back home and investigated about organic food and its benefits. After that, I changed to organic and I felt better and healthier.

4. Where do you usually buy organic food?

I usually buy organic food in organic food shops, such as " " in " " or " " on

5. What sort of foods do you usually buy?

Rice, vegies, fruits, housewares (soaps, shampoo, washing powder, etc.)

6. Some people say, "Organic junk food is still junk food". What do you think about that?

I think organic junk food is better than other junk food, it's still organic food. For example, potato chips makes from organic potato and deep fried in organic oil.

7. What do you think about the price of organic food?

It's more expensive. For example, fresh dates in \$15/kg, but organic fresh date is \$26/kg

8. How can you recognise which one is organic food and which one is not?

First thing is label. On the organic food packaging, it has a label name 100% organic or certified organic.

Second thing is rotten. Vegies in supermarkets, after a few days put in the fridge, they become rotten. But with organic vegies, it takes 2 weeks to start rotten.

9. Do you think organic food will affect the environment? Reasons.

Yes, it is. Organic fertiliser is good for plants, no chemicals and not really smelly. No chemicals, people get fresh air, good for humans, animals, and plants.

Journal Entries

Term 1.....Week 10.....**What have I achieved this week?**

This week, I started my new Community Studies class with _____ I discussed with _____ and I decided to investigate the topic "organic food". I finished the planning map and the contract papers thing. Also, I already started search info on the internet.

What things worked well?

When I typed the key words of the steps that I have to do on _____, it gave me lots of useful info and all the ^{that} _{relevant} info I need for my investigation.

What were challenges?

The challenges were, firstly, my community contract went overseas at the moment and I couldn't contact with her. Secondly, I saw an Organic Food ~~Shop~~ Shop somewhere, I ~~it~~ and now I couldn't remember where it is. Try to find it in the holiday.

What strategies have I used to overcome the challenges?

She will be back on the 2nd of July, contact her as soon as I can. Try get on the _____ and looking for it.

What have I learned?

I learnt how to make a planning map and I know after I got my survey feedback, I have to make a graph about it.

Term 3.....Week 1.....**What have I achieved this week?**

This week, I done my Contract of Work and ready to hand up the draft and get feedback. Also, my supervisor and me have discussed about the excursion to , so I can get more information about organic prod.

What things worked well?

I found another organic restaurant on , near .
My teacher ~~will~~ organise for me to go to that restaurant and get ~~informe~~ information would .

What were challenges?

The challenge for this week was, I still couldn't remember where is the " that I saw once. I couldn't find it on the , still looking for it.

What strategies have I used to overcome the challenges?

Think again about what shopping centres did I go, then get on the internet, looking for those shopping centres websites and start searching.

What have I learned?

I learnt how to write ~~para~~ paragraphs more logical.

Planner

What do you need to do this coming week? (include phone calls and visits to be made....)

Monday	get feedback of Contract of work and response
Tuesday	}
Wednesday	
Thursday	
Friday	hand up final Contract of Work and start Task 2: Folio
Weekend	looking for why foods contain no chemicals are the best and find some time to go to the supermarket to compare the prices of organic food and non organic food

Comments....

Term Week

What have I achieved this week?

This week, I received feedback from my supervisor and response on that. I tried to have a look at another capabilities that suit ~~to~~ ^{for} my activity, and I chose Learning. I also added the words that I will finish my task. ~~The~~ This week is the deadline of the Task 1 "Contract of work", and I'm ready to hand it on.

What things worked well?

The things worked well this week were I found lots of ~~so~~ relevant information and already analysed them. I also found some organic foods in

What were challenges?

The challenge ~~is~~ was, even though I found some organic foods in but they weren't allow me to take the photos in their stores. This is my big problem.

What strategies have I used to overcome the challenges?

Take the photos in the and some organic restaurant or cafe that I will visit soon. Also, I can ask my community contract about where does she buy organic food, so I can visit those stores someday soon.

What have I learned?

I learnt, even ^{through} people say organic foods are good, but sometimes they're not.

"Organic junk food is still junk food"

Extract from greenliving.about.com/od/healthyliving/a/Organic_Foods_2.htm

Term ...3...Week ...3...

What have I achieved this week?

This week, my contract of work gave me a receipt of her shopping at one of the organic food shop on [redacted]. She also bought for me a jar of co coconut oil that I can use for my examples of organic food".

What things worked well?

The things worked well were my research is flowing very well and I ~~did~~ got some very good information on the internet.

What were challenges?

What strategies have I used to overcome the challenges?

What have I learned?

Planner

What do you need to do this coming week? (include phone calls and visits to be made....)

Monday	
Tuesday	
Wednesday	Searching for photos, information on the internet and organise
Thursday	blis
Friday	
Weekend	

Comments....

Planner

What do you need to do this coming week? (include phone calls and visits to be made....)

Monday	Check opening time and the map so make sure I will know where to go when I get there.
Tuesday	EXCURSION Make an observation about it.
Wednesday	
Thursday	Compare the fruit and vegies prices in _____ and _____ (non-organic food) with the fruit and vegies in _____ (organic food)
Friday	
Weekend	Get to Tattersall Island Market to observe about the fruits and vegies

Comments....

Term3.....Week5.....

What have I achieved this week?

My supervisor, a part of my class and I had excursion on Tuesday. There were a lot of different types of organic fruit and vegies in there. I took some photos and ~~was~~ takes some notes about it.

What things worked well?

One thing worked well was, I ~~know~~ already knew where the stalls located, so when I get into , I just ^{went} go straight to where I need to go.

What were challenges?

The challenge was we didn't have much time to ~~look~~ observe other stalls

What strategies have I used to overcome the challenges?

Made it quick, ~~fast~~ took photos, asked questions to then go.

What have I learned?

~~I learned~~ —

On the 23rd of August 2011, my class had an observation with our supervisor in _____ as a part of my investigation about Organic food.

My supervisor told my class that we had to meet in front of the class at _____ so walked to the train station and we could catch the _____ train, but due to the lateness, we caught the _____ train. When we got in to the city, we had to wait for the tram to _____. When we got there, it was nearly _____, around _____. The supervisor told us to separate to do our own observation and would meet in front of the market's gate where we met before by _____.

Because I found out where the organic food stalls located, so when I got into the _____, I didn't waste my time to find where those stalls are, and just went straight to where I needed to go.

Firstly, I went to _____, where was not far away from the front gate. I saw lots of organic foods in in this stall. They had different types of fruits, vegies, canned food, rice, noodle, etc. I asked the owner permission to took some photos of the items in his stall and also asked him some questions about organic food, such as, what are the benefits of organic foods, and is he also an organic eater or not? I got lots of good information from him and lots of photos from his stall. They had turmeric here. The thing I was surprised was, when I was taking photos, I saw some cans named soup or stock. I thought there only fruits, vegies, rice were organic, and now I saw cans have soup or stock.

Secondly, I went straight to _____), which is not far away from _____. This stall was bigger than _____. It was quite busy there, so I just asked their permission to take some photos and not asking any questions. There were many different types of organic vegies and fruits in this stall. The most expensive fruit that I observed was the lady fingers bananas, they were \$14.99/kg. They also had different vegies and fruits that stall don't have are asparagus, cherry tomato boxes, fresh dates, loose leeks, radish and passion fruit. I would recommend people should go to this stall if they want to buy different kinds of organic foods.

There were _____, and I couldn't find any other stalls, because if they sell organic foods, they would name their shop something organic, so people will easily recognise their stalls. It didn't take me lots of time. I had about 10 minutes free, and _____, she done her investigation about her topic, so she and I walked around the _____, and had bubble tea.

Then, we walked back to the front door, where we supposed to meet and we were on time. This time, we didn't catch the tram, because we had to wait for the tram and it took more time, so we just walked to the train station. We got into the train station around _____ to _____, so we were able to catch the _____ train. We back to _____ around _____, walking back and we were at school about _____. We didn't late for the next lesson.

Map provided by student.

2 pages of photos removed due to privacy.

Observation from the excursion on 23rd August 2011

\$/kg	Location 1	Location 2
Carrots	5.00	4.99
Sweet potatoes	6.00	
Peas	18.00	
Butter Nut	5.00	
Potatoes	3.50	
Fuji apples	8.00	
Golden delicious apples	8.00	
Mandarins	10.00	6.00
Turmeric	25.00	
Lemons	8.00	
Ginger	25.00	29.99
Jasmine Rice	9.80	
Green split peas	13.50	
Navel oranges		2.99
Bananas		11.99
Passion fruit		4 for \$2
Mildura's finest asparagus		19.90
Cherry tomatoes		\$3.60/box
Shallots		14.99
Garlic		24.90
Spring onions		\$1.99/bunch
Red onions		4.99
Radish		\$1.99/bunch
Fresh dates		28.00
Broccoli		4.99
Parkham pears		4.99
Lady fingers bananas		14.99
Corella pears		5.99
Loose leeks		2.49
Coriander		\$2.49/each
Mint		\$2.49/each

From the table above, [] has more variety of organic food than [], even though they don't have some organic products, such as jasmine rice, green splits peas, turmeric, etc. Ginger's price in [] (\$29.99/kg) is a bit higher than [] (\$25.00/kg). After the observation, I could see that, the organic products in [] are fresher than [].

Term ...3...Week ...6...

What have I achieved this week?

This week, I done the journal entry to the last week.
 I also changed a few steps in my Contract of Work. It was a little bit hard to look for what is bio-organic farming method, so I crossed it out from my steps list and changed the questions a bit.

What things worked well?

One things worked well was, eventhough I changed my questions, mean that I had to start searching ~~at~~ the information all over again, but I already found some very good information and still working on it.

What were challenges?

The challenge was, ^{is} my contract of work ~~is~~ quite busy right now, her work and family stuff, so she asked me for an interview on Thursday night (15/9/11) because that is the only time she ~~is~~ will has free.

What strategies have I used to overcome the challenges?

I met her on ~~a~~ my own time and asked her the suit time for her, she said 15/9 and it should be fine for me.

What have I learned?

I learnt how to ~~do~~ do an oral presentation through one of the class mate. He done his presentation, from that, I know, what I suppose to say and what to show, what to prepare.

Term ...2...Week ..7...

What have I achieved this week?

This week, I set survey questions, I know it was a bit late from now, but, I put it on the internet, and I will get feedbacks soon.

What things worked well?

One thing worked well was, I had the information I need, and keep going to searching information.

What were challenges?

—

What strategies have I used to overcome the challenges?

—

What have I learned?

—

Planner

What do you need to do this coming week? (include phone calls and visits to be made....)

Monday	}	start organising all the stuff in my folders
Tuesday		
Wednesday	}	
Thursday		
Friday	}	Working on the survey and start doing poster.
Weekend		

Comments....

Term ...3....Week ...8....

What have I achieved this week?

I done the interview with my contract of work, and she also gave me some samples of organic food, such as, package of sea salt and white rice. She

What things worked well?

One thing worked well is I'm starting to organise my folder, put them in order, which is not necessary, take it out

What were challenges?

One challenge was the are a few questions in my contract of work that I couldn't find much information on the internet.

What strategies have I used to overcome the challenges?

So, I decided to change a bit in my contract of work to make it easier for me to search information

What have I learned?

Term ...3...Week ...9...

What have I achieved this week?

This week, I was planning ~~and~~ to do a poster to show my supervisor and my peers about organic food.

What things worked well?

The thing worked well was I had the ~~needed~~ necessary information, ready to create a poster.

What were challenges?

What strategies have I used to overcome the challenges?

What have I learned?

I learnt how to prepare for a good oral presentation and create a good looking poster

Term 3 Week 10

What have I achieved this week?

This week, I did my oral presentation which was good. I also started my reflection on my activity.

What things worked well?

The thing worked well was, my oral presentation was going well, more than what I expected.

What were challenges?

The challenge was, this was my first time writing a reflection about activity in Community Studies, the format was a bit strange for me, so, I was a bit stuck with this.

What strategies have I used to overcome the challenges?

I reached helps from my friends, who did this before, so they can help me with this reflection.

What have I learned?

I learnt how to prepare for a good oral presentation and create a good poster
I learnt how to write a logical reflection

Examples of organic foods

Sale Duplicate Copy

Date/Time 06/08/2011 09:42 am

Monday – Closed
 Tuesday, Wednesday, Friday 10.00 – 6.30
 Thursday 10.00 – 7.00
 Saturday 9.30 – 4.00
 Sunday 11.30 – 3.00

Tax Invoice

Sold By: [Redacted]
 Invoice No.: S47746 06/08/2011 11:18

12336286005
 \$9.70
 \$9.70
 \$9.70
 \$0.00

coconut
 k
 doz
 eltic sea

Quantity	Price \$	Discount	Extension \$
1.045	\$15.00		\$15.68
1.580	\$2.80		\$4.42
1.045	\$17.50		\$18.29
3.000	\$9.70		\$29.10
0.510	\$26.90		\$13.72
1.000	\$2.80		\$2.80
2.000	\$3.90		\$7.80
1.000	\$4.05		\$4.05
2.000	\$2.50		\$5.00
0.390	\$7.80		\$3.04
1.000	\$10.00		\$10.00
1.000	\$4.75		\$4.75
0.325	\$23.20		\$7.54

Thank you for shopping with us
 Retain this receipt / tax invoice
 as proof of purchase

Total (inc) \$126.19
 Tax \$0.00

Payment Type
 Cash \$150.00
 Change \$23.80

Organic food vs non-organic

Observation from the excursion on 23rd August 2011

	A	B	C	D	E
Carrots	5.00	4.99	5.31		1.50
Sweet potatoes	6.00		3.38	3.48	
Peas	\$18.00				
Butter Nut	\$5.00			4.98	1.50
Potatoes	\$3.50			1.98	
Fuji apples	8.00		1.00	4.98	2.00
Golden delicious apples	8.00			2.74	1.00
Mandarins	10.00	6.00			
Turmeric	25.00				
Lemons	8.00		0.60/each		
Ginger	25.00	29.99		16.98	9.99
Jasmine Rice	9.80	2.30			
Green split peas	13.50	3.30			
Navel oranges		2.99	1.25 (\$3.75/3kg)	1.98	0.99
Bananas		11.99	2.52/each		
Passion fruit		4 for \$2			5 for \$2
Mildura's finest asparagus		19.90	\$1.98/bunch		
Cherry tomatoes		\$3.60/box			
Shallots		14.99	\$2.88/each		
Garlic		24.90	28.46		
Spring onions		\$1.99/bunch		\$2.00/bunch	
Red onions		4.99	3.88	3.48	
Bunch radish		\$1.99/each	\$2.48/bunch		
Fresh dates		28.00	29.90		
Broccoli		4.99	0.98/piece/each	2.98	0.99
Parkham pears		4.99	0.36 each	1.68	1.45
Lady fingers bananas		14.99	\$2.40/each	11.98	
Corella pears		5.99	\$1.15/each	4.98	1.99
Loose leeks		2.49	\$2.28/each	\$2.35/each	
Coriander	----	\$2.49/each			
Bunch Mint	----	\$2.49/each			

Assessment Comments

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

Planning and Organisation

- Graphing of online survey results demonstrates use of existing skills in numeracy.

Fulfilment of Contract of Work

- Mind Map shows thoughtful planning of actions.
- Mostly appropriate practical action evident from journal.
- Annotations on downloaded material, and summaries and comments on relevance, show appropriate selection of sources and application of information.
- Use of online survey demonstrates appropriate selection and application of information to activity.
- Generally productive and independent work observed, with some positive contribution to the group in shared learning situations.

Communication and Interaction

- Interview questions show appropriate interaction with community contact.
- Evidence of competent presentation of record of evidence in journal entries (for example, some annotation of photographs and diagrams).

Reflection

- Nominating to obtain feedback, while planning and at completion, shows competent review, with some evaluation, of ongoing progress of the community activity.
- Thoughtful reflection demonstrated in comparison of survey results with text book.

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>