

**STAGE 2 COMMUNITY STUDIES**

**ASSESSMENT TYPE 1: CONTRACT OF WORK**

**STUDENT RESPONSE**

**PHOTOGRAPHY**

**PRESENTATION**

# Presentation

# COMMUNITY PRESENTATION

## Suggested plan only – Check the requirements of your contract first.

*The purpose of the presentation is to show what you have accomplished during your contract and identify what you have learnt.*

### TIPS:

- **What** will you present?
- **How** will you will present it?
- **What visual aids** will you use? eg. presentation, posters, photographs.
- **How** will you remember what you are going to say? eg. palm cards.
- **Practice** your presentation. Don't sound like you are reading aloud.
- **Design concepts**- Make it BIG, Keep it simple, make it clear, be consistent.

STEPS	WHAT (key points)	HOW (Style, aids, visuals)
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Say WHY you chose your topic.</li> </ul>	<ul style="list-style-type: none"> <li>- I chose this topic because I could include many things I am good at, could learn &amp; enjoy.</li> <li>- I liked the idea of a Book</li> </ul>	<p>presentation of Book</p> <p>↳ not reading yet just show them and get the children excited. (no palm cards).</p>
<b>Preparation Topics</b> <ul style="list-style-type: none"> <li>• Briefly list these and say how they relate to your major community activity.</li> <li>• Comment on the information/feedback you gained and how it helped you.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the book ↳ I made the book</li> <li>- Explaining my process of the making</li> <li>- allowed the children to ask questions</li> </ul>	<ul style="list-style-type: none"> <li>- The book</li> <li>- smiley faces ↳ happy, sad + unsure</li> <li>- thumbs ↳ up (good), down (Bad).</li> </ul>
<b>Community Activity Outline:</b> <ul style="list-style-type: none"> <li>• The steps you took to complete your major.</li> <li>• Who your community experts were. How they helped you. How you used the feedback you gained.</li> <li>• What you learnt.</li> </ul>	<ul style="list-style-type: none"> <li>- contacted my experts multiple times to gain feedback.</li> <li>- I learnt a lot about all the different components in my assignment.</li> </ul>	-
<b>Reflection</b> <ul style="list-style-type: none"> <li>• Did you enjoy this project? Why?</li> <li>• What did you learn about yourself?</li> </ul>	<ul style="list-style-type: none"> <li>- I enjoyed this because it was an involvement of a combination of things I liked.</li> <li>- I learnt that I always like to take risks.</li> </ul>	-

Cue Card 1.

Hello receptions my name is \_\_\_\_\_ and I am a year 12 student, id would just like to thank you and Ms \_\_\_\_\_ for letting me present my book to you.

Today I am going to be reading you the Nursery Rhyme book I made and it is called Little Bo-Peep.  
Raise your hand if you've heard of little Bo-Peep before.

Cue Card 2.

*Read blurb-*

Little Bo-Peep has lost her sheep and doesn't know where to find them... Where have they gone? Can you help little Bo- peep find her lost sheep?

Cue Card 3.

*Read Book-*

Little Bo-Peep has lost her sheep,  
and doesn't know where to find them.  
Leave them alone,  
and they'll come home,  
wagging their tails behind them.

Cue Card 4.

Little Bo Peep fell fast asleep,  
and dreamt she heard them bleating.  
But when she awoke,  
she found it a joke  
for they were still all fleeting.

Cue Card 5.

Then up she took her little crook,  
determined for to find them.  
She found them indeed,  
but it made her heart bleed,  
for they'd left all their tails behind them!

Cue Card 6.

It happened one day, as Bo-Peep did stray  
into a meadow nearby.  
There she espied,  
their tails side by side,  
All hung on a tree to dry.

Cue Card 7.

She heaved a sigh, and wiped her eye,  
and over the hillocks went rambling.  
And tried as she could,  
as a shepherdess should,  
to tack each again to its lambkin.

Cue Card 8.

*Grab laminated cards- smiley face, thumbs*

Did you enjoy the book:

Raise your hand if you liked it- *show green thumbs up card.*

Raise your hand if you didn't like it – *show red thumbs up card.*

*Ask why they did like it and why they didn't like it.*

Cue Card 9.

*Grab laminated cards- smiley face, thumbs*

How did you feel about the book?

Raise your hand if you felt happy – *show yellow smiley face*

Raise your hand if you felt sad – *show red sad face*

Raise your hand if you felt unsure (not happy, not sad) – *show green straight face*

Cue Card 10.

*Ask the children what their favourite thing was about the book. Have them raise their hands and tell you.*

Thankyou Ms [redacted] and the receptions for being a part of my presentation, I hope you enjoyed the book. Thankyou

Further information:

I also will allow the children to ask me any questions about the book and the making of it. I will also allow my expert, Ms [redacted] to ask me anything.

My Aim is to really involve the kids and I don't want it to be boring for them, so the cue cards above are a simple guideline.

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\*THUMBS UP or DOWN\*

I asked the girls in the class who liked the book and who didn't like it, and I asked them to raise their hands.

Out of the 15 girls in the class, at the time of my presentation, 14 raised their hands saying yes.

I then asked who didn't like it and one "little girl" said no. I asked her why and she said 'because it was scary when the sheep lost the tails'.

Overall, I think I had a really good response and the little girl's comment showed she could feel the emotion of the character. Ms [redacted] also responded extremely well to the book which was great to see.

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### \* EMOTION FACES \*

I wanted to get a more depth response from the reception class, but because they were quite young I used 3 different faces to find a response.

Smiley face: With this face I asked if the book made them happy 10/15 answered yes.

Sad Face: when I held up the sad face I asked if any of the girls felt sad 3/15 answered yes.

Unsure face: I explained that this face wasn't happy or sad, but it meant neither. I only girl that raised her hand answered 'because I was sad when she lost and sheep, but happy when she found them.

## Presentation Photographs:

Before my presentation to the Primary School Reception students, I asked Ms \_\_\_\_\_ if she could take a few pictures of me and the kids during the presentation. She said that she could take photos of me but not the kids singly because of the Privacy Act. She therefore just took some photographs of me whilst I read the book to the children.

The students really enjoyed both the book and being read to, and were became really engaged in the book as I read. At some points I had to stop and briefly explain myself just to make sure that the children understood and were on the right track of knowing what was going on in the story.

At the end of my presentation of reading the book to the children, I asked them some question to get a little bit of feedback from my audience that my book was aimed at. I asked them closed questions using some signs that I made up. (These were of a happy face and different expressions, as well as a 'thumbs up' sign) and had them raise their hand to response to a yes or no question. I also asked them some open questions that enabled the girls to give me a fuller, more personal response.

I ask what their favourite part of the book was. A selection of the girls' responses included; **(below are exact response)**

*"I like the whole book"*

*"I live the bit where she sleeps and dreams of sheep"*

*"I live when she finds the tails"*

*"When she sleeps and finds the sheep and finds the tails and when she's looking for the baby lamb and find it"*

After that I asked them if they had any question to ask me. They asked how I made it, who the girl was in the book, where the photos were taken. I felt by the girls asking me questions that they were really involved in the reading of the book and really enjoyed it.

I asked Ms \_\_\_\_\_ if I could take a group photo of the girls holding the book, to which she agreed with. When I was about to leave all the girls gave me a round of applause and said they really liked and enjoyed the book and asked me to come back and read them another story.

Overall my response from the girls was great. They laughed and they sighed and it really showed that they could feel the emotion of the character. From the response I got from Ms \_\_\_\_\_ my expert, my presentation overall was a success and very grateful to be a part of something really big in my studies.

Photo 1-Showing around the book so all the girls can see the photos.

Photo 2- Reading a page of the book aloud.

Photo 3- The girls all holding my book in a group.

Stage 2 Community Studies student response

Ref: A270632 (updated January 2015)

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## Community Studies – Presentation Feedback

Student: \_\_\_\_\_ re-illustration

Topic: Little Bo-peep Nursery Rhyme - Book

Please fill in this form and return it to me.

	Excellent	Good	Average	Fair	Poor
Did I introduce my topic clearly?	✓				
Was my writing clear, concise and informative?	✓				
Did I maintain readers' interest?	✓				
Did I cover all aspects of my research suitably?	✓				
Did my presentation make sense?	✓				

**Comment:**

A great presentation to the students. Your questioning to the girls was great. Kept them engaged and explained what was happening when the language used was hard for the girls to understand.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**THANK YOU FOR YOUR SUPPORT**

Experts Feedback  
 ↳ original contract feedback form

**s -Feedback from Community Expert**

Nursery Rhyme re-illustrated book

Feedback Provided by \_\_\_\_\_

Occupation/Role in the Community \_\_\_\_\_

**FEEDBACK ON WORK OF STUDENT**

	Excellent	Good	Average	Fair	Poor
Initiative shown					
Skills learnt / shown					
Quality and depth of relevant inform collected					
Use of the Community					

**COMMENTS**

What did you most like about my community activity?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What suggestions do you have to improve my community activity?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**THANK YOU FOR YOUR SUPPORT**

## Community Studies –Feedback from Community Expert

Student's Name: \_\_\_\_\_

Topic: Little Bo-peep Nursery Rhyme re-illustrated book

Feedback Provided by \_\_\_\_\_

Occupation/Role in the Community Event manager /mother of 2 girls

### FEEDBACK ON WORK OF STUDENT

	Excellent	Good	Average	Fair	Poor
Initiative shown	✓				
Skills learnt / shown	✓				
Quality and depth of relevant inform collected	✓				
Use of the Community	✓				

### COMMENTS

**What did you most like about my community activity?**

Attention to detail and the evident time & thought that has gone into the final product. For example the period dress and hairstyles of Bo-Peep. The added features such as the page numbering ~~shows~~ and page layout shows a lot of thought and care has been put into this final product.

**What suggestions do you have to improve my community activity?**

Overall this is a beautifully produced book. Initially I had thought perhaps the use of brighter coloured pictures to make this <sup>visually</sup> appealing to smaller children however given the subject matter, the photos + "watercolouring" of the picture was more appropriate and an excellent choice in the end well done.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**THANK YOU FOR YOUR SUPPORT**

## Community Studies –Feedback from Community Expert

Student's Name: \_\_\_\_\_

Topic: Little Bo-peep Nursery Rhyme re-illustrated book

Feedback Provided by Ti

Occupation/Role in the Community Reception teacher

### FEEDBACK ON WORK OF STUDENT

	Excellent	Good	Average	Fair	Poor
Initiative shown	✓				
Skills learnt / shown	✓				
Quality and depth of relevant inform collected	✓				
Use of the Community	✓				

### COMMENTS

What did you most like about my community activity?

Your resources (book and faces) were excellent. Much thought and effort was put into it. You answered all of the girls' questions and explained yourself very well.

What suggestions do you have to improve my community activity?

You could have a greater range of questioning at the end of the book however the girls were still engaged and loved your story.

well done, you have put a lot of effort into your presentation.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**THANK YOU FOR YOUR SUPPORT**

## Community Studies –Feedback from Community Expert

Student's Name: \_\_\_\_\_

Topic: Little Bo-peep Nursery Rhyme re-illustrated book

Feedback Provided by J

Occupation/Role in the Community Librarian

### FEEDBACK ON WORK OF STUDENT

	Excellent	Good	Average	Fair	Poor
Initiative shown	✓				
Skills learnt / shown	✓				
Quality and depth of relevant inform collected	✓				
Use of the Community	✓				

### COMMENTS

**What did you most like about my community activity?**

- CREATIVE VISUALS
- PROFESSIONAL GRAPHIC DESIGN
- GOOD USE OF A RANGE OF COMMUNITY EXPERTISE
- AN IMAGINATIVE AND DIFFERENT TAKE ON AN OLD NURSERY RHYME

**What suggestions do you have to improve my community activity?**

Perhaps a brief explanation of why and how you gathered community support. What worked? What didn't work?

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

THANK YOU FOR YOUR SUPPORT

## Community Studies –Feedback from Community Expert

Student's Name: \_\_\_\_\_

Topic: Little Bo-peep Nursery Rhyme re-illustrated book

Feedback Provided by Dr \_\_\_\_\_

Occupation/Role in the Community Drama teacher

### FEEDBACK ON WORK OF STUDENT

	Excellent	Good	Average	Fair	Poor
Initiative shown	✓				
Skills learnt / shown	✓				
Quality and depth of relevant inform collected	✓				
Use of the Community	✓				

### COMMENTS

What did you most like about my community activity?

The costuming turned out fantastic and the book overall look great. Well done!

What suggestions do you have to improve my community activity?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

Date: 1/11/15

**THANK YOU FOR YOUR SUPPORT**

**Community Studies –Feedback from Community Expert**

Student's Name: \_\_\_\_\_

Topic: Little Bo-peep Nursery Rhyme re-illustrated book

Feedback Provided by M

Occupation/Role in the Community Make-up Artist

**FEEDBACK ON WORK OF STUDENT**

	Excellent	Good	Average	Fair	Poor
Initiative shown	✓				
Skills learnt / shown	✓				
Quality and depth of relevant inform collected	✓				
Use of the Community	✓				

**COMMENTS**

What did you most like about my community activity?

I love the editing and the effort you went into creating a book. The makeup really suits the costume

What suggestions do you have to improve my community activity?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**THANK YOU FOR YOUR SUPPORT**

**Community Studies –Feedback from Community Expert**

Student's Name: \_\_\_\_\_

Topic: Little Bo-peep Nursery Rhyme re-illustrated book

Feedback Provided by \_\_\_\_\_

Occupation/Role in the Community Graphic designer

**FEEDBACK ON WORK OF STUDENT**

	Excellent	Good	Average	Fair	Poor
Initiative shown	✓				
Skills learnt / shown	✓				
Quality and depth of relevant inform collected	✓				
Use of the Community	✓				

**COMMENTS**

What did you most like about my community activity?

absolutely loved it - very original piece of work.

What suggestions do you have to improve my community activity?

Continue to work in this field of work, you can  
I'd love to see a whole series of these produced.  
Keep in contact!!

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**THANK YOU FOR YOUR SUPPORT**



**Community Studies –Feedback from Community Expert**

Student's Name: \_\_\_\_\_

Topic: Little Bo-peep Nursery Rhyme re-illustrated book

Feedback Provided by R \_\_\_\_\_

Occupation/Role in the Community Hairstresser

**FEEDBACK ON WORK OF STUDENT**

	Excellent	Good	Average	Fair	Poor
Initiative shown	✓✓				
Skills learnt / shown	✓				
Quality and depth of relevant inform collected	✓				
Use of the Community	✓✓				

**COMMENTS**

What did you most like about my community activity?  
I loved the final look of the hair!! It turned out brilliant. Your final product turned out fantastic aswell. I would defenitly love to see more! Well done!

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What suggestions do you have to improve my community activity?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**THANK YOU FOR YOUR SUPPORT**

## Overall Feedback

### Feedback

What did the experts say?

All gave me extremely great feedback. All experts ticked excellent on Initiative shown, skills learnt / shown, Quality and depth of relevant information collected & use of the community.

What did you do in response and why?

nothing was negative, therefore no changes made.

How successful were your actions?

very successful.

A final copy of the completed book not included due to copyright.

## **Assessment Comments**

This work is illustrative of an A grade (Outstanding Achievement).

### **Communication and Interaction**

- Purposeful, insightful and clear presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills (detailed documented planning, cue cards provided, and allowance for the age of reception class to give feedback – thumbs up and down, documentation of their written comments, also feedback from reception teacher).

# Performance Standards for Stage 2 Community Studies

Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
<p><b>A</b> 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><b>Purposeful, insightful, and clear presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</b></p>	<p><b>Completion of all work in a contract</b></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>B</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><b>Completion of all work in a contract</b></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><b>C</b> 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><b>Completion of all work in a contract</b></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>

	<b>Planning and Organisation</b>	<b>Communication and Interaction</b>	<b>Fulfilment of Contract of Work</b>	<b>Reflection</b>
<b>D</b>	<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><b>Completion of some work in a contract</b></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>
<b>E</b>	<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><b>Completion of a limited amount of work in a contract</b></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>