

Stage 2 Community Studies

Arts and the Community (10-credit)

Assessment Type 2: Reflection

Student Response

(A standard)

For my Community Studies, because photography is a passion of mine, I organised to take lots of photos, edit them, display them in our local bakery and have an Opening Night. I had two local photographers as my community contacts.

Through this I have gained valuable knowledge. I now know that through being involved in the community people start to know your name and become aware of your work. On the feedback forms I have there were plenty of positive comments, for example 'Fantastic Photography,' 'absolutely beautiful, well done [REDACTED] and 'a good variety.' I know the value of working with people and I have gained much more confidence because of this.

Feedback from my models was that I wasn't very good at instructing them with what I wanted. I believe I got better at this because of doing it more and working with different people in the community.

I also had trouble at the start with over editing my photos. This shows in [REDACTED] photo in the surf because it looks like I have edited it, where after working with [REDACTED] I learnt not to over edit. The main point she tried to get across was good work should not be seen. I can see how true this is with my later photographs.

I think the exhibition was very successful because of all of the learning and work done before hand. I would have liked to have had a more detailed feedback form. The exhibition received good exposure because it was in a very busy place [REDACTED]. There were over responses. A majority of the forms had excellent circled. I believe that the success was because of the venue because so many people move through there on a day-to-day basis. Also because our community likes to see young people doing things in the community and showing their talent. The quality of the photographs was successful because of the input/advice from [REDACTED] and [REDACTED] and because I listened, practiced and experimented.

I chose to develop the capabilities of Learning and Personal Development. I have learnt so much about photos and how to be more independent in my learning. I have been working independently and satisfactorily managed my time showing that I have developed personally. I have learnt more about myself because I now

know what I am capable of without the guidance of an adult. I have gained different literacy and numeracy skills including documenting events, communication skills, costing skills and sticking to timelines. As part of the opening night I decided to make a speech, which included an introduction to the exhibition and some thank-yous. This was very difficult for me but I am very proud of myself for doing this and feel I can now do this again with more confidence.

I changed the exhibition venue because I wanted more exposure and thought that more people would see it. This is shown by how many people filled in feedback forms. I had an opening night to be professional.

The skills I have gained from this experience will be very valuable for my future. I have developed my communication and personal development including self-confidence, organisation, time management, co-operation and learning.

I have helped brighten up the bakery for a few weeks. The owner commented on how good the photographs make their walls look. This has also opened up the opportunity for students and the public to put their work in the bakery. Comments in feedback forms also said that they enjoyed looking at something while having a coffee.

If I were to do this again, I would like to include basic photography and business courses to prepare for my future. I would also have liked to use a more advanced version of Photoshop so I can do more advanced imaging. I would do a 20-credit subject because I spent more time than I first thought and so could then put more into it.

Overall I am very pleased with how the whole Community Studies has turned out. I have put my name in the community and set myself up for work after schooling. It has all been a very big learning experience and I have enjoyed it thoroughly. I am more confident knowing that I have been successful and the community has responded positively. I had a steep learning curve organising and setting up the exhibition through the planning, invitations, RSVP, preparing and hanging the photographs, and co-ordinating with the Bakery (food, drinks, times). The positive interactions with the models, community members, school and the Bakery and have given me confidence and a positive feel about myself.

Assessment Comments

Assessment Type 2: Reflection (A)

This Reflection is an A grade, and was used as a benchmark for 2012 moderation.

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- Paragraph 2: R3 (second sentence) – value to self by being known in community and last sentence, justifying choices – explicit and insightful – A
- Paragraph 3: R2 (both sentences) – in-depth, insightful evaluation and review of progress, learning from feedback and growing as a person – A
- Paragraph 4: R2 Difficulties with ending, comments on over editing, acknowledging feedback and applying to later work. Frequent justification of choices, actions in relation to goals and purpose. Insightful and in-depth – A
- Paragraph 5: R2 Re exhibition. Learning what to do better next time (more feedback forms), analysis that community liked to see young people succeed. Insightful – A
- R3 Last sentence – ‘because I listened, practiced and experimented’ – justification of choices and actions. Explicit and insightful.
- Paragraph 6: R3 Insightful reflection on capabilities and application to community activity.

Page 2

- Paragraph 1: R2 Literacy and numeracy addressed and outlined how used. Insightful – A, including assessment of growth as a more confident public speaker.
- Paragraph 3: R3 Insightful reflection of value of activity to self.
- Paragraph 4: R3 Insightful reflection of value of exhibition to bakery and to individuals who patronised bakery.
- Last Paragraph: R3 Whole paragraph is insightful reflection of value to student, the models used, bakery and community at large.

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>