PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Systems and Control Products**

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **S** | **S** | **P** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**Endorsement**

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Systems and Control Products (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **I** | **Pl** | **Pr** | **E** |
| **Assessment Type 1: Skills and Applications Tasks**  **Weighting 20%** | **Troubleshooting skills**  Students negotiate with the teacher to complete a set of troubleshooting exercises on machines that have faults. They may complete all exercises sequentially, or at negotiated times during the semester. Students evaluate their ability to modify their ideas and processes while solving technical problems. |  |  | 1,2,3 | 2 | 1 week total  Evaluation maximum 100 words. Supervised. |
| **Materials application**  Students testand analyse the characteristics and properties of at least two of the following components they are considering for their computer: central processor, video card, motherboard, network adaptor. Students investigate how the features and performance of the components will affect their selection for use in the realisation of their system. Presentation to be negotiated with the teacher. | 3 |  |  | 3 | 1 week  Maximum of 400 words or equivalent in negotiated format. |
| **Assessment Type 2: Folio**  **Weighting 30%** | **Design brief, ideas and planning of own product, a personal computer**  ***Investigation***  Students identify their computing need and present a design brief for the type of computer they wish to build.They investigate currently available personal computer configurations with respect to performance features e.g. capacity for games or video. They provide information about: case (fans); processor; operating system; memory; video; screen; other peripherals; and features of interest. Students present the information resulting from their investigation either as a chart or annotations to pictures/sketches/drawings. They investigate the social effects of extended use of a computer, impact of game playing or use of social applications.  ***Planning***  Students use this information to develop a component list for their own personal computer, including costings. Students describe and justify their selection of materials, and recommendations for adoption, improvement, or redevelopment. There should be reference to testing carried out in the materials applications task.  ***Evaluation***  Students reflect on how they could improve their product and if their product will solve the initial need. They consider possible further modifications to improve their final product and analyse the impact of their product on the environment. | 1,2,3,4 | 1,2,3 |  | 1,3,4 | Maximum of three pieces of evidence that illustrate the key design phases of investigating, planning and evaluating.  Combined evidence to a maximum of 800 words, if written, or a maximum of 5 minutes for oral or, the equivalent in multimodal form.  Time: approximately 3 weeks and homework.  Unsupervised with check points. |
| **Assessment Type 3: Product**  **Weighting 50%** | **Assemble own personal computer**  ***Product***  Students assemble the personal computer designed in their folio. They install an operating system and selected software on the computer, and configure it to specifications documented in their folio.  ***Product record***  Students present a product record in which they document the construction process and evaluate their proficiency of assembly and installation. |  | 4 | 1,2,3 | 2 | 2 weeks, including one full-day for operating system installation.  Report: written to a maximum of 600 words or 3 minutes of multimedia material or equivalent.  Supervised. |

***Four assessments.*** *Please refer to the Stage 1 Design and Technology subject outline.*