# Pre-approved Learning and Assessment Plan

Stage 1 Material Solutions (wood) (for use from 2022)

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** | **M** | **R** | **S** | **10** | **B** |

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 Material Solutions (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 the assessment design criteria.

Assessment Type 1:Specialised Skills Tasks

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | D | P | E |
| Construction Skills Exercise  Students will create three joints under guided instruction. They apply the skills, processes, and techniques in the related context. This informs the design development for a solution in Assessment Type 2. Students evaluate and assess the development of their own skills in this assessment task. They review how these processes and techniques may influence their solution. |  |  | 1,2 | 1 | Students are supervised in the workshop for 3-4 weeks to produce three joint methods and provide evidence and evaluation in a maximum of 500 words if written, a maximum of 3 minutes if oral, or the equivalent in multimodal form. |
| Top Construction Exercise  Students will design a concept top for a bench or table. They apply the skills, processes, and techniques in the related context. This informs the design development for a solution in Assessment Type 2. Students evaluate and assess the development of their own skills in this assessment task. They review how these processes and techniques may influence their solution. |  | 1 | 1,2 | 1 | Students are supervised in the workshop for 4-5 weeks to produce a concept top and provide evidence and evaluation in a maximum of 500 words if written, a maximum of 3 minutes if oral, or the equivalent in multimodal form. |

Assessment Type 2: Design Process and Product

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| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | D | P | E |
| **Part 1**  (a) Investigation and analysis  Students will use the design process to investigate and analyse existing products for their features and aesthetics as well as researching and discussing any ethical, legal, and economic and/or sustainability issues  (b) Design Development and Planning  Students will then design and plan to make a product (solution), based on what features and aesthetics appealed to them in Part 1 (a). | 1,2 | 1,2 |  |  | Part 1 (a)  Investigation and analysis in written or multimodal form.  Max. 750 or 4 ½ -minute equivalent 2-3 Weeks, independent and guided instruction.  Part 1 (b)  Designing and planning, creating working drawings and a procedure to create your product.  Max. 500 or 3-minute equivalent  2-3 Weeks, independent and guided instruction. |
| **Part 2**  Students create and evaluate the product (solution).  Students will produce their designed product from Part 1(b)in the workshop, using skills developed in AT1. This is an Independent practical based assessment. Students must take photos of their production as evidence of their work. Students will then evaluate their product, design process, and response to issues researched. |  |  | 1,2 | 1 | 5-6 weeks for creation of product  1-2 weeks for evaluation  Max. 500 words or 3-minute multimodal equivalent. |

*Three assessments. Please refer to the Stage 1 Design, Technology, and Engineering subject outline.*