# Pre-approved Learning and Assessment Plan

Stage 2 Material Products (context: Textiles)

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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **M** | **M** | **A/B** | **20** |  |

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

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Material Products – 20 credits

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 1: Skills and Applications Tasks – weighting 20%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | Pl | Pr | E |
| Specialised Skills Application 1  Design principles and elements  Students research fashion drawings techniques, styles and properties. Using the elements of line, colour, texture and tone as well as the principles of proportion, balance and rhythm they design a series of contemporary garments that suits them. Students to work with trade sketches as well as production sketches of their garment. Students produce a f olio of drawings and evaluation. | 1,3 | 1,2 |  | 3 | Supervised over 4 weeks. |
| Specialised Skills Application 2  Decoration techniques or construction of child’s garment  Students to research beading and sequins techniques and skills and produce samples of techniques in a folio. Students also reflect on materials, ideas or procedures with recommendations.  Or  Construction of a child’s garment using a commercial pattern. The construction will allow students to demonstrate students to demonstrate the following application of skills and techniques to create a product safely: pattern layout and terminology, seams, facings, gathering, pocket construction, fastenings and hem. | 4 | 3 | 1,2 | 3 | Supervised over 4 weeks. |
| Material application  Students investigate and analyse a range of fibres and fabrics that they are planning to use in their major product. They will determine which the most suitable fabric is by undertaking an investigation of properties of each fabric and consider the function and design of the garment in its creation. They report on how their research into and testing of the functional characteristics and properties of these materials or components will affect their selection for use in the realisation of their product(s) or system(s). Testing is to include both qualitative and quantitative measures. Students will be encouraged to graph results and comment on the analytical test results. | 3,4 | 3 |  | 3 | 4 weeks.  A written report of maximum length 800 words or 5 minutes as an oral or the equivalent if a multi-media presentation. |

Assessment Type 2: Product – weighting 50%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| I | Pl | Pr | E |
| Minor product  Fashion accessory or refashioning denim jeans  Student to create a fashion accessory that complements their major product.  Or  Student will research the trend of refashioning using denim jeans and negotiate with the teacher on the garment or article they wish to produce.  During construction of the fashion accessory or refashioning denim jeans garment or article, students maintain a product record. A product record is used to provide evidence of modification and planning, production, and/or evaluation aspects of the design process that occur during the creation of the product |  | 1 | 1,2,3 | 1,2 | Supervised over 4 weeks. |
| Major product  Garment for a special occasion  Students design and construct a garment for a special occasion. During construction of the garment students maintain a product record.  A product record includes evidence of:   * development of skills * selection and use of appropriate components, specialised processes, and production techniques * application of knowledge and understanding to create the product * safe and accurate use of appropriate equipment and processes * modification of the design brief as a result of technical problems that arise * use of materials with appropriate characteristics and properties * ongoing reflection on ideas and procedures. |  | 1,2 | 1,2,3 | 1,2 | 8 weeks Supervised |

Assessment Type 3: Folio – weighting 30%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | Pl | Pr | E |
| External assessment (two assessment for the folio  *Product design (documentation and analysis)*  *Students create a design brief and analyse their investigation and planning for their major product, based on the skills and activities outlined in the section ‘The Design Process’ section of the Learning Scope and Requirements.* The design brief should include a statement of intent, functional outcomes, aesthetic considerations, and constraints. It can be presented in dot point form.  The investigating part of the design process should include an investigation into the impact on individuals, society, and/or the environment of technological practices related to the type of product that the student is designing. The analysis involved in investigation can be included in the product design documentation or in the product evaluation.  *Product evaluation:*  *Students evaluate their producing skills, using evidence from the major product record in Assessment Type 2, and evaluate their realised major product.*  The evaluation should include:   * a critical comparison of the realised product with the requirements of the design brief, and an explanation of and justification for any changes made * a review of criteria, standards, reliability, safety, quality, and cost-effectiveness * reflection on outcomes, with recommendations for possible improvement or redevelopment of designs or procedures * analysis of the impact of the product on individuals, society, and/or the environment (if not part of product design documentation) * evaluative observations about the student’s own skills development.   Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product, could take the form of:   * all or sections of the product record * photographic or electronic or digitally generated materials * audiovisual evidence * materials * products * models * sketches, diagrams, or annotations.   Oral summaries may emerge from teacher-led discussion questions. | 1,2,3,4,5 | 1,2,3 |  | 1,2,3,4 | The combined evidence should be a maximum of 2000 words if written, or a maximum of 12 minutes recorded oral documentation, analysis, and evaluation, or the equivalent in multimodal form. |

Seven or eight assessments.Please refer to the Stage 2 Design and Technology subject outline.