# Pre-approved Learning and Assessment Plan

Stage 2 Material Products (context: Jewellery)

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) |
|  |  |  |  | **2** | **M** | **M** | **A/B** | **20** |  |

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 |  |

# 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  Produce a copper artefact  Produce a copper artefact in the form of a fold form. The construction allows the students to demonstrate the following application of skills and techniques, resources, equipment and materials to create the product safely:  Annealing, Measuring, Marking, Etching, Sawing, Filing and Polishing Metal.  Students present a folio of evidence of the initial design and planning required. Students are required to include a photographic image of the completed artefact with an evaluation. |  | 1,3 | 1 | 1,2 | Supervised: 3 weeks. Demonstration given followed by students producing their own pieces with guidance if needed.  Artifact and folio. |
| Specialised Skills Application 2  Produce a no-solder ring and/or a wire ring  Produce a ring using no solder techniques to fit their own fingers or a pre specified gauge size. Students may do either or both a sheet metal ring and a wire ring.  Students are required to produce a ring and folio of evidence. | 4 | 1,3 | 1,2 | 3 | Supervised: 2 weeks. Demonstration given followed by students producing their own pieces with guidance if needed. |
| Specialised Skills Application 3  Resin cast jewellery  Students choose and make a mould of an object and cast resin into the mould. Students create 3 possible jewellery designs (sketches) that could be used to create a jewellery piece using the resin cast. | 3 | 2 | 1,2 |  | Demonstration given followed by students producing their own pieces with guidance if needed. 2 weeks.  Design sketches, evidence of investigating and resin cast. |
| Material Application  Students investigate and evaluate properties of two or more materials used in jewellery and small object production.  The investigation involves practical testing, comparative evaluation and a summative evaluation. There should also be some information from secondary sources.  In negotiation with the teacher, students may select to present their findings in the form of tables, comparative examples, annotated displays, multimedia presentations or written reports. | 3,5 | 3 |  | 3,4 | 3 weeks in which students use two supervised lessons to test different metals. Students negotiate their method of presentation. If written, a maximum of 800 words or 4 minutes of recorded multimedia material. |

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  Students are required to design and produce a piece of jewellery.  The product is supported by a product record that documents the process, including modifications, planning, and production of the piece of jewellery. |  | 2 | 1,2,3 | 3 | Unstructured in supervised workshop.  Three weeks of lesson time spread over 6 weeks.  Independent work in class.  Guidance if necessary. |
| Major product  Either:  A set of complementing jewellery pieces, OR, a small object/set of small objects not exceeding 30cm cubed in dimension.  Students produce the product as designed and documented in their product record.  This includes managing time and resources, and maintaining a visual record of the stages of production for assessment and moderation purposes.  The product record may include, as appropriate, evidence related to:   * Development of any skills not included in Assessment Type 1 * Selection and use of appropriate components, specialized processes, or production techniques * Application of knowledge and understanding to create the product * The specifications of a prepared design brief * 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 | 2,3 | Unstructured in supervised workshop.  Six weeks of lesson time spread over 6 weeks. |

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.*