# Pre-approved Learning and Assessment Plan

Stage 2 Material Products (context: Wood)

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  Jewellery box  Students will be required to produce a jewellery box to given specifications. The students will use a variety of processes, tools and machines to demonstrate their level of ability. The task will develop and complement some of the skills they need in their major product. |  |  | 1,2,3 | 3 | Practical sessions supervised by the teacher. 3 weeks.  E3 to be addressed via recorded interview, written reflection or similar |
| Specialised Skills Application 2  CAD drawing  Students will further develop their skills in using 3D CAD software by drawing the jewellery box made in Specialised skills Application 1. The isometric drawing will be converted to an orthographic drawing. Rendered views are also required. |  | 2 | 1,2,3 |  | Practical sessions supervised by the teacher. 2 weeks.  Pl2 will be assessed according to the degree of appropriate technical terminology used to communicate in the orthogonal drawing response |
| Material application  Students will investigate and analyse the characteristics and properties of at least two materials to then compare them for the purpose of selecting suitable materials from which they will produce their major product. 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.  The investigation should involve practical testing and a comparative evaluation. Report should include tables, comparative examples, annotated images and graphs. | 1,3,4 | 3 |  | 3 | Presentation of this information could be in the form of annotated images, computer‑generated information, scanned images, annotated visual displays, multimedia presentations, oral presentations, or written reports.  The materials application covers aspects of the investigating and planning parts of the design cycle and should be a maximum of 800 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form |

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  Drawer or Door  Students will be required to produce a drawer or door, or a similar negotiated component for their major project. The students will use a variety of processes, tools and machines to demonstrate their level of ability.  During construction students maintain a product record that includes evidence of:   * development of skills * selection and use of appropriate components, specialized processes and production techniques * application of knowledge and understanding to create the product * safe and accurate use of appropriate equipment and processes * use of materials with appropriate characteristics and properties * on-going reflection on ideas and procedures. |  | 3 | 1,2,3 | 1 | Unstructured in a supervised timber workshop.  Students will be allowed a total of 4 weeks production time. |
| Major product  Contemporary furniture production  From the work completed in the Design Folio students will use appropriate workshop techniques to construct their chosen product. A product record will display evidence of learning and explain modifications made to the product.  During construction students maintain a product record that includes evidence of:   * development of skills * selection and use of appropriate components, specialized processes and production techniques * application of knowledge and understanding to create the product * safe and accurate use of appropriate equipment and processes * use of materials with appropriate characteristics and properties * on-going reflection on ideas and procedures. |  | 3 | 1,2,3 | 1,3 | Unstructured in a supervised timber workshop.  Students are required to provide documented evidence of completion of the major product.  This should include a series of high resolution images and documented evidence of planning, producing and evaluation.  10 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.*