# Pre-approved Learning and Assessment Plan

Stage 2 Communication Products (Context: Architectural Graphics)

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** | **C** | **C** | **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 Communication 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 |
| Specialized Skills Application 1  Architectural modelling techniques:  Students demonstrate proficiency with architectural modelling techniques using a given topic. The focus will be developing a variety of architectural modelling techniques that can include physical construction modelling or 3D modelling. Students choosing to construct a physical model will use a variety of tools, materials and adhesives. 3D modelling will utilize Autodesk Revit Architecture. | 2 | 2 | 1,2,3 | 3 | 3 weeks.  Independent work in class.  Students to negotiate method of final presentation. |
| Specialized Skills Application 2  Architectural drawing techniques:  Students demonstrate proficiency with traditional and digital architectural drawing techniques using a given topic. Students will produce between 6- 8 drawings and present these in digital format accompanied by a brief statement as to the techniques they intend to use for the minor and major product and why. |  | 2 | 1,3 | 3 | 3 weeks.  Independent work in class.  Digital format of drawings and a 100-150 word statement. |
| Materials Application  Architectural drawing techniques:  Students investigate and analyse the functional characteristics and properties of various modelling materials and adhesives available when building architectural models.  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, comparative evaluation and a summative evaluation. There should also be some information from secondary sources.  Presentation of this information could be in the form of annotated images, computer‑generated information, scanned images, annotated visual displays, multimedia presentations, web pages, oral presentations, or written reports. | 3,4 | 3 |  | 3 | 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  Shelter : Scale 1:200 & 1:100  Student will produce architecture drawings for an outside shelter that could be erected at a local park or in a residential back yard. The site plan to be 1:200 and the floor plan and elevations to a scale of 1:100. Students to choose from the following software to produce their architectural plans: Adobe InDesign, Illustrator and Auto desk Revit Architecture. Students to keep a product record to demonstrate the production of the plans. |  | 3 | 1,2,3 | 2 | 4 weeks of lesson time.  Independent work in class. |
| Major product  Residential house model; scale 1:50  Students produce a physical residential house model to the scale of 1:50 or a 3D digital model with Autodesk Revit Architecture software. The product are supported by a product record that documents the process, including modifications, planning, and production.  The product record may include, as appropriate, evidence related to:   * development of any skills that were not included in AT1 * selection and use of appropriate components, specialised 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 functional characteristics and properties * ongoing reflection on ideas and procedures.   A product record can consist of:   * a journal or work notes * annotated images of production processes * computer-generated information with scanned images * annotated visual displays * multimedia presentations * web pages * oral presentations * a flow chart * report. |  | 3 | 1,2,3 | 1,2 | 8 weeks.  Independent work in class.  Physical residential house model and a product record that includes photographic evidence and/or electronic screen shots to provide evidence of work carried out and completed. |

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 assessments 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.*

*\*\*Adapted LAP with kind permission from Mark Nitschke at Thomas More College*