# Pre-approved Learning and Assessment Plan

Stage 1 Material Solutions (textiles) (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** |  |

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 of the assessment design criteria.

Assessment Type 1:Specialised Skills Tasks – weighting 40 %

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | D | P | E |
| **Skills task A – weighting 20%**  Students construct a crop top. Skills developed include pattern size, pattern layout, facings, and sleeves.  Students will present evidence through multi-modal form following a product record format. Students evaluate the process and the outcome. |  |  | 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. |
| **Skills task B – weighting 20%**  Choose 2-3 skills that relate to the solution in AT2. Practice the skills on calico. The skills could include facings, pleats, pockets, buttons and buttonholes. Alternatively, students can negotiate other skills with teacher.  Students will present evidence through multi-modal form following a product record format. Students evaluate the process and the outcome. |  | 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 - weighting 60 %

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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- Design development**   1. **Investigation and analysis – weighting 15%**   Students investigate at least two materials that they may use in their solution. They analyse their features and aesthetics as well as researching and discussing any ethical, legal, and economic and/or sustainability issues.  **(b) Planning - weighting 15%**  Students will then design and plan to make a product (solution), based on what features and aesthetics appealed to them in Part 1 (a). Students create drawings and a procedure for the construction of the product. | 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- Solution realisation – weighting 30%**  Students produce their designed product from Part 1(b), using skills developed in AT1. During construction students keep a product record. Students select 4-6 major construction steps to show evidence of skills, processes, procedures and techniques and any technical problems encountered. Students take photos of their production as evidence of their work. They 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. |

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