



## ASSESSMENT PLAN FOR 2008

### STAGE 1

School ValleyView Secondary School \_\_\_\_\_ Subject Integrated learning (Advanced Manufacturing)

Other schools using this plan \_\_\_\_\_

SSABSA School Code			Year		Enrolment Code			Program Variant Code (A-W)	
1	8	9	2008		Stage	Subject Code		No. of Units (1 or 2)	
1	8	9	2008		1	I	L	1	1
								B	

#### PROGRAM RATIONALE

The students in this cohort come from a wide range of socio-economic backgrounds. The students will have four contact lessons per week, as a block, in semester 1. The primary purpose of the course is to work on a project of choice as a team using advanced manufacturing principles and present their journey at an Expo.

The program has a major emphasis on the use of mathematics, science and technology with a strong focus in the area of design, prototyping and testing. For this reason the program is group 2. There will be opportunities for students to be involved in a range of activities, including interactions both within and outside the school community, such as visiting advanced manufacturing industries and interaction with people involved in the advanced manufacturing industry. Students will make contact with appropriate people to collect information.

The needs of a group of students with varied skills and experiences have been considered in the development of the program. It allows for considerable self-directed learning, as well as working as a member of a team. There is a strong emphasis on the ability to manage time and meet tight deadlines. There is a genuine deadline for the outcome – the presentation of the journey at an Expo.

The key areas are those of team work and ways of learning.

The situated learning task is critical to the success of the program and involves developing mathematical, scientific and technological understandings and skills in order to develop and manufacture the product by the given time. This will comprise 40% of the total assessment. The portfolio/discussion will have a similar weighting of 25% as it is integral to the situated learning.

Signature of principal/SACE coordinator \_\_\_\_\_

Assessment plan contact teacher: Bob Haskard

Teachers who are resubmitting assessment plans that were previously not approved must record the accession number in the box below.

#### SSABSA USE ONLY

Accession number:	Subject code	<input type="text"/>	<input type="text"/>	<input type="text"/>	Accessioned: Date _____
	School code	<input type="text"/>	<input type="text"/>	<input type="text"/>	Entered: Date _____
Approved/Not approved: Date _____ Signature _____					Assessment Field Officer <input type="text"/>

School ValleyView Secondary School Teacher Bob Haskard

Subject **Integrated Learning (Advanced Manufacturing)**

SSABSA School Code			Year		Enrolment Code					Program Variant Code (A–W)	
1	8	9	08		Stage	Subject Code			No. of Units (1 or 2)		
1	8	9	08		1	I	L	1	1	B	

### LITERACY CHECKLIST

Literacy in the SACE is defined as the ability to understand, analyse, critically respond to, and create spoken, written, and visual communications, and to use information and communication technologies (ICTs) in different contexts.

Summative assessment tasks described in the assessment outline below must give students the opportunity to develop literacy skills. These skills may be developed separately or integrated, depending on the purpose of each task.

Tick at least three of the boxes below, to indicate the types of communication that students will have the opportunity to use:

Spoken Communication  Written Communication  Visual Communication  Use of ICTs

In your description of one of the summative assessment tasks in the assessment outline, indicate how students will be given the opportunity to work critically. (\*)

### ASSESSMENT OUTLINE

Please complete the following information in accordance with the curriculum statement. This assessment outline may need to be changed during the teaching program.

Name of Assessment Component	Description of Summative Assessment Tasks	Weighting (%)	Learning Outcomes Measured	Criteria for Judging Performance
Situated Learning Task	<b>Advanced Manufacturing Project</b> Students work in teams on a project of choice in which advanced manufacturing principles are applied, constructing and recording the progress of the project. Students will work individually and as members of teams to collate, edit information, prepare project material to be displayed at the final Expo presentation.	Total:40%	1, 2	Quality of outcome Knowledge, skills and understanding Application
Collaborative Task	<b>Teamwork</b> Students work in teams to plan / organise their project.	Total 15%	2, 3, 4	Collaboration Reflection
Portfolio and Discussion (*)	<i>Portfolio: Advanced Manufacturing Website (*)</i> Students investigate and report on aspects of an advanced manufacturing website.	10	4, 5	Documentation Evaluation
	<i>Portfolio: Journal</i> Students reflect on the development of their team project through a weekly journal.	15	4, 5	Documentation Evaluation
	<i>Discussion: EXPO Presentation</i> Students present their journey through their project at an Expo to visiting groups and discuss outcomes.	20	4, 5	Communication Evaluation
		Total 45%		