

LEARNING AND ASSESSMENT PLAN

Stage 1 Integrated Learning

School _____ Contact Teacher _____

Other schools using this plan _____

SACE School Code			Year		Enrolment Code			Program Variant Code (A–W)	
					Stage	Subject Code			No. of Credits (10 or 20)
					1	I	L		G

COHORT/CONTEXT DESCRIPTION

This teaching and assessment plan has been developed for a group of Year 10 students of mixed ability and aptitude in a co-educational setting. Students are 15 – 16 years of age and come from varied backgrounds including students from non-English speaking backgrounds, recent arrivals and NEP students. The school also has a significant number of families on school card. As these students have a wide variety of learning styles and needs, the assessments selected provide opportunities for them to achieve success by demonstrating their knowledge, skills and understandings using a variety of forms and settings. Many students display sound communication, organisational and group skills, while additional support is provided to others who require assistance as they develop these skills. Students have access to computers for research purposes, record keeping and to assist in presentation development.

. The primary purpose of the course is to work on a project of choice as a team using advanced manufacturing principles and present their learning journey at an Expo.

LEARNING PROGRAM DESIGN

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 40% as it is integral to the situated learning.



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CAPABILITIES, LITERACY AND NUMERACY OPPORTUNITIES

Capabilities

The focus of this program is on advanced manufacturing. Opportunities are provided for students to:

- Work collaboratively with other students in a team (2-6) situation to plan and develop a product that is; innovative, achievable, sustainable and marketable.
- Develop team skills whilst working toward a common goal each having a designated roll: team coordinator, financial controller, marketing officer, human relations officer, and research and project manager.
- Problem solve by using a variety of resources available such as exploring the C2C website which includes eg "Ask an expert"
- Experience, participate in, and contribute to the expo
- Liaise with parents, industry groups, and other focus bodies to relate the journey (at expo).

Literacy and Numeracy skills

Opportunities are provided for students to use appropriate and effective language when involved in collaboration with other people including external bodies and learn the correct terminologies in advanced manufacturing. The range of literacy and numeracy skills practiced by students will depend on the project they choose and the journey they choose to take.

Recommended by Principal or nominee (signature) _____ Date _____

Signature of Moderation Services Officer _____ Date _____

Moderator Number _____ Approved / Not Approved

Accession Number _____ Expiry date of Learning and Assessment Plan _____

Recommended by Principal or nominee (signature) _____ Date _____



Subject **Integrated Learning** Variant _____ School _____ Contact Teacher _____

ASSESSMENT OVERVIEW – INTEGRATED LEARNING – (10 CREDITS)

The table below demonstrates how the set of assessments addresses all of the learning requirements and assessment design criteria.

Weighting of Assessment Types		Name of Assessment (as described in the assessment details following)	Learning Requirements (Indicate the Learning Requirements addressed)						Assessment Design Criteria (Indicate the Assessment Design Criteria addressed)				
			Develop and apply knowledge, concepts, and skills to achieve a purpose	Identify and investigate information, ideas, and skills from different perspectives, using a variety of sources	Work collaboratively with others	Demonstrate self-awareness in reflecting on learning	Communicate ideas and informed opinions	Develop and understand connections between the program focus and aspects of the capability in each chosen key area	Application	Investigation	Communication and Collaboration	Reflection	Understanding
Assessment Type	Weighting (%)	Please add/delete rows as necessary											
Practical Group Activity	40	Situated Learning Task (40)	✓	✓	✓			✓	1,2,1	2		1	1,2
Discussion	20	Expo Presentation (20)			✓	✓	✓	✓	1,2,1	2	1		1,2
Folio	40	Media analysis (10)	✓	✓					1,3	1,3			
		Collaborative Learning Task (15)		✓	✓		✓	1,2		1,2	3	1	1,2
		Journal (15)				✓			3	3	3	3	1

Three or four assessments. Please refer to the *Integrated Learning Subject Outline*.

(Note: to record any changes to the assessment outline, please use the *Addendum to Learning and Assessment Plan* attached.)

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ASSESSMENT DETAILS

Use the table below to provide details of the assessments designed to provide opportunities for the range of students in the cohort to show evidence of their learning against the performance standards.

Name of Assessment (Assessment type)	Description of Assessment (a description of the flexible, and where appropriate, negotiable, ways in which students show evidence that demonstrates their learning against the performance standards, including to the highest standard)	Assessment conditions as appropriate (e.g. task type, word length, time allocated, supervision)
Group Practical Work	<p>Advanced Manufacturing Project 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.</p> <p><i>Quality of outcome</i></p> <ul style="list-style-type: none"> • How appropriate and effective is the student's outcome? <p><i>Knowledge, skills, and understandings</i></p> <ul style="list-style-type: none"> • How clearly does the student demonstrate relevant knowledge in the context of the particular task? • To what extent have the student's specific skills and techniques progressed? • To what extent does the student demonstrate a depth of understanding of the idea, skills, or activity? <p><i>Application</i></p> <ul style="list-style-type: none"> • How well does the student apply skills and methods to create an appropriate outcome? • How effectively does the student develop and apply relevant knowledge in a particular context? Including using the "Ask an Expert" section of the NAMIG website • How well does the student reflect on his or her knowledge and learning? 	<p>Project Presentation Students present their project at the local school expo. They must have one group stall for the product which includes 6 posters and a brochure This needs to be different than the Expo Presentation</p>



<p>Discussion</p>	<p>EXPO Presentation Students present their journey through their project at an Expo to visiting groups and discuss outcomes.</p> <p>Communication</p> <ul style="list-style-type: none"> • How clearly does the student communicate his or her point of view about what he or she has learnt? • How clearly does the student discuss ideas and opinions? • How effectively does the student answer questions? <p>Evaluation</p> <ul style="list-style-type: none"> • How well does the student distinguish between relevant and irrelevant information in the discussion? • How clearly does the student demonstrate an understanding of the learning process and its outcome? 	<p>Project Presentation Students will complete a mock demonstration of their stall which will be evaluated by their teacher and peers with suggestions for improvement. Students present their project to other students, parents, school staff, industry representatives and others on expo night. They must demonstrate a knowledge of their journey plus also knowledge of the Product Students may also produce a DVD or power point presentation</p> <p>Students will gather feedback from visitors via a self produced evaluation sheet plus accompanying photos(with explanations) for record keeping. This will be added as an appendix to their final journal</p>
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<p>Folio</p>	<p>Advanced Manufacturing Website/ Media Analysis</p> <p>Students investigate and report on aspects of an Advanced Manufacturing website.</p> <ul style="list-style-type: none"> • How effectively does the student document and discuss the process and outcome of his or her learning? • To what extent do the primary and/or secondary sources gathered show evidence of the student's process of enquiry? • How relevant are the student's portfolio materials? • To what extent do the primary and/or secondary sources gathered show evidence of an appropriate process of enquiry? <p>Evaluation</p> <ul style="list-style-type: none"> • How well does the student distinguish between relevant and irrelevant information in the portfolio? • How clearly does the student present evidence of an understanding of the learning and how it may apply to them personally with particular reference to possible pathways <p>Journal</p> <p>Students reflect on the development of their team project through a weekly journal. To investigate and report on aspects of an advanced manufacturing website.</p> <ul style="list-style-type: none"> • How well does the student demonstrate an ability to document their journey from brainstorming to presentation • How well does the student incorporate the resources available • How well does the student reflect on success, modifications made, areas for improvement and miscalculations . • How well does the student present their journey <p>Teamwork/ Collaborative Learning</p> <p>Students work in teams to plan / organise their project.</p> <ul style="list-style-type: none"> • How well does the student demonstrate an ability to work effectively with others? • How successfully does the student complete designated tasks? • How effectively does the student share skills and knowledge in a variety of ways? • How effectively does the student use skills of negotiation and planning? <p>Reflection</p> <ul style="list-style-type: none"> • How constructive are the student's suggestions for improvements? • To what extent does the student reflect on processes and outcomes? • How effectively does the student contribute to assessing progress? • How well does the student reflect on his or her role in collaborating with others? 	<p>Advanced Manufacturing Website/ Media Analysis</p> <p>Students complete an investigation of the C2C website. It includes exploring the website, looking at past projects, descriptions and definitions on Advanced Manufacturing and also members of the Northern Advanced Manufacturing Industry Group. Students examine the applications of Advanced manufacturing and complete a directed investigation based around an Industry of their personal interest</p> <p>Journal</p> <p>Students keep a weekly record of their journey. This will include all photos, timelines, costings Length 1000 words</p> <p>Teamwork/ Collaborative Learning</p> <p>Students are given a score 1-5 by their teacher each week for the duration of the course based on their contribution to the group each week. This is based on their daily contract that encompasses their projections for the day and how well they work personally and how they contribute to their team, "what will I achieve and how will I contribute to my group' day contract. They keep these records in their journal</p>
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Addendum to:

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Year

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1	I	L	G	10

Program Variant Code (A–W)

CHANGES MADE TO THE LEARNING AND ASSESSMENT PLAN

Describe any changes made to the 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 individuals within the student group.

PRINCIPAL ENDORSEMENT

The changes made to the Learning and Assessment Plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of Principal or nominee _____ Date _____