

## LEARNING AND ASSESSMENT PLAN

### Stage 1 Integrated Learning 2010

School Valley View Secondary School\_\_\_\_\_ Contact Teacher Tony Clough\_\_\_\_\_

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

SACE School Code			Year	Enrolment Code			Program Variant Code (A–W)
1	8	9	2010	Stage	Subject Code	No. of Credits (10 or 20)	
1				1	I L G	10	A

#### 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 (including a subject specific website), record keeping and to assist in presentation development.

. The primary purpose of the course is to work on a Concept 2 Creation project of choice as a team using advanced manufacturing principles and present their learning journey at an Expo.

#### LEARNING PROGRAM DESIGN

This program is called **Concept 2 Creation**.

Students work in groups of 2-6 each with an identified role:

- . Team Coordinator
- . Financial Controller
- . Project Management Officer
- . Marketing Officer
- . Research and Manufacturing Officer
- . Human Relations Manager

or multiple roles depending on group numbers to identify a need or innovation that is;

- . Innovative
- . Marketable
- . Achievable
- . Sustainable.

They are given a budget of \$35 per group member to achieve this

Students must work through 5 steps of the Design Process; .

- . Design Brief
- . Research and Investigation
- . Idea Generation and Development
- . Idea Refinement and Presentation.

Final Presentation is at a major School and or Regional Expo where the audience consists of; Peers, Parents, Teachers and Industry representatives.

Students work for one semester in 5 lesson blocks on a Wednesday. This program of work equals 10 credits They are supported by their teacher, the Concept 2 Creation Website which includes an "Ask an Expert" option and also NAMIG (Northern Areas Manufacturing Industry Group) which can offer expert advice plus also Industry tours.



There are 5 teachers within the school that have been trained by NAMIG (Lean Manufacturing Workshops at Holdens) in Advanced Manufacturing and completed Concept 2 Creation Inductions(2x half days) as a part of their Professional Development. They will work alongside Industry Representatives as assessors on Expo night.

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. 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.

Students Focus on Key Area 4; **Developing the Capability for Work** and guiding questions are constructed around the principles of teamwork, budgeting, problem solving, human resource management and marketing.

### CAPABILITIES, LITERACY AND NUMERACY OPPORTUNITIES

This should explain:

- how the learning program provides opportunities for students to develop their capabilities and their literacy and numeracy skills (e.g. strategies and resources).
- **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 \_\_\_\_\_

Subject **Integrated Learning**

Variant \_\_\_\_ **School:** Valley View Secondary School **Contact Teacher** Tony Clough

**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, and critically evaluating, 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	30	Expo Presentation	✓		✓	✓	✓	✓	1,2			1	1,2
Group activity	40	Producing the Product	✓	✓	✓	✓	✓		1,2	1,2	1,2,3	1	
Folio and discussion	30	Journal	✓	✓	✓	✓	✓	✓	1,2	1,2	2,3	1	1,2

**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.)



**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 will 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)
Practical	<p>Students complete a mock demonstration of their expo stall. This will be evaluated by their teacher and peers with suggestions for improvement for expo night.</p> <p>Students present their project to other students, parents, school staff, industry representatives and others on expo night.. They must have one group stall for the product which includes 6 posters and a brochure plus any additional information or mediums to relate information (eg power point or DVD)</p> <p>Students must demonstrate through discussion with visitors a knowledge of their journey plus also knowledge of the product.</p> <p>Students may also produce a DVD or power point presentation as a visual aid (to help discussion) and record keeping.</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>	<p>Evidence of Learning</p> <ul style="list-style-type: none"> <li>. students will produce 6 posters reflecting their journey from Concept to Creation. This will form the backboard of their display</li> <li>. Students will produce a brochure explaining their product and the design process</li> <li>.Students will design an evaluation sheet for visitors so as to gather feedback</li> <li>. Students will discuss/answer questions about their project during which they should be able to demonstrate a knowledge of the process and of their product</li> <li>.students will collect evidence of their participation eg photos and evaluation sheets and recording of visitor comments</li> </ul>



<p>Group activity</p>	<p>Advanced Manufacturing Project Students work in groups of 2-6 each within their identified role (Team Coordinator, Financial Controller, Project Management Officer, Marketing Officer, Research and Manufacturing Officer or Human Relations Manager) to produce a product that is,</p> <ul style="list-style-type: none"> <li>. Innovative</li> <li>. Marketable</li> <li>. Achievable</li> <li>. Sustainable.</li> </ul> <p>They are given a budget of \$35 per group member to achieve this Students must work through 5 steps of the Design Process; .</p> <ul style="list-style-type: none"> <li>. Design Brief</li> <li>. Research and Investigation</li> <li>. Idea Generation and Development</li> <li>. Idea refinement and Presentation.</li> </ul> <p>Students work in their teams on a project of choice in which, advanced manufacturing principles are applied, constructing and recording the progress are in place.. Students will work individually and as members of teams to collate, edit information, prepare project material with the aim of producing a collaborative project</p> <p><i>Quality of outcome</i></p> <ul style="list-style-type: none"> <li>• How appropriate and effective is the student's outcome?</li> </ul> <p><i>Knowledge, skills, and understandings</i></p> <ul style="list-style-type: none"> <li>• How clearly does the student demonstrate relevant knowledge in the context of the particular task?</li> <li>• To what extent have the student's specific skills and techniques progressed?</li> <li>• To what extent does the student demonstrate a depth of understanding of the idea, skills, or activity?</li> </ul> <p><i>Application</i></p> <ul style="list-style-type: none"> <li>• How well does the student apply skills and methods to create an appropriate outcome?</li> <li>• 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</li> </ul> <p>How well does the student reflect on his or her knowledge and learning? Teamwork/ Collaborative Learning</p> <p>Students work in teams to plan / organise their project.</p> <ul style="list-style-type: none"> <li>• How well does the student demonstrate an ability to work effectively with others?</li> <li>• How successfully does the student complete designated tasks?</li> <li>• How effectively does the student share skills and knowledge in a variety of ways?</li> <li>• How effectively does the student use skills of negotiation and planning?</li> </ul> <p>Reflection</p> <ul style="list-style-type: none"> <li>• How constructive are the student's suggestions for improvements?</li> <li>• To what extent does the student reflect on processes and outcomes?</li> <li>• How effectively does the student contribute to assessing progress?</li> <li>• How well does the student reflect on his or her role in collaborating with others?</li> </ul>	<ul style="list-style-type: none"> <li>. Designated experienced / trained (by NAMIG) C2C teachers plus also NAMIG representatives will evaluate each project via a common evaluation sheet on expo night</li> </ul> <p>.students will fill out a "what will I achieve for myself and for my group today" form each week which will be assessed by their teacher at the end of each day.</p> <p>.Students will demonstrate an ongoing knowledge of the status of their project which includes budgeting and achievability. This will be verbal assessment by their teacher</p>
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<p>Folio and discussion</p>	<p>Advanced Manufacturing Website/ Media Analysis Students investigate and report on aspects of an Advanced Manufacturing website.</p> <ul style="list-style-type: none"> <li>• How effectively does the student document and discuss the process and outcome of his or her learning?</li> <li>• To what extent do the primary and/or secondary sources gathered show evidence of the student's process of enquiry?</li> <li>• How relevant are the student's portfolio materials?</li> <li>• To what extent do the primary and/or secondary sources gathered show evidence of an appropriate process of enquiry?</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• How well does the student distinguish between relevant and irrelevant information in the portfolio?</li> </ul> <p>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> <p>Journal 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"> <li>• How well does the student demonstrate an ability to document their journey from brainstorming to presentation</li> <li>• How well does the student incorporate the resources available</li> <li>• How well does the student reflect on success, modifications made, areas for improvement and miscalculations .</li> <li>• How well does the student present their journey</li> </ul>	<p>Advanced Manufacturing Website/ Media Analysis Students complete an investigation of the C2C website worksheet. 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 Students keep a weekly record of their journey. This will include all photos, timelines, costings, problems/solutions, adaptations, personal reflections and group dynamics</p> <p>Length 1000 words</p>
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**Addendum to:**

**LEARNING AND ASSESSMENT PLAN**  
**Stage 1 Integrated Learning 2010**

School \_\_\_\_\_ Contact Teacher \_\_\_\_\_

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

SACE School Code			Year		Enrolment Code				Program Variant Code (A–W)	
			<b>2010</b>		Stage	Subject Code			No. of Credits (10 or 20)	
					<b>1</b>	<b>I</b>	<b>L</b>	<b>G</b>	<b>10</b>	

**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 \_\_\_\_\_