**Pre-approved Learning and Assessment Plan**

**Stage 2 Material Solutions (textiles) (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) |
|  |  |  |  | **2** | **M** | **R** | **S** | **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.
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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 Material Solutions (textiles)

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 – 20%

| Assessment details | Assessment design criteria | Assessment conditions(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| I | D | P | E |
| **Specialised Skills Task 1**Through this task students will develop specialised skills that relate to the solution in AT2. Students must provide evidence of 3 construction skills used in the statement garment. these include:* Facings
* Pocket construction
* Inserting lining
* Gathers/pleats
* Closures – zippers, press studs, buttonholes
* Another skill can be negotiated with teacher.

Students will present evidence through multimodal form following a product record format. Students will explain the process, review quality of work and explain issues encountered.Evaluate the process and outcome of samples presented. |  |  | 1, 2 | 1 | 2-3 Week practical taskEvidence for each task should be provided in multimodal form to a maximum of three minutes or 500 words in written format. |
| **Specialised Skills Task 2**Students construct a toile for the solution in AT2. They determine size, pattern suitability and the best procedure for construction.Students will present evidence through multimodal form following a product record format. Students will discuss the technical problems encountered and make recommendations for improvement. Evaluate the process and outcome of the toile presented |  |  | 1, 2 | 1 | 3-4 Week practical taskEvidence for each task should be provided in multimodal form to a maximum of three minutes or 500 words in written format. |

Assessment Type 2: Design Process and Product – 50%

| Assessment details | Assessment design criteria | Assessment conditions(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| I | D | P | E |
| **Investigate** and create a design brief. Consider different clothing styles as well as key pieces that form the foundation of a work wardrobe for a first career. **Design, develop and plan** concepts that have been analysed from the investigation. Create a variety of solutions for the brief using drawings and sketches. Validate a designed solution that best meets the brief and develop a series of drawings to support their production process. Include the following:* Mood board of the student’s unique clothing style
* Five to seven key pieces for a basic work wardrobe for a first career
* Statement piece that will be produced
* Pattern for the statement piece
* Materials list
* Costing list
* Procedure and schedule for the safe and timely manufacture of their product
* Reflecting comment on testing of textiles.
 | 1 | 1, 2 |  |  | The task(s) must include a showcase and evaluation of the solution or product in the form of a video or photographic record. The rest of the evidence may be completed in written or multimodal form. The task(s) should be up to a total maximum of 3000 words or the equivalent in multimodal form where 6 minutes is equivalent to 1000 words. |
| **Produce** a statement piece of clothing by applying skills, processes, procedures and techniques that best meets their brief. During construction students keep a product record. Students then will select 5 major construction steps to show evidence of skills, processes, procedures and techniques and any technical problems encountered.**Evaluate** the design process and product they have created in response to their design brief as well as the product realisation. This also includes making recommendations for improvement. |  |  | 1, 2 | 1 |

Assessment Type 3: Resources Study – 30%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| I | D | P | E |
| **Part 1: Resource Investigation**Investigate and analyse two or more considered fabrics for use in the creation of the solution. Determine suitability by undertaking an investigation of the functional properties of each fabric and consider the function and design of the garment. Students will create a series of tests to generate data on the functional characteristics of the materials. | 1 | 2 |  |  | The Resource Study should be presented in written or multimodal form or a combination of both. It should be up to a maximum of 2000 words if written or the equivalent in multimodal form, where 1000 words is equivalent to 6 minutes. |
| **Part 2: Issues Exploration**Investigate and analyse the sustainability of the fashion industry. Students explore the fast fashion movement and consider their contribution to the UN’s sustainable goal 12 namely ‘Responsible Consumption and Production’ in relation to their designed solution in AT2. | 2 |  |  | 1 |

*Please refer to the Stage 2 Design, Technology, and Engineering subject outline.*