# Pre-approved Learning and Assessment Plan

Stage 2 Industry Connections (20-credits)

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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACE school code |  | Year |  | Enrolment code |  | Program variant code (A–W) |
| Stage | Subject code | No. of credits (10 or 20) |
|  |  |  | 2022 | **2** | **I** | **C** | **A/B/C** | **20** | A |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| 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.

This LAP is designed for students interested in a Construction pathway, but who are unable to undertake a VET Construction course towards Stage 2 of their SACE. The skill development tasks are generic and based on a range of units of competency associated with Construction, but students do not undertake or achieve the VET units. Evidence from the tasks within this LAP have been designed so that students may choose to use them as evidence at a later date to support their future career and transitions opportunities, for example, a job application and/or future recognition of prior learning (RPL) process. |

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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Industry Connections – 20 credits

**Industry Area** Construction

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: Portfolio of Work Skills – weighting 50%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| Knowledge and Understanding (KU1, KU2) |
| **Skill Development 1 – How to**Students explain how to complete a specific work skill in their industry, such as: * How to level concrete
* How to construct a window frame
* How to install a toilet
* Gyprocking
 | KU 1 | Evidence may be provided in a variety of forms, to be negotiated with the teacher, which may include:* + Live Demonstration
	+ Photographs
	+ Annotations
	+ Images
	+ Video
 |
| **Skill Development 2 – WHS** * *Students create a plan of how to safely carry out a work task from their industry*

OR* *Work documents – students complete forms (JSA / SDS / Audit required to complete important tasks in their chosen industry)*

Once completed, students explain the importance of effective preparation in supporting Workplace Health and Safety.  | KU1 | Evidence may be provided in a variety of forms, to be negotiated with the teacher, which may include:* + Completed JSA for a practical work task and discussion of the hazards, risks, and control measures
	+ Student designed safety demonstrationVideo
	+ Annotated Images or presentation
	+ Video
 |
| **Life in the Industry – Sub-contracting**Students demonstrate an understanding of the difference between an employer, employee and a contractor – including the benefits and drawbacks of each <https://business.gov.au/people/contractors>  | KU2 | Evidence may be provided in a variety of forms, to be negotiated with the teacher, which may include:* + Thinking Routine Charts with annotations (eg: PMI, KWL, See Think Wonder)
	+ PowerPoint / Google Slide / Prezi or other presentation of the differences, benefits, and drawbacks of each
 |
| **Skill Development 4 – Preparing a Quote**Students prepare a written or digital quote for a real or imagined job in their chosen industry. This could relate to a job currently being undertaken as part of SWL or SBA or could be from an imagined brief.  | KU1KU2 | Evidence may be provided in a variety of forms, to be negotiated with the teacher, which may include:* + Written quote with accompanying explanation
	+ Email quote attached to email
 |

Assessment Type 2: Reflection – weighting 20%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| Reflection and Consideration |
| Construction ReflectionStudents will reflect on their learning of new knowledge, concepts, skills and new understandings of the trade that has been the focus of their Portfolio tasks, and how this will assist them in the future. Students reflect on the development of knowledge, concepts, skills and new understandings related to the Construction Industry. Students will consider and provide evidence of the development of a selected SACE capability. Students will also reflect on their planning, organisational, problem solving and decisions-making skills through their industry project in AT3.  | RC1RC2RC3 | Evidence may be provided in a variety of forms, to be negotiated with the teacher.* 1500 words written
* 9 minutes oral
* Multimodal equivalent
 |

Assessment Type 3: Industry Project – weighting 30%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| External assessment**Construction Project:**Students design and undertake an industry project and in doing so demonstrate planning, organisation, problem solving and decision-making skills appropriate to the project.  For students already consistently immersed in industry this may include a significant task they are responsible for.Students undertake a project and in doing so demonstrate planning, organisation, problem solving and decision-making skills appropriate to the project.  For students already consistently immersed in industry this may include a significant task they are responsible for.  Students make connections between the specific knowledge and skills they are applying and one or more chosen capabilities.  In making these connections they also consider the benefits and future possibilities of their industry project to the industry and themselves. | AC1AC2AC3 | For a 20-credit subject the industry project should be a maximum of 1500 words if written or a maximum of 9 minutes if oral, or the equivalent in multimodal form. Students may provide evidence of their industry project in a range of forms, such as:* Photo story or photo journal
* Video documentary
* Report
* Blog or Vlog
 |

*Five or six assessments.**Please refer to the Stage 2 Industry Connections subject outline.*

|  |
| --- |
| **Stage 2 Industry Connections Performance Standard** |
|  | **Knowledge and Understanding** | **Application and Connection** | **Reflection and Consideration** |
| **A** | **Comprehensive** development of specific knowledge and **insightful** understanding of concepts related to the selected industry focus. **Proficient** development of specific skills related to the selected industry focus. | Demonstration of **well-considered**, relevant connections between the industry project, **a range of** industry specific knowledge and skills, and one or more chosen capabilities. Demonstration of **focused** planning, organisation, **and development of clear strategies** to undertake the industry project. **Perceptive** connection of the benefits and future possibilities of the industry project to the industry and themselves. | **Critical** reflection on the development of knowledge, concepts, skills and new understandings related to the selected industry focus. **Critical** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Insightful** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| **B** | **Thorough** development of specific knowledge and **sound** understanding of **some** concepts related to the selected industry focus. **Mostly** proficient development of **some** specific skills related to the selected industry focus.  | Demonstration of **clear**, relevant connections between the industry project, industry specific knowledge and skills, and one or more chosen capabilities. Demonstration of **thoughtful** planning, and organisation to undertake the industry project. **Thoughtful** connection of the benefits and future possibilities of the industry project to the industry and themselves. | **Thoughtful** reflection on the development of knowledge, concepts, skills and new understandings related to the selected industry focus. **Thoughtful** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Thoughtful** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| **C** | Development of **some** specific knowledge and **one or more** concepts related to the selected industry focus. Development of **one or more** skills related to the selected industry focus.  | Demonstration of **some** clear, relevant connections between the industry project, industry specific knowledge and skills, and one or more chosen capabilities. Demonstration of **some** planning, and organisation to undertake the industry project. **Some** connection of the benefits and future possibilities of the industry project to the industry and themselves.  | **Considered** reflection on the development of some knowledge, concepts, skills and new understandings related to the selected industry focus. **Considered** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Some** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| **D** | Development of **some basic** knowledge and **basic understanding of one or more concepts** related to the selected industry focus. **Some** development of **a specific skill** related to the selected industry focus. | **Some** demonstration of **basic** connections between the industry project, some industry specific knowledge and skills, and one or more chosen capabilities. **Some** demonstration of **basic** planning, and organisation to undertake the industry project. **Basic** connection of the benefits and future possibilities of the industry project to the industry and/or themselves  | **Basic description** of the development of some knowledge, concepts, skills and/or new understandings related to the selected industry focus. **Some** reflection on the development of **basic** planning, organisational, problem solving and decision-making skills through their industry project. **Basic** consideration of the development of one or more SACE capabilities using **some** evidence of actions taken.  |
| **E** | **Limited** development of **some** knowledge and **a concept** related to the selected industry focus. **Limited** development of **a skill** related to the selected industry focus.  | **Limited** demonstration of connections between the industry project, industry knowledge and skills, and one or more chosen capabilities. **Limited** demonstration of planning, and organisation to undertake the industry project.**Attempted** connection of **a benefit and future possibility** of the industry project to the industry and/or themselves. | **Limited description** of the development of knowledge, and/or concepts, skills and/or new understandings related to the selected industry focus. **Some recount** on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Limited** consideration of the development of one or more SACE capabilities using **limited** evidence of actions taken. |