

Manufacturing (2006)

Advice for teachers

Highlighted standards

January 2011

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Compiled by the Queensland Studies Authority

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About this advice

This advice is intended to help teachers implement the SAS in their school setting. The tables highlight:

- different aspects in the standards
- how these aspects vary from E through to A across the different standards

Key: Quantitative and Qualitative differences across the standards

Cognitive processes demonstrated in the response

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| | Standard A | Standard B | Standard C | Standard D | Standard E |
|---------------------------|--|---|---|---|--|
| Knowledge & Understanding | <p>The student:</p> <ul style="list-style-type: none"> consistently demonstrates a breadth and depth of knowledge in recalling a comprehensive range of facts, processes and procedures, technical information, techniques and terminology related to the key elements and key ideas consistently demonstrates, through explanation and illustration, a thorough understanding of industry-specific knowledge in familiar situations. | <p>The student:</p> <ul style="list-style-type: none"> demonstrates a breadth and/or depth of knowledge in recalling a range of facts, processes and procedures, technical information, techniques and terminology related to the key elements and key ideas demonstrates, through explanation and/or illustration, an understanding of industry-specific knowledge in most familiar situations. | <p>The student:</p> <ul style="list-style-type: none"> demonstrates fundamental knowledge in recalling facts, processes and procedures, technical information, techniques and/or terminology related to the key elements and key ideas demonstrates, through explanation or illustration, a basic understanding of fundamental industry-specific knowledge in familiar situations. | <p>The student:</p> <ul style="list-style-type: none"> recalls some facts, processes and procedures, technical information, techniques and/or terminology related to the key elements and key ideas demonstrates, through explanation or illustration, some understanding of a limited range of industry-specific knowledge in familiar situations. | <p>The student:</p> <ul style="list-style-type: none"> recalls a few basic facts related to the key elements and key ideas. |
| Applied processes | <p>The student:</p> <ul style="list-style-type: none"> accurately selects and interprets the most appropriate information to achieve practical outcomes develops effective processes and procedures and independently organises materials and resources to efficiently complete given tasks effectively analyses processes and procedures to propose elegant solutions and justify decisions and choices made in the completion of tasks and projects to industry standard. | <p>The student:</p> <ul style="list-style-type: none"> selects from and interprets available information to achieve practical outcomes develops processes and procedures and organises materials and resources to complete given tasks analyses processes and procedures to propose solutions and justify decisions and choices made in the completion of tasks and projects to industry standard. | <p>The student:</p> <ul style="list-style-type: none"> uses available information to achieve most practical outcomes develops simple processes and procedures and organises materials and resources to complete most given tasks considers processes and procedures to propose possible solutions and justify some decisions and choices made in the completion of most tasks and projects to industry standard. | <p>The student:</p> <ul style="list-style-type: none"> occasionally uses basic information to achieve some practical outcomes shows an awareness of some processes and procedures when undertaking tasks and projects. | <p>The student:</p> <ul style="list-style-type: none"> uses some basic information, although few practical outcomes are achieved follows some simple procedures and uses allocated resources to undertake given tasks. |

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| Practical skills | <p>The student:</p> <ul style="list-style-type: none"> effectively and competently manages resources to make or repair a product or produce a drawing within agreed timeframes, with attention to industry standards and minimal variation in precision and/or finish independently uses suitable methods for maintaining tools and equipment and continually practises safe work procedures consistently and effectively presents verbal and/or graphical information using industry-specific terminology and standards. | <p>The student:</p> <ul style="list-style-type: none"> manages resources efficiently to make or repair a product or produce a drawing within agreed timeframes, with attention to industry standards and minor variation in precision and/or finish generally uses suitable methods for maintaining tools and equipment and practises safe work procedures effectively presents verbal and/or graphical information using industry-specific terminology and standards. | <p>The student:</p> <ul style="list-style-type: none"> uses resources to make or repair a product or produce a drawing, within agreed timeframes, although the product or drawing may vary in precision and/or finish is aware of, and usually practises, basic maintenance requirements and safety procedures presents verbal and/or graphical information using some industry-specific terminology and standards. | <p>The student:</p> <ul style="list-style-type: none"> uses resources to make or repair a product or produce a drawing which may vary considerably in precision and/or finish needs to be reminded of maintenance requirements, safety procedures and the need to practise them presents some verbal and/or graphical information. | <p>The student:</p> <ul style="list-style-type: none"> is generally unable to make or repair a product or produce a drawing without major defect needs to be constantly reminded of maintenance requirements, safety procedures and the need to practise them attempts to present some information. |
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