



Western Cape
Government

Education

Annual Teaching Plan



Adapted Curriculum and Assessment Policy Statement
for Schools of Skills and Schools with Skills Units

Automotive Body Repair

Year 1, 2, 3 and 4

2013

PREFACE TO THE ANNUAL TEACHING PLAN FOR THE SKILLS CURRICULUM

The Curriculum and Assessment Policy Statement has been adapted to meet the needs of learners who experience barriers to learning and who have been placed in a School of Skills. It has been designed to enable learners who continue their schooling at a School of Skills to develop to their potential based on a curriculum that supports their cognitive ability. These learners are afforded the opportunity to achieve in areas where they can be successful, such as learning a skill.

The skills curriculum document provides the content and skills to be taught across the four years. It is based on the curriculum as developed with teachers and is aligned to the SAQA qualifications used for skills development in South Africa. This document unpacks the curriculum as an Annual Teaching Plan (ATP) that will act as an exemplar for the sequencing and pacing of your teaching, learning and assessment per term across the four years.

Year One is an orientation year and learners must be exposed to a minimum of two vocational skills so that they can select a skill they will continue from Year Two. The content in Year One could be spread over one or two terms. This will differ from school to school depending on the programme for the year. Where content for Year One is based on one term only, schools must expand on the work to cover two term's workload. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in year one experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners in a School of Skills. It is important that learners are exposed to all the Exit Level Outcomes, Specific Outcomes and Assessment Criteria per selected vocational skill, acknowledging that not all learners will be successful in all of these. The certificate awarded in Year Four will indicate all Exit Level Outcomes and the learner's demonstrated level of competence.

It is envisaged that all learners in a School of Skills will exit the school with an appropriate Certificate of Attainment endorsed by the WCED. It is hoped that this certificate will enable them to access further or higher education or to be part of the world of work.

ACKNOWLEDGEMENT

A special word of appreciation and thanks go to all in the Western Cape Education Department and to the teaching staff in the Schools of Skills whose efforts made this document possible.

ANNUAL TEACHING PLAN FOR AUTOMOTIVE BODY REPAIR

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YEAR 1-ANNUAL TEACHING PLAN

**YEAR 1: ONE TERM
ORIENTATION TO AUTOMOTIVE BODY REPAIR**

WK	CONTENT	ACTIVITIES
<p>Week 1 - 2</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1: Select, use and care for engineering hand tools</p> <p>Specific Outcome 1: Select and use engineering hand tools.</p> <p>Assessment Criteria: Identify and name the engineering hand tools and explain their uses/ functions</p> <p>Specific Outcome 2: Care for and maintain engineering hand tools</p> <p>Assessment Criteria: Clean, maintain and store engineering hand tools in accordance with the applicable requirements and workplace procedures.</p> <p>Specific Outcome 3: Work safely with due care for self, fellow workers, equipment, materials and the environment</p> <p>Assessment Criteria: Explain and demonstrate safe working practises</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Week 3 - 9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 4: Keep the work area safe and productive</p> <p>Specific Outcome 1: Name, discuss and explain the purpose of safety equipment and procedures</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of safety issues at work 2. Undertake all work in a safe manner according to established procedures. 3. Report on safety issues 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>Specific Outcome 2: Identify and explain the purpose of demarcated areas, emergency stops, exits and first aid stations</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of safety issues at work 2. Undertake all work in a safe manner according to established procedures and report on implication if not followed 3. Keep work area neat and tidy and report on implication of an untidy work area 4. Report on safety issues <p>Specific Outcome 3: Use personal protective equipment</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of safety issues at work 2. Undertake all work in a safe manner according to established procedures 3. Report on safety issues <p>Specific Outcome 4: Identify conditions that could result in fires and follow fire safety practices</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of fire prevention measures 2. Describe and rehearse established procedures for responding to various types of fires 3. Explain safe methods of extinguishing different types of fires 4. Report on safety issues including fire hazard <p>Specific Outcome 5: Identify and respond to unsafe or potentially unsafe conditions, incidents or acts that may occur</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of safety issues at work 2. Undertake all work in a safe manner according to established procedures 3. Report on safety issues 	
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Week 10	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	
<p>Assessment:</p> <p>Formal Assessment Tasks</p> <p>Activity 1 Demonstration: Learners demonstrate skills; (75 marks) Assess using a memorandum and rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum.</p>		

YEAR 2-ANNUAL TEACHING PLAN

TERM 1

WK	CONTENT	ACTIVITIES
<p>Week 1 - 3</p>	<p>Exit Level Outcome 3: Select, use and care for engineering power tools.</p> <p>Specific Outcome 1: Select and use engineering power tools.</p> <p>Assessment Criteria: 1. Select and use appropriate power tools as recommended by the manufacturer to meet job/task requirements. 2. Identify risks and hazards related to the various power supply sources.</p> <p>Specific Outcome 2: Care for and maintain engineering power tools.</p> <p>Assessment Criteria: Clean, maintain, service and store power tools as per specifications.</p> <p>Specific Outcome 3: Check on power supply connections to equipment.</p> <p>Assessment Criteria: Identify and take correct action with regards unsafe/faulty power tools.</p> <p>Specific Outcome 4: Recognise and report problems, changes and/or malfunctions while working.</p> <p>Assessment Criteria: 1. Report problems timeously to appropriate personnel. 2. Explain and discuss consequences of incorrectly using power tools, e.g. injuries.</p> <p>Specific Outcome 5: Work safely with due care for self, fellow workers, machines, equipment, materials and environment.</p> <p>Assessment Criteria: 1. Select and use personal protective equipment. 2. Demonstrate correct safety precautions while using power tools. 3. Maintain a clean and tidy work environment.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>4. Identify safety hazards associated with the use of power tools and take appropriate corrective action.</p>	
<p>Week 4 - 9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1: Select, use and care for engineering hand tools.</p> <p>Specific Outcome 1 Select and use engineering hand tools.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Identify and name the engineering hand tools and explain their uses/ function. 2. Give clear explanations giving appropriate examples of where tools are used. 3. Apply and demonstrate the ability to use the various engineering hand tools in there different applications. <p>Specific Outcome 2: Care for and maintain engineering hand tools.</p> <p>Assessment Criteria Clean, maintain and store engineering hand tools in accordance with the applicable requirements and workplace procedures.</p> <p>Specific Outcome 2: Work safely with due care for self, fellow workers, equipment, materials and the environment.</p> <p>Assessment Criteria Demonstrate an understanding of SHE procedures that includes personal protective equipment.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Week 10</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	

Assessment:

Formal Assessment Tasks:

Activity 1

Demonstration:

Learners demonstrate skills;

(75 marks) Assess using a memorandum and rubric

Activity 2

Pen and Paper Test: (25 marks) Assess using a memorandum.

YEAR 2-ANNUAL TEACHING PLAN

TERM 2

WK	CONTENT	ACTIVITIES
<p>Week 1 - 2</p>	<p>Learners must be taught how to</p> <p>Exit Level Outcome 2: Select and use vehicle lifting equipment.</p> <p>Specific Outcome 1 Discuss the basic operation of automobile lifting equipment.</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> • Explain the purpose of lifting equipment. • Describe the relationship of the lifting equipment and the mass of the vehicle. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Week 3 - 4</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 2: Select and use vehicle lifting equipment.</p> <p>Specific Outcome 1: Discuss the basic operation of automobile lifting equipment.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain the purpose of lifting equipment. 2. Describe the relationship of the lifting equipment and the mass of the vehicle. <p>Specific Outcome 2: Identify and explain the function of various components related to lifting equipment.</p> <p>Assessment Criteria :</p> <ol style="list-style-type: none"> 1. Identify and name the components of lifting equipment. 2. Explain the function of the different components of lifting equipment. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>Specific Outcome 3: Carry out precautionary measures before operating a lifting device.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Describe precautionary measures when using lifting equipment by referring to equipment specifications, safe working condition of equipment, clear work area and correct position of the vehicle lifted. 2. Carry out pre-inspection on lifting equipment to ensure safety procedures are adhered to. 3. Explain the importance of ground surface level when using lifting equipment. 	
<p>Weeks 5 - 9</p>	<p>Exit Level Outcome 2 Select and use vehicle lifting equipment.</p> <p>Specific Outcome 4: Operate a hoist.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Inspect hoist for safety before / during use. 2. Determine load carrying capacity of hoist. 3. Position and operate hoist accordance to prescribed procedures to eliminate risk of damage to vehicle and people. 4. Secure automobile correctly when lifted and lowered. <p>Specific Outcome 5 Use a jack.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Inspect jack for safety before / during use 2. Determine load carrying capacity of jack 3. Position and operate jack accordance to prescribed procedures to eliminate risk of damage to vehicle and people. 4. Secure automobile correctly when lifted and lowered. <p>Specific Outcome 6: Use safety stands.</p> <p>Assessment Criteria: Position and use safety stands correctly.</p> <p>Specific Outcome 3: Use creeper.</p> <p>Assessment Criteria: Use creepers in a safe manner.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build Model

Exit Level Outcome 2:

Perform under supervision basic welding/joining of metals (non-ferrous).

Specific Outcome 1 :

Prepare for work activity.

Assessment Criteria:

1. Select required heat related welding/ joining equipment and consumables.
2. Carry-out pre-operational safety checks on equipment correctly.
3. Report unsafe or worn parts or defective equipment or potential hazards in the required format that include poor connections, damaged hoses, incorrect handling and storage of cylinders, faulty equipment, leaking gauges, flash-back arrestors and damaged electrical leads.
4. Prepare materials for welding/joining.
5. Select and use special personal protective equipment during the operation.

Specific Outcome 2:

Weld/join metals.

Assessment Criteria:

1. Prepare clean and tidy work area for welding/joining process.
2. Secure the work area.
3. Explain and demonstrate the correct and appropriate weld/join process: using oxy-fuel gas processes, brazing, soldering, high frequency brazing, butt welding, spot welding. OR Fuel gas includes acetylene, propane and L.P. gas.
4. Weld / join the metal correctly to give a good quality finish.

Specific Outcome 4:

Perform finishing activities.

Assessment Criteria:

1. Dispose of scrap material according to organisational procedure.
2. Store surplus materials according to organisational procedure.
3. Clean and store equipment according to organisational procedure.

Specific Outcome 5:

Report unsafe conditions while working.

	<p>Assessment Criteria: Report problems with materials and equipment.</p> <p>Specific Outcome 6: Work safely with due care for self, fellow workers, equipment, materials and the environment.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Prepare materials and work area. 2. Sufficient safety materials are continuously available. 3. Restore work area to a safe and serviceable condition after activity. 	
<p>Week 10</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	<ul style="list-style-type: none"> •
<p>Assessment:</p> <p>Formal Assessment Tasks:</p> <p>Activity 1 Demonstration: Learners demonstrate skills; (75 marks) Assess using a memorandum and rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum.</p>		

YEAR 2-ANNUAL TEACHING PLAN

TERM 3

WK	CONTENT	ACTIVITIES
<p>Week 1 - 3</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 6: Remove, replace and align body parts.</p> <p>Specific Outcome 1: Assess the damage and determine the extent of repairs.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Work in accordance with applicable OHS Act. 2. Assess the damage to the exterior and detachable body parts and determine the extent of repair in accordance with the job and workplace requirements. 3. Prepare the damaged body parts for repair. 4. Identify and de-activate the Safety Restraint System (SRS) and correctly label according to manufacturer's manuals or specifications. <p>Specific Outcome 2: Remove panel or body parts.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Select the correct tools, manuals or specifications. 2. Remove and label the body parts, trim and accessories. 3. Place the body parts, trim and accessories in a specified area. <p>Specific Outcome 3: Replace and align the body parts, trim and accessories.</p> <p>Assessment Criteria: Fit and align body parts, trim and accessories in accordance with the job requirement and specifications.</p> <p>Specific Outcome 4: Restore the work area, complete and process documentation.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Clean work area 2. Clean and store tools and equipment. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

<p>Weeks 4 - 6</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 7: Perform surface preparation on a body panel.</p> <p>Specific Outcome 1: Read and interpret all available information.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Interpret all information from job card or from oral or written instruction. 2. Identify and locate the body panel to be repaired. <p>Specific Outcome 2: Clean the body panel</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Identify the type of panel and name the material it is made from. (include ferrous and non-ferrous metal). 2. Clean, de-wax and wash panels in accordance with the workplace procedures. <p>Specific Outcome 3: Prepare the body panel surface with abrasives.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Select the appropriate grit and type of abrasives in accordance with the job requirement. 2. Demonstrate wet and dry hand sanding and hand feather edging operations in accordance with the job requirement. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
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<p>Week 7 - 9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 6: Perform surface preparation on a body panel.</p> <p>Specific Outcome 4: Identify, mix and apply fillers on the body panel in a safe and aware manner.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Identify the filler (including micro fine stopper) and mixed in accordance with the job requirement. 2. Apply the filler in accordance with the job requirement. 3. Explain and demonstrate safe working practises. <p>Specific Outcome 5: Interact with others to perform a quality check on the surfaced prepared area.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Inspect visually and physically the prepared surface in accordance with the workplace procedures. 2. Identify flaws such as imperfections, styling, lines, curves, holes and scratches in the surface preparation and explain their causes. <p>Specific Outcome 6: Deliver the repairs and restore the work area.</p> <p>Assessment Criteria: Restore work area and clean and store tools and equipment.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build Model
<p>Week 10</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	
<p>Assessment:</p> <p>Formal Assessment Tasks:</p> <p>Activity 1 Demonstration: Learners demonstrate skills; (75 marks) Assess using a memorandum and rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum.</p>		

YEAR 2-ANNUAL TEACHING PLAN

TERM 4

WK	CONTENT	ACTIVITIES
<p>Week 1 - 4</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 9: Repair minor dents on ferrous body shell and parts .</p> <p>Specific Outcome 1: Prepare the vehicle and assess the damaged part.</p> <p>Assessment Criteria Prepare the vehicle in accordance with the job and workplace requirements that includes moving the vehicle to the demarcated area, cleaning and de-waxing the damaged area, perform safety precautionary measures, safe lifting of the vehicle where required and fitting all protection covers.</p> <p>Specific Outcome 2: Determine the repair process of the damaged part.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Identify all the tools and equipment to be used for the repairs that includes basic ABR tools, lift and/or trestles and the appropriate grit abrasive. 2. Use and apply the tools and equipment correctly. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Weeks 5 - 9</p>	<p>Specific Outcome 3: Repair the damaged part while maintaining safe working practises.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Repair the damaged part following the appropriate repair procedures; cleaning, shaping, metal filing, body filling, sanding, stripping, assembling and finishing of the part, in accordance with the job requirement and workplace procedures. 2. Use the appropriate tools and equipment as required by the repair process. 3. Explain and demonstrate safe working practises that include the safe storage of removed parts. 4. Demonstrate and understanding of SHE procedures <p>Specific Outcome 5: Deliver the repairs and restore the work area.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Deliver the repair correctly and complete documentation in accordance with the workplace procedures. 2. Clean the work area and clean and store the tools and equipment. 	
<p>Week 10</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	
<p>Assessment:</p> <p>Formal Assessment Tasks:</p> <p>Activity 1 Demonstration: Learners demonstrate skills; (75 marks) Assess using a memorandum and rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum.</p>		

YEAR 3-ANNUAL TEACHING PLAN

TERM 1

WK	CONTENT	ACTIVITIES
<p>Week 1 - 2</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 4 Keep the work area safe and productive.</p> <p>Specific Outcome 1: Name, discuss and explain the purpose of safety equipment and procedures.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of safety issues at work. 2. Undertake all work in a safe manner according to established procedures. 3. Report on safety issues. <p>Specific Outcome 2: Identify and explain the purpose of demarcated areas, emergency stops, exits and first aid stations .</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of safety issues at work. 2. Undertake all work in a safe manner according to established procedures and report on implication if not followed. 3. Keep work area neat and tidy and report on implication of an untidy work area. 4. Report on safety issues. <p>Specific Outcome 3: Use personal protective equipment.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of safety issues at work 2. Undertake all work in a safe manner according to established procedures 3. Report on safety issues <p>Specific Outcome 4: Identify conditions that could result in fires and follow fire safety practices.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of fire prevention measures. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>2. Describe and rehearse established procedures for responding to various types of fires.</p> <p>3. Explain safe methods of extinguishing different types of fires.</p> <p>4. Report on safety issues including fire hazard.</p> <p>Specific Outcome 5: Identify and respond to unsafe or potentially unsafe conditions, incidents or acts that may occur.</p> <p>Assessment Criteria:</p> <p>1. Demonstrate an understanding of safety issues at work.</p> <p>2. Undertake all work in a safe manner according to established procedures.</p> <p>3. Report on safety issues.</p>	
Weeks 3 - 9	<p>Exit Level Outcome 2: Select and use vehicle lifting equipment.</p> <p>Specific Outcomes: 1, 2, 3,4</p> <p>Exit Level Outcome 2: Select, use and care for engineering power tools.</p> <p>Specific Outcomes: 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Week 10	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	

Assessment:

Formal Assessment Tasks:

Activity 1

Demonstration:

Learners demonstrate skills;

(75 marks) Assess using a memorandum and rubric

Activity 2

Pen and Paper Test: (25 marks) Assess using a memorandum.

YEAR 3-ANNUAL TEACHING PLAN

TERM 2

WK	CONTENT	ACTIVITIES
<p>Week 1 - 9</p>	<p>Exit Level Outcome 5: Understand the body construction and safety features of a vehicle.</p> <p>Specific Outcome 1: Identify and access all information from a variety of sources.</p> <p>Assessment Criteria: 1. Access and interpret all information from a variety of resources 2. Refer to applicable literature and sources when explanations are given.</p> <p>Specific Outcome 2: Compile a list of body components.</p> <p>Assessment Criteria: Compile an accurate list of body components and in accordance with the applicable literature is demonstrated; that include shell components, removable components, trim and accessories.</p> <p>Specific Outcome 3: Compile a list of materials used in the body construction.</p> <p>Assessment Criteria: Compile an accurate list of materials used in the body construction and in accordance with the applicable literature; that includes ferrous and non-ferrous metals, coated metal, treated metal, plastic, carbon fibre, synthetics, leathers, glass, rubber and PVC.</p> <p>Specific Outcome 4: Compile a list of the safety features in a vehicle.</p> <p>Assessment Criteria: Compile an accurate list of safety features used in the vehicle construction in accordance with the applicable literature; that include all supplementary restraint systems (SRS) systems and crumple zones.</p> <p>Specific Outcome 5: Interact with others to identify the activating mechanisms and functions of the safety features on a vehicle.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain the function of and point out the activating mechanisms. 2. Explain the function of and point out the safety features. 3. Identify and explain safety precautionary measures to be taken. 	
<p>Week 10</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	
<p>Assessment:</p> <p>Formal Assessment Tasks:</p> <p>Activity 1 Demonstration: Learners demonstrate skills; (75 marks) Assess using a memorandum and rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum.</p>		

YEAR 3-ANNUAL TEACHING PLAN

TERM 3

WK	CONTENT	ACTIVITIES
<p>Week 1 – 5</p>	<p>Learners must be taught how to: Exit Level Outcome 6 Remove, replace and align body parts</p> <p>Specific Outcome: 1 Assess the damage and determine the extent of repairs.</p> <p>Assessment Criteria: Identify and de-activate the Safety Restraint System (SRS) and correctly label according to manufacturer's manuals or specifications.</p> <p>Specific Outcome: 3 Assess the damage and determine the extent of repairs.</p> <p>Assessment Criteria: Fit and align body parts, trim and accessories in accordance with the job requirement and specifications.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Weeks 6 - 9</p>	<p>Exit Level Outcome 1: Perform surface preparation on a body panel.</p> <p>Specific Outcomes: 1, 2, 3, 4, 5, (6)</p> <p>Specific Outcome 6: Deliver the repairs and restore the work area</p> <p>Assessment Criteria: Deliver the repairs with completed documentation in accordance with workplace procedures.</p> <p>Exit Level Outcome 8 Perform under supervision basic welding/joining of metals (non ferrous).</p> <p>Specific Outcome 1: Prepare for work activity.</p> <p>Assessment Criteria: Read job instructions to determine sequence of operations.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>Specific Outcome 3: Apply quality checks on completed weld/joint.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Clean weld/join 2. Conduct visual checks for quality finishes at the end of the process correctly. 	
<p>Week 10</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	
<p>Assessment:</p> <p>Formal Assessment Tasks:</p> <p>Activity 1 Demonstration: Learners demonstrate skills; (75 marks) Assess using a memorandum and rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum.</p>		

YEAR 3-ANNUAL TEACHING PLAN

TERM 4

WK	CONTENT	ACTIVITIES
<p>Week 1 - 9</p>	<p>Learners must be taught how to: Exit Level Outcome 9: Repair minor dents on ferrous body shell and parts.</p> <p>Specific Outcome 1: Prepare the vehicle and assess the damaged part.</p> <p>Assessment Criteria: 1. Explain all the appropriate procedures to be followed giving the damage, repair process and safety precautionary measures. 2. Refer to appropriate literature giving explanations.</p> <p>Specific Outcome 2: Determine the repair process of the damaged part.</p> <p>Assessment Criteria: Determine and explain the repair process in accordance with the workplace procedures.</p> <p>Specific Outcome 4: Perform a quality evaluation of the repaired part.</p> <p>Assessment Criteria: 1. Evaluate the repaired part and identify defects in accordance with specifications. 2. Give clear explanations with appropriate examples. 3. Refer to appropriate literature when explanations are given.</p> <p>Specific Outcome 5: Deliver the repairs and restore the work area.</p> <p>Assessment Criteria: Refer to all applicable literature when explanation is given.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Week 10</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	

Assessment:

Formal Assessment Tasks:

Activity 1

Demonstration:

Learners demonstrate skills;

(75 marks) Assess using a memorandum and rubric

Activity 2

Pen and Paper Test: (25 marks) Assess using a memorandum.

YEAR 4-ANNUAL TEACHING PLAN

TERM 1

WK	CONTENT	ACTIVITIES
<p>Week 1 - 2</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 4: Keep the work area safe and productive.</p> <p>Specific Outcome 1: Name, discuss and explain the purpose of safety equipment and procedures.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of safety issues at work. 2. Undertake all work in a safe manner according to established procedures. 3. Report on safety issues. <p>Specific Outcome 2: Identify and explain the purpose of demarcated areas, emergency stops, exits and first aid stations.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of safety issues at work. 2. Undertake all work in a safe manner according to established procedures and report on implication if not followed. 3. Keep work area neat and tidy and report on implication of an untidy work area. 4. Report on safety issues. <p>Specific Outcome 3: Use personal protective equipment.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of safety issues at work. 2. Undertake all work in a safe manner according to established procedures. 3. Report on safety issues. <p>Specific Outcome 4: Identify conditions that could result in fires and follow fire safety practices.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of fire prevention measures. 2. Describe and rehearse established procedures for responding to various types of fires. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>3. Explain safe methods of extinguishing different types of fires.</p> <p>4. Report on safety issues including fire hazard</p> <p>Specific Outcome 5: Identify and respond to unsafe or potentially unsafe conditions, incidents or acts that may occur.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of safety issues at work. 2. Undertake all work in a safe manner according to established procedures. 3. Report on safety issues. 	
<p>Week 3 - 9</p>	<p>Exit Level Outcome 1: Select, use and care for engineering hand tools.</p> <p>Exit Level Outcome 2: Select and use vehicle lifting equipment.</p> <p>Exit Level Outcome 3: Select, use and care for engineering power tools.</p> <p>Exit Level Outcome 5: Understand the body construction and safety features of a vehicle.</p> <p>Exit Level Outcome 6: Remove, replace and align body parts.</p> <p>Exit Level Outcome 7: Perform surface preparation on a body panel.</p> <p>Exit Level Outcome 8: Perform under supervision basic welding/joining of metals (non ferrous).</p> <p>Exit Level Outcome 9: Repair minor dents on ferrous body shell and parts.</p> <p>Exit Level Outcome 10: Apply sealers and cavity fillers on vehicles.</p> <p>Specific Outcome 1: Demonstrate knowledge of application of sealers and cavity fillers.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain the purpose of using sealers and cavity fillers in terms of the manufacturer's design. 2. Explain where and how to position sealer in terms of the function to be performed 3. Explain the importance of accurate masking in relation to achieving the required finished in a specific area and not causing contamination of other areas 4. Explain consequences of not applying sealer correctly in terms of effectiveness of the application and resultant problems 5. Explain methods of removing old sealer in accordance with accepted workshop practices 6. Explain consequences of applying heat to body panels in relation to the effect on composite structure and rust protection. 	
<p>Week 10</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	
<p>Assessment: Formal Assessment Tasks:</p> <p>Activity 1 Demonstration: Learners demonstrate skills; (75 marks) Assess using a memorandum and rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum.</p>		

YEAR 4-ANNUAL TEACHING PLAN

TERM 2

WK	CONTENT	ACTIVITIES
<p>Week 1 - 9</p>	<p>Exit Level Outcome 1: Select, use and care for engineering hand tools.</p> <p>Exit Level Outcome 2: Select and use vehicle lifting equipment.</p> <p>Exit Level Outcome 3: Select, use and care for engineering power tools.</p> <p>Exit Level Outcome 5: Understand the body construction and safety features of a vehicle.</p> <p>Exit Level Outcome 6: Remove, replace and align body parts.</p> <p>Exit Level Outcome 7: Perform surface preparation on a body panel.</p> <p>Exit Level Outcome 8: Perform under supervision basic welding/joining of metals (non - ferrous).</p> <p>Exit Level Outcome 9: Repair minor dents on ferrous body shell and parts.</p> <p>Exit Level Outcome 10: Apply sealers and cavity fillers on vehicles.</p> <p>Specific Outcome 1: Demonstrate knowledge of application of sealers and cavity fillers.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain the purpose of using sealers and cavity fillers in terms of the manufacturer's design. 2. Explain where and how to position sealer in terms of the function to be performed 3. Explain the importance of accurate masking in relation to achieving the required finished in a specific area and not causing contamination of other areas 4. Explain consequences of not applying sealer correctly in terms of effectiveness of the application and resultant problems 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>5. Explain methods of removing old sealer in accordance with accepted workshop practices</p> <p>6. Explain consequences of applying heat to body panels in relation to the effect on composite structure and rust protection.</p> <p>Specific Outcome 2 Prepare for application of sealers and cavity fillers.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Remove existing sealer in accordance with manufacturer specifications. 2. (No chemicals or heat are used to remove sealer). 3. Prepare surfaces in accordance with workplace instructions that include cleaning, feather edging, sanding, priming and masking. 4. Apply masking to protect surrounding areas and ensures sufficient access to required application area. 5. Cover other vehicles in close proximity for protection in accordance with workplace requirements. 6. Identify and check tools and equipment required to apply the sealer and cavity filler and checked for functionality prior to commencing with the task. 	
<p>Week 10</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	
<p>Assessment: Formal Assessment Tasks:</p> <p>Activity 1 Demonstration: Learners demonstrate skills; (75 marks) Assess using a memorandum and rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum.</p>		

YEAR 4-ANNUAL TEACHING PLAN

TERM 3

WK	CONTENT	ACTIVITIES
<p>Week 1 - 9</p>	<p>Exit Level Outcome 1: Select, use and care for engineering hand tools.</p> <p>Exit Level Outcome 2: Select and use vehicle lifting equipment.</p> <p>Exit Level Outcome 3: Select, use and care for engineering power tools.</p> <p>Exit Level Outcome 5: Understand the body construction and safety features of a vehicle.</p> <p>Exit Level Outcome 6: Remove, replace and align body parts.</p> <p>Exit Level Outcome 7: Perform surface preparation on a body panel.</p> <p>Exit Level Outcome 8: Perform under supervision basic welding/joining of metals (non - ferrous).</p> <p>Exit Level Outcome 9: Repair minor dents on ferrous body shell and parts.</p> <p>Exit Level Outcome 10: Apply sealers and cavity fillers on vehicles.</p> <p>Specific Outcome 1: Demonstrate knowledge of application of sealers and cavity fillers.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain the purpose of using sealers and cavity fillers in terms of the manufacturer's design. 2. Explain where and how to position sealer in terms of the function to be performed 3. Explain the importance of accurate masking in relation to achieving the required finished in a specific area and not causing contamination of other areas 4. Explain consequences of not applying sealer correctly in terms of effectiveness of the application and resultant problems 5. Explain methods of removing old sealer in accordance with accepted workshop practices 	<ul style="list-style-type: none"> o Oral discussions in pairs and in groups o Access information from reference books or suitable resources o Sort information o Written presentations o Present information visually o Practical demonstration

	<p>6. Explain consequences of applying heat to body panels in relation to the effect on composite structure and rust protection.</p> <p>Specific Outcome 4: Apply safety procedures during the application process.</p> <p>Assessment Criterion 1:</p> <ol style="list-style-type: none"> 1. Apply the sealer without incident, accident or injury. 2. Use equipment and tools in accordance with workplace and manufacturer requirements 3. Adhere to all workplace safety warnings and required actions before, during and after applying sealer 4. Dispose of hazardous materials that included sealers, thinning and cleaning agents in accordance with workplace and legislative requirements 5. Follow applicable SHE procedures during the preparation and application processes that include using personal protective equipment. 	
<p>Week 10</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	
<p>Assessment: Formal Assessment Tasks:</p> <p>Activity 1 Demonstration: Learners demonstrate skills; (75 marks) Assess using a memorandum and rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum.</p>		

YEAR 4-ANNUAL TEACHING PLAN

TERM 4

WK	CONTENTS	ACTIVITY
<p>Weeks 1 - 6</p>	<p>Exit Level Outcome 1: Select, use and care for engineering hand tools</p> <p>Exit Level Outcome 2: Select and use vehicle lifting equipment</p> <p>Exit Level Outcome 3: Select, use and care for engineering power tools</p> <p>Exit Level Outcome 5: Understand the body construction and safety features of a vehicle</p> <p>Exit Level Outcome 6: Remove, replace and align body parts</p> <p>Exit Level Outcome 7: Perform surface preparation on a body panel</p> <p>Exit Level Outcome 8: Perform under supervision basic welding/joining of metals (non ferrous)</p> <p>Exit Level Outcome 9: Repair minor dents on ferrous body shell and parts</p> <p>Exit Level Outcome 10: Apply sealers and cavity fillers on vehicles</p> <p>Specific Outcome 5: Restore work area, complete and process documentation.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Restore the work area in accordance with workplace and SHE requirements. 2. Clean and store tools and equipment in accordance with workplace and SHE requirements 3. Explain consequences of not leaving the workplace in the appropriate state in terms of safety hazards and production. 4. Complete documentation process in accordance with workplace procedures. 5. Documentation includes completing job cards, check lists and reports. 6. Explain the reasons for various documents in terms of their main functions. 	<ul style="list-style-type: none"> o Oral discussions in pairs and in groups o Access information from reference books or suitable resources o Sort information o Written presentations o Present information visually o Practical demonstration o Build Model

	<p>Exit Level Outcome 11: The learner must be able to communicate with his peers and teachers/ clients in an automotive work context.</p> <p>Specific Outcome 1: Communicates orally effectively, regularly and continuously in relation to specific tasks given, performed and assessed.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Communicate orally as required to promote effective interaction in the workshop. 2. Use appropriate terminology in the workshop situation and in accordance with normal workshop usage. 3. Accesses and interpret information related to work tasks from a range of written and oral sources to ensure that work requirements are understood. 4. Communicate clearly at an appropriate level with designated target audiences (e.g. peers, teachers and clients). 5. Communicate information accurately in accordance with acceptable timeframes. 6. Communicate effectively, regularly and continuously. 	
<p>Week 7</p>	<ul style="list-style-type: none"> • Pen and paper test 25% of term mark. (Test may be given in any week as per school assessment plan) • Reflect and review 	
<p>Assessment:</p> <p>Formal Assessment Tasks:</p> <p>Activity 1 Demonstration: Learners demonstrate skills; (75 marks) Assess using a memorandum and rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum.</p>		