

*Electronics Level 3 (ELT315114)*

TASC, with a focus on honouring the nature and intention of **Technologies**, also recognises the extraordinary circumstances facing learners and teachers in 2020. Due to these extraordinary circumstances TASC has made the following necessary considerations for 2020 [only].

Practical problem solving and construction activities are fundamental for students to demonstrate their learning in Electronic. The course content remains even though students may not be able to provide evidence of their learning in the traditional means of engagement with limited access to specialist equipment as traditionally defined. These considerations are intended to give teachers maximum flexibility to help students provide evidence of their learning.

After consultation with the community of teachers of **Technologies – Electronics Level 3 (ELT315114)**

the following course content 2020 considerations have been made for 2020 [only]:

<i>Electronics Level 3 (ELT315114)</i>	
Course content: Construction Projects	<p style="text-align: center;"><b>Scenario A - Medium term</b> Return to school environment mid/end of July</p> <p><i>Specific 2020 considerations have been applied to this course that do not require modifications to the external assessment specifications. The requirement for any potential modifications to the external assessment specifications for Level 3 and Level 4 courses is still being considered.</i></p> <p><b>CONSTRUCTION PROJECTS (SUGGESTED <del>30%</del> 25% OF DELIVERY TIME)</b></p> <p>Learners must build their own projects, comprising an original or modified design from concepts covered in the course, appropriately housed and complete with an appropriate level of documentation.</p> <p>The construction projects will reflect <u>approximately 50</u> <del>40</del> hours total of in-class work including: research; design; building; testing and troubleshooting; and documentation.</p> <p>Documentation of projects will be formatted and structured in a logical manner and include, as appropriate:</p> <ul style="list-style-type: none"> <li>• a rationale or description of the problem that the circuit would provide a solution for</li> <li>• appropriate reporting and research on options for circuits and components, and on the operation of the selected circuits and components</li> <li>• the circuit design process, including: <ul style="list-style-type: none"> <li>◦ block diagrams</li> <li>◦ any relevant calculations or programs</li> <li>◦ tests performs and results of these tests</li> <li>◦ schematic diagrams and PCB layout</li> <li>◦ an evaluation of the completed circuit</li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>•an operators manual</li><li>•a time log of work planned and completed</li></ul> <p>It is <del>suggested</del> that <del>three</del> <b>two</b> projects be completed throughout the year; a project containing a digital circuit, <b>and/or</b> a project containing an analogue circuit, and/or a project of the learners choosing.</p> <p>ADDITIONAL RECOMMENDATIONS:</p> <ul style="list-style-type: none"><li>• Theoretical work requirements can be met using alternative means however there is limited opportunity to apply practical skills to the theoretical components of this course.</li><li>• Given the specialist nature of practical work aspects this cannot be completed while students are learning from home. The course content needs to be delivered sequentially in terms of the course requirements and this is needed to build understanding for students.</li><li>• Underpinning practical requirements should be delivered upon return to face-to-face schooling.</li></ul>
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