



# Design & Emerging Technologies

A / T / M

Cover Art provided by Canberra College student Aidan Giddings

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## The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

## **ACT Senior Secondary Certificate**

Courses of study for the ACT Senior Secondary Certificate:

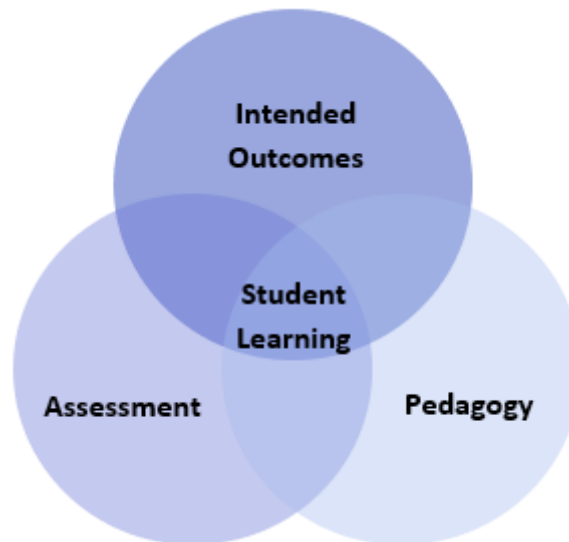
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

## Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



## Learning Principles

1. Learning builds on existing knowledge, understandings and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

## General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### Literacy

Students develop literacy as they learn how to communicate ideas, concepts and detailed proposals to a variety of audiences; read and interpret detailed written instructions for specific technologies, often including diagrams and procedural writings such as software user manuals, design briefs, patterns and recipes; prepare accurate, annotated engineering drawings, software instructions and coding; write project outlines, briefs, concept and project management proposals, evaluations, engineering, life cycle and project analysis reports; and prepare detailed specifications for production.

### Numeracy

Design and Emerging Technologies gives students opportunities to interpret and use mathematical knowledge and skills in a range of real-life situations. Students use number to calculate, measure and estimate; interpret and draw conclusions from statistics; measure and record throughout the process of generating ideas; develop, refine and test concepts; and cost and sequence when making products and managing projects. In using software, materials, tools and equipment, students work with the concepts of number, geometry, scale, proportion, measurement and volume. They use three-dimensional models, create accurate technical drawings, work with digital models and use computational thinking in decision-making processes when designing and creating best-fit solutions.

## **Information and Communication Technology (ICT) Capability**

Design and Emerging Technologies enables students to develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this understanding when they investigate, communicate and create digital solutions. Students learn to formulate problems, logically organise and analyse data, and represent them in abstract forms. Students use ICT when they investigate and analyse information, evaluate design ideas and communicate and collaborate online. They develop design ideas, generate plans and system diagrams to communicate their designs, and produce solutions using digital technologies.

## **Critical and Creative Thinking**

Students develop capability in critical and creative thinking through challenging problems that do not have straightforward solutions. Students identify and deconstruct problems of interest, refine concepts and reflect on the decision-making process by engaging in systems, design and computational thinking. They identify, explore and clarify technologies information and use that knowledge in a range of situations. Students consider how data, information, systems and tools impact on our lives, and how these elements might be better designed and managed. Visualising possibilities, modelling and scoping solutions, designing and working with digital tools, equipment and software helps students to build their visual and spatial thinking, test hypotheses and to create solutions, products and services.

## **Personal and Social Capability**

Students develop personal and social capability as they engage in project management and development in a collaborative workspace. They direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, technologies understanding and skills when making decisions. Students develop social and employability skills through working cooperatively in teams, sharing resources and processes, making group decisions, resolving conflict and showing leadership.

## **Ethical Understanding**

Students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others and creating, sharing and using technologies. When engaged in systems thinking, students evaluate their findings against the criteria of legality, environmental sustainability, economic viability, health, social and emotional responsibility, and social awareness. Students learn about safe and ethical procedures for investigating and working with people, data and materials. They consider their own roles and responsibilities as discerning citizens and learn to detect bias and inaccuracies. Understanding the protection of data, intellectual property and individual privacy in the school environment helps students to be ethical digital citizens.

## **Intercultural Understanding**

Students consider how technologies are used in diverse communities at local, national, regional and global levels, including their impact and potential to transform people's lives. They explore ways in which past and present practices enable people to use technologies to interact with one another across cultural boundaries. Students investigate how cultural identities and traditions influence the function and form of solutions, products, services and environments designed to meet the needs of daily life now and in the future. In their interactions with others in online communities, students consider the dynamic and complex nature of cultures, including values, beliefs, practices and assumptions.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

The curriculum may provide an opportunity for students to engage with Aboriginal and Torres Strait Islander histories and cultures. It acknowledges that Aboriginal and Torres Strait Islander people have longstanding use of technology and design knowledge and traditions. Teachers may reference these as appropriate to course content. This will inform understanding of the Australian environment and use of technology and the ways in which it has changed over time.

### **Asia and Australia's Engagement with Asia**

Students investigate a range of contexts that draw on Asia and Australia's engagement with Asia. Students could explore the technological environment within the Asia region and develop an appreciation that technology developed in one area has significant impacts across the world. Students could appreciate that the Asia region plays an important role in technology and design research and development.

### **Sustainability**

Students appreciate the importance of looking at potential use of materials and design to predict possible effects on human and other activity, and the environment, to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

# Design & Emerging Technologies

## A/T/M

### Rationale

Design and Emerging Technology offers students a range of career pathways in design in fields such as engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels.

Students will also be able to understand how the selection and use of technologies contributes to a sustainable and improved future. Students studying technologies will learn about the design process and its application.

Students will develop research skills, computational thinking and a range of communication skills. They will refine their interpersonal and intrapersonal skills including collaboration, project management and be able to reflect on their own learning.

Students will have opportunities to use design thinking and apply creativity through structured, collaborative and project-based learning, solve problems, develop practical skills and apply critical thinking in the development of new ideas.

Students will consider and use global perspectives, identify ethical issues related to the technologies in relevant industries and the sustainability of solutions as they manage projects from beginning to end.

### Goals

All courses based on this Framework should enable students to:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
- produce or create solutions or products to address a need, problem or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

### Unit Titles

- Design Processes
- Product Design
- Design for Manufacturing
- Innovation and Design
- Independent Study

## Organisation of Content

### Design Processes

A design process is the central framework that designers use to create innovative ideas and solutions.

This unit gives students the opportunity to apply a staged design process to develop design solutions. They will apply design thinking in a focus area such as creating products, systems or environments. Student skills and understanding are developed by using the design process to define needs or opportunities, collect information, develop ideas, analyse, plan, produce and evaluate final solutions.

### Product Design

Designers play a vital role in shaping the way we live through the design of the products that surround us. This unit gives students the opportunity to develop a user centred product while considering the social, ethical and environmental responsibilities of designers. It provides opportunities for creative thinking, the development of technical knowledge and understanding design opportunities that are brought about by technological change.

### Design for Manufacturing

Design for manufacture explores the way in which design solutions are produced using existing and emerging technologies. The focus of this unit is on production processes, prototyping, manufacturing, economy of scale, material properties and emerging technologies. This unit offers students the opportunity to design, make and evaluate design solutions using a range of materials, technologies and production processes.

### Innovation and Design

Authentic innovation in design can be achieved by combining process thinking with new ideas and existing and emerging technology. This unit offers students the opportunity to explore an area of futuristic design concepts within the focus areas of systems, product or environment design. Students will use their understanding of: design process; technical knowledge; social, ethical and environmental responsibilities to create, test and evaluate this design solution.

### Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

## Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

## Assessment Task Types

	<b>Design Process</b>	<b>Design Solution(s)</b>
	<b>Suggested tasks:</b> <ul style="list-style-type: none"> <li>• design development</li> <li>• design documentation</li> <li>• essay</li> <li>• extended response</li> <li>• oral presentation</li> <li>• podcast</li> <li>• portfolio (design process)</li> <li>• project management</li> <li>• report</li> <li>• research task</li> <li>• return brief</li> <li>• review</li> <li>• seminar</li> <li>• short response</li> <li>• storyboard</li> <li>• web portfolio</li> <li>• workshop</li> </ul>	<b>Suggested tasks:</b> <ul style="list-style-type: none"> <li>• digital artefact</li> <li>• digital asset</li> <li>• major project</li> <li>• network</li> <li>• portfolio</li> <li>• product</li> <li>• prototyping</li> <li>• software application</li> <li>• storyboard</li> <li>• website</li> </ul>
<b>Weightings in A 1.0 and 0.5 units</b>	30 - 70%	30 - 70%
<b>Weightings in T 1.0 and 0.5 units</b>	40 - 60%	40 - 60%
<b>Weightings in M 1.0 and 0.5 units</b>	30 - 70%	30 - 70%

### Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

## **Achievement Standards**

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

## Achievement Standards Technologies A Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses the design process and explains decision making</li> <li>analyses technology concepts and principles and explains the properties of materials or data or systems to address a need, problem, or challenge</li> <li>analyses technologies, explains ethical and sustainable application</li> <li>thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology</li> </ul>	<ul style="list-style-type: none"> <li>explains the design process and describes decision making</li> <li>explains technology concepts and principles and describes the properties of materials or data or systems to address a need, problem, or challenge</li> <li>explains technologies, describes ethical and sustainable application</li> <li>thinks critically, drawing on data and information to solve problems and explains opportunities for application of technology</li> </ul>	<ul style="list-style-type: none"> <li>describes the design process with reference to decision making</li> <li>describes technology concepts and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge</li> <li>describes technologies with some reference to ethical and sustainable application</li> <li>draws on data and information to solve problems and describes opportunities for application of technology</li> </ul>	<ul style="list-style-type: none"> <li>identifies major features of the design process with minimal reference to decision making</li> <li>identifies major technology concepts and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge</li> <li>identifies major features of technologies with minimal reference to ethical and sustainable application</li> <li>identifies some opportunities for application of technology with minimal use of information and data</li> </ul>	<ul style="list-style-type: none"> <li>identifies some features of the design process</li> <li>identifies few technology concepts and principles with minimal reference to properties of materials or data or systems to address a need, problem, or challenge</li> <li>identifies some features of technologies with minimal reference to ethical and sustainable application</li> <li>identifies some opportunities for application of technology with minimal evidence of use of information and data</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact</li> <li>creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas</li> <li>analyses potential prototypes and solutions analysing their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates complex ideas and insights effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage, and accurate referencing</li> <li>reflects with insight on their own thinking and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact</li> <li>creates high-quality design solutions/products using techniques and approaches and-explains ideas</li> <li>explains potential prototypes and solutions and explains their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and referencing</li> <li>reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact</li> <li>creates functional design solutions/products using techniques and approaches and explains ideas</li> <li>describes potential prototypes and solutions and explains their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas appropriately in mediums and explains ideas coherently using appropriate evidence, metalanguage and referencing</li> <li>reflects on their own thinking and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact</li> <li>creates simple, functional design solutions/products using some techniques and approaches and describes ideas</li> <li>identifies potential prototypes and solutions and describes their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas in mediums and describes ideas with some use of appropriate evidence with minimal use of metalanguage and referencing</li> <li>reflects on their own thinking with some reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with limited control demonstrating minimal evidence of understanding its impact</li> <li>creates simple design solutions/products using some basic techniques and approaches and description of ideas</li> <li>identifies potential prototypes and solutions with minimal reference to their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates basic ideas in few mediums and describes ideas with <del>or no</del> minimal use of appropriate evidence and referencing</li> <li>reflects on their own thinking with minimal reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>

## Achievement Standards Technologies T Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>critically analyses the design process and evaluates constraints and implications for decision making</li> <li>synthesises technology theories, concepts and principles and evaluates the properties of materials or data or systems to address a need, problem, or challenge</li> <li>critically analyses technologies and evaluates ethical and sustainable application of technology</li> <li>thinks critically and creatively, drawing on data and information to solve complex problems</li> </ul>	<ul style="list-style-type: none"> <li>analyses the design process and explains constraints and implications for decision making</li> <li>analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem, or challenge</li> <li>analyses technologies and explains ethical and sustainable application of technology</li> <li>thinks critically, drawing on data and information to solve complex problems</li> </ul>	<ul style="list-style-type: none"> <li>explains the design process and describes constraints and implications for decision making</li> <li>explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem, or challenge</li> <li>explains technologies and describes ethical and sustainable application of technology</li> <li>thinks critically, drawing on data and information to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>describes the design process with some reference to constraints and implications for decision making</li> <li>describes technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge</li> <li>describes technologies with some reference to ethical and sustainable application of technology</li> <li>draws on data and information to solve problems and describes opportunities</li> </ul>	<ul style="list-style-type: none"> <li>identifies features of the design process with minimal reference to decision making</li> <li>identifies technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge</li> <li>identifies some features of technologies with minimal reference to ethical and sustainable application of technology</li> <li>applying minimal use of information and data</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact</li> <li>creates innovative and high quality design solutions/products using techniques and approaches and justifies ideas coherently</li> <li>analyses potential prototypes and solutions analysing their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing</li> <li>reflects with insight on their own thinking and that of others and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact</li> <li>creates high-quality design solutions/products using techniques and approaches and justifies ideas coherently</li> <li>analyses potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing</li> <li>reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact</li> <li>creates functional quality design solutions/products using techniques and approaches and explains ideas coherently</li> <li>explains potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing</li> <li>reflects on their own thinking and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact</li> <li>creates simple, functional design solutions/products using some techniques and approaches and explains ideas</li> <li>describes potential prototypes and solutions with some reference to their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas in mediums to a variety of audiences using some evidence, metalanguage, and referencing</li> <li>reflects on their own thinking with some reference to inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with limited control demonstrating minimal evidence of understanding its impact</li> <li>creates design solutions/products using some basic techniques and approaches and describes ideas</li> <li>identifies potential prototypes and solutions with minimal reference to their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage, and some referencing</li> <li>reflects on their own thinking with minimal reference to planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively</li> </ul>

## Achievement Standards Technologies A Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses the design process and explains opportunities, constraints and implications for decision making</li> <li>analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem, or challenge</li> <li>analyses technologies in a range of contexts and explains ethical and sustainable application</li> <li>thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology</li> </ul>	<ul style="list-style-type: none"> <li>explains the design process and describes opportunities, constraints and implications for decision making</li> <li>explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem, or challenge</li> <li>explains technologies in a range of contexts and describes ethical and sustainable application</li> <li>thinks critically, drawing on data and information to solve problems and explains opportunities for application of technology</li> </ul>	<ul style="list-style-type: none"> <li>describes the design process with reference to opportunities, constraints and implications for decision making</li> <li>describes technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge</li> <li>describes technologies in a range of contexts with some reference to ethical and sustainable application</li> <li>draws on data and information to solve problems and describes opportunities for application of technology</li> </ul>	<ul style="list-style-type: none"> <li>identifies major features of the design process with minimal reference to opportunities, constraints and implications for decision making</li> <li>identifies major technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge</li> <li>identifies major features of technologies with minimal reference to ethical and sustainable application</li> <li>identifies some opportunities for application of technology with limited use of information and data</li> </ul>	<ul style="list-style-type: none"> <li>identifies some features of the design process with minimal understanding of opportunities, constraints, and implications</li> <li>identifies few technology theories, concepts, and principles with minimal reference to properties of materials or data or systems to address a need, problem, or challenge</li> <li>identifies some features of technologies with no reference to ethical and sustainable application</li> <li>identifies some opportunities for application of technology with minimal evidence of use of information and data</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact</li> <li>creates innovative and high-quality design solutions/products using efficient techniques and approaches and justifies ideas</li> <li>analyses potential prototypes and solutions, and analyses their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates complex ideas and insights effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage, and accurate referencing</li> <li>reflects with insight on their own thinking and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact</li> <li>creates high-quality design solutions/products using techniques and approaches and explains ideas</li> <li>explains potential prototypes and solutions, and explains their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and referencing</li> <li>reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact</li> <li>creates functional design solutions/products using some techniques and approaches and explains ideas</li> <li>describes potential prototypes and solutions, and describes their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas appropriately in mediums and explains ideas coherently using appropriate evidence, metalanguage and referencing</li> <li>reflects on their own thinking explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact</li> <li>creates functional design solutions/products using some techniques and approaches and describes ideas</li> <li>identifies potential prototypes and solutions, and identifies their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas in mediums and describes ideas with some use of appropriate evidence with minimal use of metalanguage and referencing</li> <li>reflects on their own thinking with some reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with limited control demonstrating minimal evidence of understanding its impact</li> <li>creates simple design solutions/products using basic techniques and approaches and description of ideas</li> <li>identifies potential prototypes and solutions with minimal reference to their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates basic ideas in few mediums and describes ideas with minimal use of appropriate evidence and referencing</li> <li>reflects on their own thinking with minimal reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>

## Achievement Standards Technologies T Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>critically analyses the design process and evaluates opportunities, constraints and implications for decision making</li> <li>critically analyses strategies, methodologies and procedures and evaluates their validity and reliability</li> <li>synthesises technology theories, concepts and principles and evaluates the properties of material or data or systems to address a need, problem, or challenge</li> <li>critically analyses technologies in a range of contexts and evaluates ethical and sustainable application of technology</li> <li>thinks critically and creatively, drawing on data and information to solve complex problems and evaluates opportunities for application of technology</li> </ul>	<ul style="list-style-type: none"> <li>analyses the design process and explains opportunities, constraints and implications for decision making</li> <li>analyses strategies, methodologies and procedures and explains their validity and reliability</li> <li>analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem, or challenge</li> <li>analyses technologies in a range of contexts and explains ethical and sustainable application of technology</li> <li>thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology</li> </ul>	<ul style="list-style-type: none"> <li>explains the design process and describes opportunities, constraints and implications for decision making</li> <li>explains strategies, methodologies and procedures and describes their validity and reliability</li> <li>explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem, or challenge</li> <li>explains technologies in a range of contexts and describes ethical and sustainable application of technology</li> <li>thinks critically, drawing on data and information at times to solve problems and explains opportunities for application of technology</li> </ul>	<ul style="list-style-type: none"> <li>describes the design process with some reference to opportunities, constraints and implications for decision making</li> <li>describes strategies, methodologies, and procedures with some reference to validity and reliability</li> <li>describes technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge</li> <li>describes technologies in a range of contexts with some reference to ethical and sustainable application of technology</li> <li>draws on data and information at times to solve problems and describes opportunities for application of technology</li> </ul>	<ul style="list-style-type: none"> <li>identifies features of the design process with minimal reference to decision making</li> <li>identifies some strategies, methodologies, and procedures with minimal reference to validity and reliability</li> <li>identifies technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge</li> <li>identifies some features of technologies in a range of contexts with minimal reference to ethical and sustainable application of technology</li> <li>identifies some opportunities for application of technology with limited use of information and data</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies demonstrating an understanding of the historical and cultural context and impact on individuals, groups, communities, and society</li> <li>creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas logically and coherently</li> <li>critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing</li> <li>reflects with insight on their own thinking and that of others and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques &amp; strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and impact on individuals, groups, communities, and society</li> <li>creates high quality design solutions/products using techniques and approaches and justifies ideas coherently</li> <li>analyses potential prototypes and solutions analysing their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing</li> <li>reflects on their own thinking and that of others and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and the impact on individuals, groups, communities, and society</li> <li>creates functional design solutions/products using techniques and approaches and justifies ideas</li> <li>explains potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing</li> <li>reflects on their own thinking and that of others and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of the impact on individuals, groups, communities, and society</li> <li>creates functional design solutions/products using some techniques and approaches and explains ideas</li> <li>describes potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates ideas in mediums to a variety of audiences using some evidence, metalanguage and referencing</li> <li>reflects on their own thinking with some reference to inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding of the impact on individuals, groups, communities, and society</li> <li>creates simple, functional design solutions/products using basic techniques and approaches and describes ideas</li> <li>identifies potential prototypes and solutions identifying their appropriateness and effectiveness via iterative improvement and review</li> <li>communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage, and some referencing</li> <li>reflects on their own thinking with minimal reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively</li> </ul>

**Achievement Standards Technologies M Course**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>describes and uses the design process and procedures with independence</li> <li>describes practical techniques and materials required to address a need or solve a problem with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes and uses the design process and procedures with some assistance</li> <li>describes practical techniques and materials required to address a need or solve a problem with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>recounts design procedures used with assistance</li> <li>recounts practical techniques and materials used to solve a problem with assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies design procedures with continuous guidance</li> <li>uses practical techniques and materials required with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies design procedures with direct instruction</li> <li>identifies practical techniques and materials with direct instruction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>communicates ideas using appropriate terminology with independence</li> <li>makes discerning choice of strategies and procedures to use technology with independence</li> <li>demonstrates interpersonal and intrapersonal skills in a range of technology contexts with independence</li> <li>plans and undertakes independent inquiries with independence</li> <li>create design solutions/products with independence</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas using appropriate terminology with some assistance</li> <li>selects strategies and procedures to use technology with some assistance</li> <li>demonstrates interpersonal and intrapersonal skills in a range of technology contexts with some assistance</li> <li>plans and undertakes independent inquiries with some assistance</li> <li>create design solutions/products with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas using appropriate, terminology with assistance</li> <li>selects strategies and procedures to use technology with assistance</li> <li>demonstrates interpersonal and intrapersonal skills in technology contexts with assistance</li> <li>undertakes guided inquiries with assistance</li> <li>create design solutions/products with assistance</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas using appropriate, terminology with continuous guidance</li> <li>selects strategies and procedures to use technology with continuous guidance</li> <li>demonstrates interpersonal and intrapersonal skills in technology contexts with continuous guidance</li> <li>undertakes guided inquiries with continuous guidance</li> <li>create design solutions/products with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas using appropriate terminology with direct instruction</li> <li>selects strategies and procedures to use technology with direct instruction</li> <li>demonstrates interpersonal and intrapersonal skills in technology contexts with direct instruction</li> <li>undertakes simple research on a topic with direct instruction</li> <li>create design solutions/products with direct instruction</li> </ul>

## Design Processes

**Value: 1.0**

**Design Processes a**

**Value: 0.5**

**Design Processes b**

**Value: 0.5**

### Unit Description

A design process is the central framework that designers use to create innovative ideas and solutions.

This unit gives students the opportunity to apply a staged design process to develop design solutions. They will apply design thinking in a focus area such as creating products, systems or environments. Student skills and understanding are developed by using the design process to define needs or opportunities, collect information, develop ideas, analyse, plan, produce and evaluate final solutions.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse the design process</li> <li>apply design thinking in a focus area such as creating a product, system or environment</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the design process</li> <li>discuss how design thinking could be used in a focus area such as creating a product, system or environment to meet user needs</li> <li>apply design thinking</li> </ul>	<ul style="list-style-type: none"> <li>describe the design process</li> <li>apply design thinking in a focus area</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Design process</b>		
<ul style="list-style-type: none"> <li>apply design methodology to explore a variety of design problems</li> <li>analyse the role of ideas for example, need, opportunity or situation, specifications, constraints, considerations, success criteria within the design process</li> </ul>	<ul style="list-style-type: none"> <li>apply design methodology to explore a variety of design problems</li> <li>evaluate the role of ideas including need, opportunity or situation, specifications, constraints, considerations, success criteria within the design process</li> </ul>	<ul style="list-style-type: none"> <li>use design methodology</li> <li>describe some considerations in making designs</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>understand that a design process is a method that is used to solve challenges to change and improve the environment for the way we live</li> </ul>	<ul style="list-style-type: none"> <li>understand that a design process is a method that is used to solve challenges to change and improve the environment for the way we live</li> </ul>	
<b>Strategies, methodologies and procedures</b>		
<ul style="list-style-type: none"> <li>analyse a design brief which includes need, opportunity or situation, specifications, constraint, considerations and success criteria</li> <li>apply design processes to develop a solution, for example, products, systems or environments</li> <li>analyse and synthesise investigative research into factors influencing design, for example, form and function, utility time management</li> <li>work independently and/or collaboratively to design solutions</li> <li>understand there are design tools which can, like any other tool, extend and improve our ability to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse a design brief which includes need, opportunity or situation, specifications, constraint, considerations and success criteria</li> <li>explain how the design processes are applied to develop a solution, including products, systems or environments</li> <li>evaluate the validity and reliability of strategies, methodologies and procedures of the design process</li> <li>critically analyse and synthesise investigative research into factors influencing design, including, form and function, utility time management</li> <li>work independently and/or collaboratively to design solutions</li> <li>understand there are design tools which can, like any other tool, extend and improve our ability to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>explore design briefs</li> <li>research factors influencing design</li> </ul>
<b>Theories, concepts and materials</b>		
<ul style="list-style-type: none"> <li>apply design ideas to create solutions using appropriate materials, for example, prototyping, models, products</li> </ul>	<ul style="list-style-type: none"> <li>explain how design ideas are applied to create solutions using appropriate materials, including, prototyping, models, products</li> </ul>	<ul style="list-style-type: none"> <li>use design thinking to create solutions using appropriate materials</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• use traditional and/or contemporary materials in meeting a design</li> <li>• apply skills in representing designs in areas, for example, concept sketches, development drawings, 2-3D visual representations, presentation standards</li> </ul>	<ul style="list-style-type: none"> <li>• discuss how traditional and/or contemporary materials are used in meeting a design</li> <li>• demonstrate the skills used in representing designs in areas, including, concept sketches, development drawings, 2-3D visual representations, presentation standards</li> </ul>	<ul style="list-style-type: none"> <li>• represent designs in a variety of ways</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>• analyse how design is influenced by historical and cultural context and its impact on individuals, groups or society</li> <li>• analyse ethical factors affecting design, for example, needs, function, aesthetics, finance, ergonomics, environmental impact, obsolescence, life cycle analysis</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse how design is influenced by historical and cultural context and its impact on individuals, groups or society</li> <li>• evaluate ethical factors affecting design, including, needs, function, aesthetics, finance, ergonomics, environmental impact, obsolescence, life cycle analysis</li> </ul>	<ul style="list-style-type: none"> <li>• explore design contexts and describe how they may impact design</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports</li> <li>• communicate ideas and insights in a range of appropriate mediums to a variety of audiences</li> <li>• create and justify a design solution, for example, a product, system, environment, prototype, model, visual representation, product or process</li> </ul>	<ul style="list-style-type: none"> <li>• communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports</li> <li>• communicate ideas and insights in a range of appropriate mediums to a variety of audiences</li> <li>• plan how to create and justify a design solution for a product, system, environment, prototype, model, visual representation, product or process</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas to others using technical terms, both orally and in writing</li> <li>• create a design solution using appropriate terminology</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>justify ideas coherently using appropriate evidence and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>justify ideas coherently using appropriate evidence and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas and describe choices</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>reflect on final solution against the set design criteria</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>reflect on final solution as an effective user centred product</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how to manage deadlines and improve own learning</li> </ul>

### A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Assessment

Refer to pages 9-11.

## Product Design

**Value: 1.0**

**Product Design a**

**Value: 0.5**

**Product Design b**

**Value: 0.5**

### Unit Description

Designers play a vital role in shaping the way we live through the design of the products that surround us. This unit gives students the opportunity to develop a user centred product while considering the social, ethical and environmental responsibilities of designers. It provides opportunities for creative thinking, the development of technical knowledge and understanding design opportunities that are brought about by technological change.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse ethical, social and environmental responsibilities of designers</li> <li>apply technical knowledge to create a user centred product</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the ethical, social and environmental responsibilities of designers</li> <li>apply technical knowledge to create a user centred product</li> </ul>	<ul style="list-style-type: none"> <li>identify responsibilities of designers</li> <li>create a user-centred product</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Design process</b>		
<ul style="list-style-type: none"> <li>apply design methodology to create and produce a user centred product</li> <li>analyse the product for user centred functionality</li> <li>understand that a design process is a method that is used to solve challenges to change and improve the environment for the way we live</li> </ul>	<ul style="list-style-type: none"> <li>apply design methodology to create and produce a user centred product</li> <li>evaluate the product for user centred functionality</li> <li>understand that a design process is a method that is used to solve challenges to change and improve the environment for the way we live</li> </ul>	<ul style="list-style-type: none"> <li>apply elements of the design process</li> </ul>

A Course	T Course	M Course
<b>Strategies, methodologies and procedures</b>		
<ul style="list-style-type: none"> <li>• analyse the features of innovation in product design, for example, functionality</li> <li>• apply creative thinking processes to develop an innovative production, for example, mind mapping, the checklist, thinking hats, lateral thinking, research</li> <li>• analyse project, methodologies and risk management strategies</li> <li>• work independently and/or collaboratively to design products</li> <li>• manufacture design products using appropriate production techniques</li> <li>• understand there are design tools which can, like any other tool, extend and improve our ability to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the features of innovation in product design, including, functionality</li> <li>• apply creative thinking processes to develop an innovative production, including, mind mapping, the checklist, thinking hats, lateral thinking, research</li> <li>• evaluate the reliability and validity of methodologies, strategies and procedures within product design</li> <li>• critically analyse project, methodologies and risk management strategies</li> <li>• work independently and/or collaboratively to design products</li> <li>• manufacture design products using appropriate production techniques</li> <li>• understand there are design tools which can, like any other tool, extend and improve our ability to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate techniques to manufacture a product</li> <li>• work independently and/or collaboratively</li> </ul>
<b>Theories, concepts and materials</b>		
<ul style="list-style-type: none"> <li>• apply design ideas to create solutions that consider ergonomics, aesthetics and anthropometrics of products</li> <li>• use traditional and/or contemporary materials that have the attributes to meet design needs</li> <li>• apply appropriate construction methods to create user centre product</li> </ul>	<ul style="list-style-type: none"> <li>• apply design ideas to create solutions that consider ergonomics, aesthetics and anthropometrics of products</li> <li>• use traditional and/or contemporary materials that have the attributes to meet design needs</li> <li>• apply appropriate construction methods to create user centre product</li> </ul>	<ul style="list-style-type: none"> <li>• describe how products may differ for different users, for example, children’s bikes and adult bikes</li> </ul>

A Course	T Course	M Course
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse contemporary, cultural and historical case studies in relation to products, for example, industrial revolution, Bauhaus, informalism, postmodernism, biomorphism, International style and indigenous influences</li> <li>analyse ethical, environmental and social responsibilities of designers</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse contemporary, cultural and historical case studies in relation to products, such as, industrial revolution, Bauhaus, informalism, postmodernism, biomorphism, International style and indigenous influences</li> <li>evaluate ethical, environmental and social responsibilities of designers</li> </ul>	<ul style="list-style-type: none"> <li>explore styles and influences in products</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports</li> <li>communicate ideas and insights in a range of appropriate mediums to a variety of audiences</li> <li>use design communication skills to present creative design ideas independently and collaboratively, justifying choices</li> <li>create and justify a design solution for a product</li> <li>justify ideas coherently using appropriate evidence and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports</li> <li>communicate ideas and insights in a range of appropriate mediums to a variety of audiences</li> <li>use design communication skills to present creative design ideas independently and collaboratively, justifying choices</li> <li>create and justify a design solution for a product</li> <li>justify ideas coherently using appropriate evidence and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas to others using technical terms, both orally and in writing</li> <li>present design ideas</li> <li>communicate ideas and describe choices</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how to manage deadlines and improve own learning</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"><li>reflect on final solution as an effective user centred product</li></ul>	<ul style="list-style-type: none"><li>reflect on final solution as an effective user centred product</li></ul>	

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## Assessment

Refer to pages 9- 11.

## Design for Manufacturing

**Value: 1.0**

**Design for Manufacturing a**

**Value: 0.5**

**Design for Manufacturing b**

**Value: 0.5**

### Unit Description

Design for manufacture explores the way in which design solutions are produced using existing and emerging technologies. The focus of this unit is on production processes, prototyping, manufacturing, economy of scale, material properties and emerging technologies. This unit offers students the opportunity to design, make and evaluate design solutions using a range of materials, technologies and production processes.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse production processes, prototyping, manufacturing, economy of scale, material properties</li> <li>create design solutions</li> </ul>	<ul style="list-style-type: none"> <li>evaluate production processes, prototyping, manufacturing, economy of scale, material properties</li> <li>create design solutions that address user needs</li> </ul>	<ul style="list-style-type: none"> <li>describe production and processes</li> <li>create design solutions</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Design process</b>		
<ul style="list-style-type: none"> <li>apply design methodology to develop product designs suitable for manufacture</li> <li>analyse suitability of design solution for manufacturing output</li> <li>understand that a design process is a method that is used to solve challenges to change and improve the environment for the way we live</li> </ul>	<ul style="list-style-type: none"> <li>apply design methodology to develop product designs suitable for manufacture</li> <li>evaluate suitability of design solution for manufacturing output</li> <li>understand that a design process is a method that is used to solve challenges to change and improve the environment for the way we live</li> </ul>	<ul style="list-style-type: none"> <li>apply design methodology to develop product designs suitable for manufacture</li> <li>describe suitability of design solution for manufacturing output</li> </ul>

A Course	T Course	M Course
<b>Strategies, methodologies and procedures</b>		
<ul style="list-style-type: none"> <li>• analyse key features of design and manufacturing, for example, suitability of production methods</li> <li>• apply project management strategies to source, access and use manufacturing processes and expertise to produce one or more design solutions, including, prototypes or products</li> <li>• analyse contemporary and emerging technologies and production processes and their relationship to social and ethical issues</li> <li>• work independently and/or collaboratively within a design project</li> <li>• understand there are design tools which can, like any other tool, extend and improve our ability to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse key features of design and manufacturing, including, suitability of production methods</li> <li>• apply project management strategies to source, access and use manufacturing processes and expertise to produce one or more design solutions, including, prototypes or products</li> <li>• evaluate the reliability and validity of methodologies, strategies and procedures for manufacturing</li> <li>• critically analyse contemporary and emerging technologies and production processes and their relationship to social and ethical issues</li> <li>• work independently and/or collaboratively within a design project</li> <li>• understand there are design tools which can, like any other tool, extend and improve our ability to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>• describe a manufacturing process and environmental or social issues</li> <li>• apply project management strategies</li> <li>• produce a design solution</li> </ul>
<b>Theories, concepts and materials</b>		
<ul style="list-style-type: none"> <li>• apply the concept of manufacturing as a process that differs from creation of a single product and the resulting impacts on design</li> <li>• use a combination of materials suitable for a range of applications and analyse the properties and applications of materials</li> </ul>	<ul style="list-style-type: none"> <li>• apply the concept of manufacturing as a process that differs from creation of a single product and the resulting impacts on design</li> <li>• use a combination of materials suitable for a range of applications and evaluate the properties and applications of materials</li> </ul>	<ul style="list-style-type: none"> <li>• describe differences between making a single product and manufacturing processes</li> <li>• describe the properties of relevant materials</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• apply processes, techniques and finished solutions and factors which may influence design for manufacture</li> </ul>	<ul style="list-style-type: none"> <li>• apply processes, techniques and finished solutions and factors which may influence design for manufacture</li> </ul>	<ul style="list-style-type: none"> <li>• describe processes, techniques and finished solutions</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>• analyse the relationship between various manufacturing processes, for example, CAD and CAM output for Rapid prototyping, Laser technology, CNC machining manufacture processes</li> <li>• analyse past and ongoing engagement between Australia and global manufacturing industries</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the relationship between various manufacturing processes, such as, CAD and CAM output for Rapid prototyping, Laser technology, CNC machining manufacture processes</li> <li>• evaluate past and ongoing engagement between Australia and global manufacturing industries</li> </ul>	<ul style="list-style-type: none"> <li>• describe manufacturing processes</li> <li>• recognise that global countries contribute to manufacturing</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports</li> <li>• communicate ideas and insights in a range of appropriate mediums to a variety of audiences</li> <li>• communicate technical drawings and standards, including schematic drawings, section views, layout dimensions, scale, AS 1100</li> <li>• justify ideas coherently using appropriate evidence and accurate referencing</li> <li>• create and justify a design solution such as a product, system, environment, prototype, mode, product or process</li> </ul>	<ul style="list-style-type: none"> <li>• communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports</li> <li>• communicate ideas and insights in a range of appropriate mediums to a variety of audiences</li> <li>• communicate technical drawings and standards, including schematic drawings, section views, layout dimensions, scale, AS 1100</li> <li>• justify ideas coherently using appropriate evidence and accurate referencing</li> <li>• create and justify a design solution such as a product, system, environment, prototype, mode, product or process</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas to others using technical terms, both orally and in writing</li> <li>• use technical drawings to assist in communicating ideas</li> <li>• communicate ideas and describe choices</li> </ul>

A Course	T Course	M Course
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on final solution considering processes, techniques and finished solutions in own work against factors influencing design for manufacture</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on final solution considering processes, techniques and finished solutions in own work against factors influencing design for manufacture</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how to manage deadlines and improve own learning</li> </ul>

### **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### **Assessment**

Refer to pages 9-11.

## Innovation and Design

**Value: 1.0**

**Innovation and Design a**

**Value: 0.5**

**Innovation and Design b**

**Value: 0.5**

### Unit Description

Authentic innovation in design can be achieved by combining process thinking with new ideas and existing and emerging technology. This unit offers students the opportunity to explore an area of futuristic design concepts within the focus areas of systems, product or environment design. Students will use their understanding of: design process technical knowledge; social, ethical and environmental responsibilities to create, test and evaluate this design solution.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>explore innovative design concepts in systems, product or environment design</li> <li>apply understanding of design process</li> </ul>	<ul style="list-style-type: none"> <li>evaluate innovative design concepts in systems, product or environment design</li> <li>apply understanding of design process</li> </ul>	<ul style="list-style-type: none"> <li>describe an innovative design concept</li> <li>apply understanding of design process</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Design process</b>		
<ul style="list-style-type: none"> <li>apply design methodology to develop new ideas using existing and emerging technologies for design solutions</li> <li>analyse current emerging technologies and plausible applications for this technology</li> <li>understand that a design process is a method that is used to solve challenges to change and improve the environment for the way we live</li> </ul>	<ul style="list-style-type: none"> <li>apply design methodology to develop new ideas using existing and emerging technologies for design solutions to address user needs</li> <li>evaluate current emerging technologies and plausible applications for this technology</li> <li>understand that a design process is a method that is used to solve challenges to change and improve the environment for the way we live</li> </ul>	<ul style="list-style-type: none"> <li>apply design methodology to develop new ideas using existing and/or emerging technologies for design solutions</li> </ul>

A Course	T Course	M Course
<b>Strategies, methodologies and procedures</b>		
<ul style="list-style-type: none"> <li>• analyse environmental, cultural, social, ethical and sustainability issues; intellectual property; market research and their impact</li> <li>• apply project management to source, access and use innovative processes to produce one or more future focused design solutions, for example, prototypes or final solution</li> <li>• analyse engineering and design principles of technology, technical concepts and strategies to achieve a design solution</li> <li>• work independently and/or collaboratively within a design solution</li> <li>• understand there are design tools which can, like any other tool, extend and improve our ability to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse environmental, cultural, social, ethical and sustainability issues; intellectual property; market research and their impact</li> <li>• apply project management to source, access and use innovative processes to produce one or more future focused design solutions, for example, prototypes or final solution</li> <li>• evaluate the reliability and validity of methodologies, strategies and procedures for the creation of innovative solutions</li> <li>• critically analyse engineering and design principles of technology, technical concepts and strategies to achieve a design solution</li> <li>• work independently and/or collaboratively within a design solution</li> <li>• understand there are design tools which can, like any other tool, extend and improve our ability to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>• apply project management to source, access and use manufacturing processes and expertise to produce one or more design solutions for example prototypes or products</li> <li>• work independently and collaboratively within a design project</li> </ul>
<b>Theories, concepts and materials</b>		
<ul style="list-style-type: none"> <li>• apply an understanding of marketing concepts and strategies, including, product, price, promotion, place, people; market driven design contribute to design solutions</li> </ul>	<ul style="list-style-type: none"> <li>• apply an understanding of marketing concepts and strategies, including, product, price, promotion, place, people; market driven design contribute to design solutions</li> </ul>	<ul style="list-style-type: none"> <li>• understand concepts in innovation in design</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• use a combination of existing and innovative materials suitable for a range of futuristic applications</li> <li>• apply presentation strategies for representing concepts, for example, drawing, models, pitch, proposal</li> </ul>	<ul style="list-style-type: none"> <li>• use a combination of existing and innovative materials suitable for a range of futuristic applications</li> <li>• apply presentation strategies for representing concepts, for example, drawing, models, pitch, proposal</li> </ul>	
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>• analyse directions of innovation in the use of technology, for example, systems or products in aeronautical, space, energy, electronic, mechanical, transport, wearables or ecological focus areas</li> <li>• analyse how innovation has occurred over time in design</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse directions of innovation in the use of technology, such as, systems or products in aeronautical, space, energy, electronic, mechanical, transport, wearables or ecological focus areas</li> <li>• evaluate how innovation has occurred over time in design</li> </ul>	<ul style="list-style-type: none"> <li>• explore past and present use of technology</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports</li> <li>• communicate ideas and insights in a range of appropriate mediums to a variety of audiences</li> <li>• communicate and justify ideas and solutions using a wide range of mediums, for example, 3D CAD images, models, detailed 2D images and drawings, process flow diagrams and schematic representations</li> <li>• apply project realisation skills to create and present an innovative final design solution</li> </ul>	<ul style="list-style-type: none"> <li>• communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports</li> <li>• communicate ideas and insights in a range of appropriate mediums to a variety of audiences</li> <li>• communicate and justify ideas and solutions using a wide range of mediums, such as, 3D CAD images, models, detailed 2D images and drawings, process flow diagrams and schematic representations</li> <li>• apply project realisation skills to create and present an innovative final design solution</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas to others using technical terms, both orally and in writing</li> <li>• communicate ideas and solutions using appropriate communication techniques</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>justify ideas coherently using appropriate evidence and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>justify ideas coherently using appropriate evidence and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas and describe choices</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>reflect on how the final solution represents innovation</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>reflect on how the final solution represents innovation</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how to manage deadlines and improve own learning</li> </ul>

### A guide to reading and implementing content descriptions

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A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Assessment

Refer to pages 9-11.

## Independent Study

**Value: 1.0**

**Independent Study a**

**Value: 0.5**

**Independent Study b**

**Value: 0.5**

### Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

### Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

### Specific Unit Goals

This unit should enable students to:

<b>A Course</b>	<b>T Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>analyse design theories, strategies, processes and methodologies</li> <li>create a design product</li> </ul>	<ul style="list-style-type: none"> <li>evaluate design theories, strategies, processes and methodologies</li> <li>create a design product to address user needs</li> </ul>	<ul style="list-style-type: none"> <li>describe design theories, strategies, processes and methodologies</li> <li>create a design product</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	<b>T Course</b>	<b>M Course</b>
<b>Design process</b>		
<ul style="list-style-type: none"> <li>apply design methodology to create and produce a product</li> <li>analyse the design solution based on criteria for success</li> </ul>	<ul style="list-style-type: none"> <li>apply design methodology to create and produce a product</li> <li>evaluate the design solution based on criteria for success</li> </ul>	<ul style="list-style-type: none"> <li>apply the design process to create a product</li> </ul>
<b>Strategies methodologies and procedures</b>		
<ul style="list-style-type: none"> <li>analyse the features of the area of study in design and emerging technologies</li> <li>analyse and use appropriate production techniques</li> </ul>	<ul style="list-style-type: none"> <li>analyse the features of the area of study in design and emerging technologies</li> <li>evaluate and use appropriate production techniques</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate techniques to manufacture a product</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse and apply project and risk management strategies</li> <li>use opportunities to work independently and collaboratively within a design and emerging technologies project</li> </ul>	<ul style="list-style-type: none"> <li>analyse and apply project and risk management strategies</li> <li>use opportunities to work independently and collaboratively within a design and emerging technologies project</li> <li>evaluate the reliability and validity of methodologies, strategies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>work independently and/or collaboratively</li> </ul>
<b>Theories, concepts and materials</b>		
<ul style="list-style-type: none"> <li>analyse design theories, concepts and materials related to the area of study</li> </ul>	<ul style="list-style-type: none"> <li>evaluate design theories, concepts and materials related to the area of study</li> </ul>	<ul style="list-style-type: none"> <li>describe design concepts</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>investigate contexts relevant to the area of study</li> <li>analyse ethical, environmental and social responsibilities of designers</li> </ul>	<ul style="list-style-type: none"> <li>investigate contexts relevant to the area of study</li> <li>evaluate ethical, environmental and social responsibilities of designers</li> </ul>	<ul style="list-style-type: none"> <li>explore styles and influences in products</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports</li> <li>communicate ideas and insights in a range of appropriate mediums to a variety of audiences</li> <li>create and justify a design solution such as a product, system, environment, prototype, model, visual representation, product or process</li> <li>justify ideas coherently using appropriate evidence and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports</li> <li>communicate ideas and insights in a range of appropriate mediums to a variety of audiences</li> <li>create and justify a design solution such as a product, system, environment, prototype, model, visual representation, product or process</li> <li>justify ideas coherently using appropriate evidence and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas to others using technical terms, both orally and in writing</li> <li>communicate ideas and describe choices</li> </ul>

A Course	T Course	M Course
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on final solution against the set design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning</li> <li>• reflect on final solution against the set design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how to manage deadlines and improve own learning</li> </ul>

### A guide to reading and implementing content descriptions

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### Assessment

Refer to pages 9-11.

## Appendix A – Implementation Guidelines

### Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

### Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

### Guidelines for Delivery

#### Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

## **Content Descriptions**

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

### **Half standard 0.5 units**

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

## **System Moderation**

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

### **The Moderation Model**

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

### **Moderation by Structured, Consensus-based Peer Moderation**

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

### **Preparation for Structured, Consensus-based Peer Review**

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

### **Feedback from System Moderation**

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

## Appendix B – Course Developers

Name	College
Juliet Harris	Canberra Girls Grammar School
Terence Pereira	Marist College
Kevin Robertson	St John Paul II College

## Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
identify, summarise and plan	select	main points, words, ideas in text
	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
summarise	main points, words, ideas in text, review, draft and edit	

## Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

## Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

**Learning areas** are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

**Frameworks** are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

**Core** units are foundational units that provide students with the breadth of the subject.

**Additional** units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **independent study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent study units can be proposed by a student and negotiated with their teacher, but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

**Content descriptions** refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

**Achievement standards** provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

## Appendix F – Course Adoption

### Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

### Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au). A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

<b>College:</b>	
<b>Course Title:</b>	<b>Design &amp; Emerging Technologies</b>
<b>Classification/s:</b>	<b>A    T    M</b>
<b>Accredited from:</b>	2020
<b>Framework:</b>	Technologies 2018