



Design and Textiles

A/T/M/V

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/carers 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.

Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certifies VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certifies VET that:

- is listed on the national training.gov.au website; and
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS E courses recognising study at external RTOs are reported with the grade 'P' (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade 'P' (Pass).

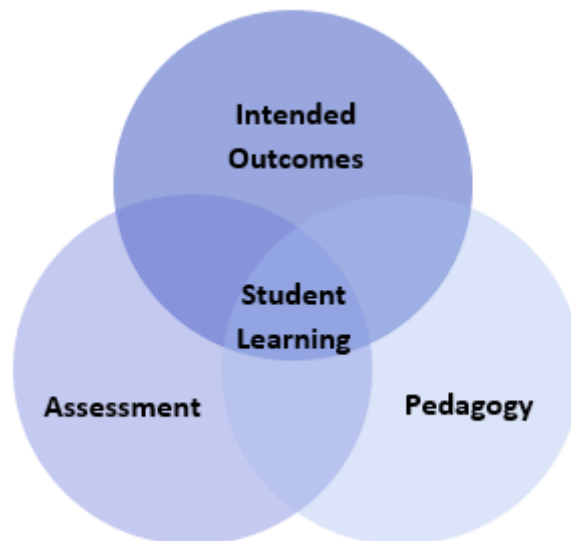
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

Implementing Vocational Education and Training Courses (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

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.

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, including diagrams and procedural writings such as design briefs, and patterns. They prepare accurate, annotated drawings; write project outlines, briefs, concept proposals, evaluations, investigations, and reports. Students read and interpret reference works including online and acknowledge resources appropriately. Students learn the importance of listening, talking, and discussing in technologies processes, especially in articulating, questioning, and evaluating ideas.

Numeracy

Design and Textiles 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 create accurate technical drawings, work with digital models, and use computational thinking in decision-making processes when designing and creating solutions.

Information and Communication Technology (ICT) Capability

Students learn to formulate problems, logically organise, and analyse data and represent them in abstract forms. Students decide the best combinations of human and physical resources to generate efficient and effective solutions. They create solutions that consider economic, environmental, and social factors using ICT as a source of information and communication. In learning about and applying the design process, students gain skills using a range of software applications and digital hardware that enable them to realise their design ideas. Students use ICT when they investigate and analyse information and evaluate design ideas and communicate and collaborate online. They develop design ideas; generate plans and diagrams to communicate their designs and produce solutions using digital technologies, for example, creating simulations, drawings and models and manufacturing solutions.

Critical and Creative Thinking

Students develop capability in critical and creative thinking as they imagine, generate, develop, and critically evaluate ideas. They develop reasoning and the capacity for abstraction through challenging problems that do not have straightforward solutions. Students analyse problems, refine concepts, and reflect on the decision-making process by engaging in design thinking. They identify, explore, and clarify technologies information and use that knowledge in a range of situations. Students think critically and creatively about possible, probable, and preferred futures. They consider how data, information, systems, materials, tools, and equipment impact on our lives, and how elements might be better designed and managed. Experimenting, drawing, modelling, designing, and working with digital tools, equipment and software helps students to build their visual and spatial thinking and to create solutions and products.

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. Designing and innovation involve a degree of risk-taking and as students work with the uncertainty of sharing new ideas they develop resilience.

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 – materials, data, processes, tools, and equipment. Using an ethical lens, they investigate past, current, and future local, national, regional, and global textile priorities. 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. They explore complex issues associated with technologies and consider possibilities. They are encouraged to develop informed values and attitudes.

Intercultural Understanding

Students consider how design and textile 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.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The curriculum provides an opportunity for students to engage with and value 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 technology and the ways in which it has changed over time. Specific VET competencies on Indigenous design are available as an elective, providing cultural considerations outlined within the training package are followed.

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 developments in design and textiles 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 society, and the environment, to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Design and Textiles

A/T/M/V

Rationale

The Design & Textiles course focuses on design thinking and the application of the design process to create and develop practical solutions using textiles as a medium. This will empower students to utilise design thinking in different contexts.

Students learn about the design and related industries by exploring; fundamentals of design, emerging technologies, textile futures, history and culture, sustainability, and ethics.

Students apply innovation, creativity, problem solving, collaboration and project management skills in making appropriate design solutions.

Design and Textiles is an interdisciplinary course of study and forms the basis for further education and employment in the design fields such as interior design or decoration, personal styling, fashion design, industrial design, costume design, production manufacture, architecture, landscape architecture and textile technologies.

Goals

This course 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 Aesthetics
- Design for Purpose
- Design for Futures
- Design for Communication
- Independent Study

Organisation of Content

Design Aesthetics

This unit examines the value of aesthetics and its relationship to design theory. Students engage with established methodologies for generating creative design concepts. They investigate and experiment with strategies for idea generation and product development, incorporating the medium of textiles.

Design for Purpose

This unit examines how designers create for end purpose, using relevant criteria and considering the user's experience. Students engage using a range of textile mediums to design solutions and create a product with consideration given to needs, purpose and product performance.

Design for Futures

This unit examines the future of design within the context of textiles. Students examine technological tools and processes to create solutions and/or products for the 21st century, with special consideration given to sustainability.

Design for Communication

This unit examines communication theories, methodologies, and meanings within the area of design and textiles. Students develop skills in effectively disseminating ideas to convey visual messages in the design, making and promotion of solutions and/or textiles products. They utilise a range of tools to communicate and make meaning.

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

| | Design Process | Design Solution(s) |
|--|---|---|
| | Suggested tasks: <ul style="list-style-type: none"> • design development • design documentation • essay • extended response • oral presentation • podcast • portfolio (design process) • project management • report • research task • return brief • review • seminar • short response • storyboard • web portfolio • workshop | Suggested tasks: <ul style="list-style-type: none"> • digital artefact • digital asset • major project • network • portfolio • product • prototyping • software application • storyboard • website |
| Weightings in A/V 1.0 and 0.5 units | 30 - 70% | 30 - 70% |
| Weightings in T/V 1.0 and 0.5 units | 40 - 60% | 40 - 60% |
| Weightings in M/V 1.0 and 0.5 units | 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> |
|-----------------------------|--|--|--|--|--|
| Knowledge and understanding | <ul style="list-style-type: none"> analyses the design process and explains decision making analyses technology concepts and principles and explains the properties of materials or data or systems to address a need, problem, or challenge analyses technologies, explains ethical and sustainable application thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology | <ul style="list-style-type: none"> explains the design process and describes decision making explains technology concepts and principles and describes the properties of materials or data or systems to address a need, problem, or challenge explains technologies, describes ethical and sustainable application thinks critically, drawing on data and information to solve problems and explains opportunities for application of technology | <ul style="list-style-type: none"> describes the design process with reference to decision making describes technology concepts and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge describes technologies with some reference to ethical and sustainable application draws on data and information to solve problems and describes opportunities for application of technology | <ul style="list-style-type: none"> identifies major features of the design process with minimal reference to decision making identifies major technology concepts and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge identifies major features of technologies with minimal reference to ethical and sustainable application identifies some opportunities for application of technology with minimal use of information and data | <ul style="list-style-type: none"> identifies some features of the design process identifies few technology concepts and principles with minimal reference to properties of materials or data or systems to address a need, problem, or challenge identifies some features of technologies with minimal reference to ethical and sustainable application identifies some opportunities for application of technology with minimal evidence of use of information and data |
| Skills | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas analyses potential prototypes and solutions analysing their appropriateness and effectiveness via iterative improvement and review communicates complex ideas and insights effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage, and accurate referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact creates high-quality design solutions/products using techniques and approaches and-explains ideas explains potential prototypes and solutions and explains their appropriateness and effectiveness via iterative improvement and review communicates ideas effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact creates functional design solutions/products using techniques and approaches and explains ideas describes potential prototypes and solutions and explains their appropriateness and effectiveness via iterative improvement and review communicates ideas appropriately in mediums and explains ideas coherently using appropriate evidence, metalanguage and referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact creates simple, functional design solutions/products using some techniques and approaches and describes ideas identifies potential prototypes and solutions and describes their appropriateness and effectiveness via iterative improvement and review communicates ideas in mediums and describes ideas with some use of appropriate evidence with minimal use of metalanguage and referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with limited control demonstrating minimal evidence of understanding its impact creates simple design solutions/products using some basic techniques and approaches and description of ideas identifies potential prototypes and solutions with minimal reference to their appropriateness and effectiveness via iterative improvement and review communicates basic ideas in few mediums and describes ideas with of no minimal use of appropriate evidence and referencing 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 |

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> |
|------------------------------------|--|--|--|---|--|
| Knowledge and understanding | <ul style="list-style-type: none"> critically analyses the design process and evaluates constraints and implications for decision making synthesises technology theories, concepts and principles and evaluates the properties of materials or data or systems to address a need, problem, or challenge critically analyses technologies and evaluates ethical and sustainable application of technology thinks critically and creatively, drawing on data and information to solve complex problems | <ul style="list-style-type: none"> analyses the design process and explains constraints and implications for decision making analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem, or challenge analyses technologies and explains ethical and sustainable application of technology thinks critically, drawing on data and information to solve complex problems | <ul style="list-style-type: none"> explains the design process and describes constraints and implications for decision making explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem, or challenge explains technologies and describes ethical and sustainable application of technology thinks critically, drawing on data and information to solve problems | <ul style="list-style-type: none"> describes the design process with some reference to constraints and implications for decision making describes technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge describes technologies with some reference to ethical and sustainable application of technology draws on data and information to solve problems and describes opportunities | <ul style="list-style-type: none"> identifies features of the design process with minimal reference to decision making identifies technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge identifies some features of technologies with minimal reference to ethical and sustainable application of technology applying minimal use of information and data |
| Skills | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact creates innovative and high quality design solutions/products using techniques and approaches and justifies ideas coherently analyses potential prototypes and solutions analysing their appropriateness and effectiveness via iterative improvement and review communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact creates high-quality design solutions/products using techniques and approaches and justifies ideas coherently analyses potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact creates functional quality design solutions/products using techniques and approaches and explains ideas coherently explains potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact creates simple, functional design solutions/products using some techniques and approaches and explains ideas describes potential prototypes and solutions with some reference to their appropriateness and effectiveness via iterative improvement and review communicates ideas in mediums to a variety of audiences using some evidence, metalanguage, and referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with limited control demonstrating minimal evidence of understanding its impact creates design solutions/products using some basic techniques and approaches and describes ideas identifies potential prototypes and solutions with minimal reference to their appropriateness and effectiveness via iterative improvement and review communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage, and some referencing 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 |

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> |
|------------------------------------|--|---|---|--|--|
| Knowledge and understanding | <ul style="list-style-type: none"> analyses the design process and explains opportunities, constraints and implications for decision making analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem, or challenge analyses technologies in a range of contexts and explains ethical and sustainable application thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology | <ul style="list-style-type: none"> explains the design process and describes opportunities, constraints and implications for decision making explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem, or challenge explains technologies in a range of contexts and describes ethical and sustainable application thinks critically, drawing on data and information to solve problems and explains opportunities for application of technology | <ul style="list-style-type: none"> describes the design process with reference to opportunities, constraints and implications for decision making describes technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge describes technologies in a range of contexts with some reference to ethical and sustainable application draws on data and information to solve problems and describes opportunities for application of technology | <ul style="list-style-type: none"> identifies major features of the design process with minimal reference to opportunities, constraints and implications for decision making 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 identifies major features of technologies with minimal reference to ethical and sustainable application identifies some opportunities for application of technology with limited use of information and data | <ul style="list-style-type: none"> identifies some features of the design process with minimal understanding of opportunities, constraints, and implications 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 identifies some features of technologies with no reference to ethical and sustainable application identifies some opportunities for application of technology with minimal evidence of use of information and data |
| Skills | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact creates innovative and high-quality design solutions/products using efficient techniques and approaches and justifies ideas analyses potential prototypes and solutions, and analyses their appropriateness and effectiveness via iterative improvement and review communicates complex ideas and insights effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage, and accurate referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact creates high-quality design solutions/products using techniques and approaches and explains ideas explains potential prototypes and solutions, and explains their appropriateness and effectiveness via iterative improvement and review communicates ideas effectively in a range of mediums and justifies ideas coherently using appropriate evidence, metalanguage and referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact creates functional design solutions/products using some techniques and approaches and explains ideas describes potential prototypes and solutions, and describes their appropriateness and effectiveness via iterative improvement and review communicates ideas appropriately in mediums and explains ideas coherently using appropriate evidence, metalanguage and referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact creates functional design solutions/products using some techniques and approaches and describes ideas identifies potential prototypes and solutions, and identifies their appropriateness and effectiveness via iterative improvement and review communicates ideas in mediums and describes ideas with some use of appropriate evidence with minimal use of metalanguage and referencing 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 | <ul style="list-style-type: none"> applies technology concepts, strategies and methodologies with limited control demonstrating minimal evidence of understanding its impact creates simple design solutions/products using basic techniques and approaches and description of ideas identifies potential prototypes and solutions with minimal reference to their appropriateness and effectiveness via iterative improvement and review communicates basic ideas in few mediums and describes ideas with minimal use of appropriate evidence and referencing 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 |

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

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

Design Aesthetics

Value: 1.0**Design Aesthetics a****Value 0.5****Design Aesthetics b****Value 0.5**

Unit Description

This unit examines the value of aesthetics and its relationship to design theory. Students engage with established methodologies for generating creative design concepts. They investigate and experiment with strategies for idea generation and product development, incorporating the medium of textiles.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|---|---|---|
| <ul style="list-style-type: none"> analyse and research aesthetics and design theory apply strategies and methodologies to generate creative textile design concepts investigate and develop skills and techniques to construct an aesthetic creation incorporating the medium of textiles | <ul style="list-style-type: none"> critically analyse and research aesthetics and design theory apply principles, strategies, and methodologies to generate creative textile design concepts investigate and develop skills and techniques to construct an aesthetic creation incorporating the medium of textiles | <ul style="list-style-type: none"> describe key elements of aesthetics and design theory apply skills and techniques to construct an aesthetic product that uses textiles |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | T Course | M Course |
|---|---|---|
| Design process | | |
| <ul style="list-style-type: none"> apply the design process to develop creative design solutions use design skills, practices, and methods to construct an aesthetic creation, exploring techniques such as embellishments, fabric manipulation and colouration | <ul style="list-style-type: none"> apply the design process to develop creative design solutions, evaluating opportunities and constraints utilise design skills, practices, and methods to construct an aesthetic creation, exploring techniques such as embellishments, fabric manipulation and colouration | <ul style="list-style-type: none"> use elements of the design process to develop design solutions construct an aesthetic creation |
| Strategies, methodologies, and procedures | | |
| <ul style="list-style-type: none"> investigate factors that determine appropriate design including environmental and sustainability | <ul style="list-style-type: none"> analyse the range of factors that determine appropriate design including environmental and sustainability | |

| A Course | T Course | M Course |
|---|--|--|
| <ul style="list-style-type: none"> • select inspiration such as culture, history, nature, built environment, to inform design development • apply work health and safety (WHS) concepts and their impact in design | <ul style="list-style-type: none"> • interpret sources of inspiration such as culture, history, nature, built environment, to inform design development • evaluate and apply work health and safety (WHS) concepts and their impact in design | <ul style="list-style-type: none"> • apply work health and safety (WHS) concepts |
| Theories, concepts, and materials | | |
| <ul style="list-style-type: none"> • investigate types of design, including structural, functional, decorative, aesthetic • analyse the role of design in meeting the functional and aesthetic requirements of textile products • analyse factors that make good design and evaluate the quality of the final solution and/or product | <ul style="list-style-type: none"> • investigate and compare types of design, including structural, functional, decorative, aesthetic • evaluate the role of design in meeting the functional and aesthetic requirements of textile products • critically analyse factors that make good design and evaluate the quality of the final solution and/or product | <ul style="list-style-type: none"> • describe types of design such as structural, functional, decorative, aesthetic |
| Contexts | | |
| <ul style="list-style-type: none"> • analyse the characteristics of design elements, for example, line and direction, shape and size, texture and colour theory and experiment with their application • analyse the characteristics of design principles, for example, proportion, balance, rhythm, emphasis, contrasting, harmony, and unity and experiment with their application | <ul style="list-style-type: none"> • evaluate the characteristics of design elements, for example, line and direction, shape and size, texture and colour theory and experiment with their application • evaluate the characteristics of design principles, for example, proportion, balance, rhythm, emphasis, contrasting, harmony, and unity and experiment with their application • evaluate a range of aesthetic intentions in design such as to inform, express, educate or entertain, influence, or persuade | <ul style="list-style-type: none"> • explore design elements such as line, shape, size, texture, and colour theory • examine characteristics of design principles, for example, contrast, emphasis |
| Communication | | |
| <ul style="list-style-type: none"> • communicate accurately with others using correct terms in an appropriate format, both orally and in writing | <ul style="list-style-type: none"> • communicate accurately with others using correct terms in an appropriate format, both orally and in writing | <ul style="list-style-type: none"> • communicate ideas to others using technical terms both orally and in writing |

| A Course | T Course | M Course |
|--|--|--|
| <ul style="list-style-type: none"> communicate ideas and insights in a range of appropriate mediums to a variety of audiences justify ideas coherently using appropriate evidence and accurate referencing | <ul style="list-style-type: none"> communicate ideas and insights in a range of appropriate mediums to a variety of audiences justify ideas coherently using appropriate evidence and accurate referencing | <ul style="list-style-type: none"> communicate ideas and describe choices |
| Reflection | | |
| <ul style="list-style-type: none"> reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning reflect on design processes in the construction of a creative product that incorporates the medium of textiles | <ul style="list-style-type: none"> reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning reflect and iterate on design processes to reach a final solution that incorporates the medium of textiles against a criterion | <ul style="list-style-type: none"> reflect on how to manage deadlines and improve own learning reflect on the design process |

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.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of Textile and Clothing industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Apparel, Fashion and Textiles MST20722**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

The following core units must be delivered and assessed over the semester: (if applicable)

| Code | Competency Title | Core |
|-----------|--------------------------|------|
| MSMWHS200 | Work safely | Core |
| MSTAT2005 | Sew materials by machine | Core |

All additional competencies associated with the relevant elective units must also be delivered:

| Code | Competency Title | Elective |
|-----------|---|--------------|
| MSTAT2001 | Prepare and communicate design concepts for simple textile products | Elective (A) |
| MSTAT2006 | Assemble simple textile products (A) | Elective (A) |

Or the following elective competencies may be chosen or delivered in addition:

| | | |
|-----------|--|--------------|
| MSTAT2011 | Use printing techniques to produce Indigenous textile design # | Elective (A) |
| MSTAT2012 | Use dyeing techniques to produce Indigenous textile designs # | Elective (A) |

*** For delivery in first unit of study, or not previously awarded.**

DaThis unit specifically applies to Aboriginal and Torres Strait Islander people and should be customised to accommodate the image use and design protocols and techniques specific to an Aboriginal or Torres Strait Islander community.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Design for Purpose

Value: 1.0**Design for Purpose a****Value 0.5****Design for Purpose b****Value 0.5**

Unit Description

This unit examines how designers create for end purpose, using relevant criteria and considering the user's experience. Students engage using a range of textile mediums to design solutions and create a product with consideration given to needs, purpose and product performance.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|--|---|---|
| <ul style="list-style-type: none"> analyse and research how designers create for end purpose create a design brief in response to identified parameters with specific consideration of needs, purpose, product performance and quality standards design and create a solution and/or product using a range of textile mediums that acknowledges the needs of the end user | <ul style="list-style-type: none"> critically analyse and research how designers create for end purpose create a design brief in response to identified parameters with specific consideration of needs, purpose, product performance and quality standards design and create a solution and/or product using a range of textile mediums that acknowledges the needs of the end user, evaluating opportunities and constraints | <ul style="list-style-type: none"> understand that designs are created for a purpose create a product that acknowledges needs design and create a product using a range of textile mediums that acknowledges the needs of the end user |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | T Course | M Course |
|---|---|---|
| Design process | | |
| <ul style="list-style-type: none"> analyse design factors, fundamentals, and applications relevant to the needs of end users examine design and production processes in relation to purpose of a product, such as couture, bespoke and mass production, in relation to consistency and quality, cost, fit, construction techniques including fabric lay up and care | <ul style="list-style-type: none"> critically analyse design factors, fundamentals, and applications relevant to the needs of end users evaluate design and production processes in relation to purpose of a product, such as couture, bespoke and mass production, in relation to consistency and quality, cost, fit, construction techniques including fabric lay up and care | <ul style="list-style-type: none"> analyse design factors, fundamentals, and applications relevant to the needs of end users |

| A Course | T Course | M Course |
|--|--|---|
| <ul style="list-style-type: none"> examine design and processes against regulatory requirements | <ul style="list-style-type: none"> evaluate design and processes against regulatory requirements | <ul style="list-style-type: none"> describe safe workplaces and practices |
| Strategies, methodologies, and procedures | | |
| <ul style="list-style-type: none"> use project management strategies to implement a design plan create a specific design brief in response to the task parameters understand there are design tools which can, like any other type of tool, extend and improve our ability to accomplish goals apply strategies to work both independently and collaboratively to meet deadlines | <ul style="list-style-type: none"> understand and employ project management strategies to implement a design plan generate a specific design brief in response to the task parameters understand there are design tools which can, like any other type of tool, extend and improve our ability to accomplish goals apply strategies to work both independently and collaboratively in time sensitive environments | <ul style="list-style-type: none"> use project management strategies to implement a design plan work both independently and collaboratively to meet deadlines |
| Theories, concepts, and materials | | |
| <ul style="list-style-type: none"> reflect on design thinking methodologies such as define, prototype and test when designing for a specific purpose, such as interior, stage/performance and fashion research information on fibres, fabrics, and materials to select suitable textiles for performance and end use analyse theories in human behaviour centred design, taking into consideration ergonomic and anthropometric concepts and apply these to the final product | <ul style="list-style-type: none"> critically reflect on design thinking methodologies such as empathise, define, ideate, prototype and test when designing for a specific purpose, such as interior, stage/performance and fashion synthesize information on fibres, fabrics, and materials to determine suitable textiles for performance and end use critically analyse theories in human behaviour centred design, taking into consideration ergonomic and anthropometric concepts and apply these to the final product | <ul style="list-style-type: none"> describe materials and suitability for use |
| A Course | T Course | M Course |
| Contexts | | |
| <ul style="list-style-type: none"> analyse the concept 'designing for a purpose' within textiles and consider regulations | <ul style="list-style-type: none"> critically analyse concept 'designing for a purpose' within textiles and how this may have changed over time and be regulated | |

| A Course | T Course | M Course |
|---|--|---|
| <ul style="list-style-type: none"> analyse the properties of fibres and fabrics needed for a purpose, such as interior, fashion and stage performance design and construct a solution and/or product that uses textiles to meet a purpose demonstrating safe work practices | <ul style="list-style-type: none"> evaluate the properties and characteristics of fibres and fabrics needed for a purpose, such as interior, fashion and stage performance design and construct a solution and/or product that uses textiles to meet a purpose demonstrating safe work practices | <ul style="list-style-type: none"> design and construct a solution and/or product that uses textiles to meet a purpose demonstrating safe work practices |
| Communication | | |
| <ul style="list-style-type: none"> communicate accurately with others using industry appropriate terms in an appropriate format, both orally and in writing communicate ideas and insights in a range of appropriate mediums to a variety of audiences collaborate with others to generate ideas, solve problems, and seek approvals and feedback use appropriate digital technologies to creatively document, communicate and present design and project work use visual communications including grid layout design to create mood boards, storyboards, or look-boards justify ideas coherently using appropriate evidence and accurate referencing | <ul style="list-style-type: none"> communicate accurately with others using industry appropriate terms in an appropriate format, both orally and in writing communicate ideas and insights in a range of appropriate mediums to a variety of audiences collaborate with others to generate ideas, solve problems, and seek approvals and feedback select and use appropriate digital technologies to creatively document, communicate and present design and project work, with referencing use visual communications including grid layout design to create mood boards, storyboards, or look-boards justify ideas coherently using appropriate evidence and accurate referencing | <ul style="list-style-type: none"> communicate ideas to others using technical terms, both orally and in writing use simple digital technologies to creatively document, and present project work communicate ideas and describe choices |
| Reflection | | |
| <ul style="list-style-type: none"> apply evaluation criteria for the final solution and/or product in line with the client/end user needs and purpose reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning | <ul style="list-style-type: none"> devise and apply evaluation criteria for the final solution and/or product in line with the client/end user needs and purpose reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning | <ul style="list-style-type: none"> reflect on how to manage deadlines and improve own learning |

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.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of Textile and Clothing industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate II in Apparel, Fashion and Textiles MST20722**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

The following CORE units must be delivered and assessed over the semester.

| Code | Competency Title | Core |
|------------|--|------|
| MSMWHS200* | Work safely | Core |
| MSTGN2018 | Work in the TCF industry | Core |
| MSTGN2023 | Identify and handle fabrics and textiles | Core |

All additional competencies associated with the relevant elective units must also be delivered:

| Code | Competency Title | Elective |
|-----------|-------------------------|--------------|
| CUADES201 | Follow a Design Process | Elective (A) |

*** For delivery if first unit of study, or not previously awarded.**

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Design for Futures

Value: 1.0**Design for Futures a****Value 0.5****Design for Futures b****Value 0.5**

Unit Description

This unit examines the future of design within the context of textiles. Students examine technological tools and processes to create solutions and/or products for the 21st century, with special consideration given to sustainability.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|---|--|--|
| <ul style="list-style-type: none"> analyse and research the future of design within the context of past and emerging trends apply technological tools and design processes to create a solution and/or product with consideration given to sustainability | <ul style="list-style-type: none"> critically analyse and research the future of design within the context of past and emerging trends apply technological tools and design processes to create a solution and/or product and justify its sustainability | <ul style="list-style-type: none"> describe design trends apply the design process to create a solution and/or product that considers sustainability |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | T Course | M Course |
|--|---|--|
| Design process | | |
| <ul style="list-style-type: none"> analyse design factors, fundamentals, and textile application relevant to designing for the future use the design process to identify opportunities, constraints and implications for decision making | <ul style="list-style-type: none"> critically analyse design factors, fundamentals, and textile application relevant to designing for the future use the design process to evaluate opportunities, constraints and implications for decision making | <ul style="list-style-type: none"> use design factors and textile application relevant to designing for the future |
| Strategies, methodologies, and procedures | | |
| <ul style="list-style-type: none"> analyse appropriate equipment and technologies when proposing solutions experiment with design concepts, for example, no waste pattern, drafting and production, such as zero waste and subtraction cutting | <ul style="list-style-type: none"> evaluate appropriate equipment and technologies when proposing solutions investigate and experiment with design concepts, for example, no waste pattern, drafting and production, zero waste and subtraction cutting analyse the significance of production trends and consequences | <ul style="list-style-type: none"> use appropriate equipment and technologies when proposing solutions experiment with design concepts, for examples surrounding no waste production |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> • analyse proposals for recycling, up-cycling, and repurposing to explain effects on production and future • apply strategies to work both independently and collaboratively to meet deadlines | <ul style="list-style-type: none"> • evaluate proposals for recycling, up-cycling, and repurposing to promote sustainable practices • apply strategies to work both independently and collaboratively in time sensitive environments | <ul style="list-style-type: none"> • describe plans for using recycling, up-cycling, or repurposing • work both independently and collaboratively to meet deadlines |
| Theories, concepts, and materials | | |
| <ul style="list-style-type: none"> • analyse contemporary technological developments in design and production, such as smart textiles, AI, innovative fibres, yarns, and fabrics • research design and production concepts, for example, fast and slow fashion, user experience • explain choices of materials in relation to innovation and sustainability | <ul style="list-style-type: none"> • critically analyse contemporary technological developments in design and production, such as smart textiles, AI, innovative fibres, yarns, and fabrics • synthesise design and production concepts, for example, too fast and slow fashion, user experience • justify choices of materials in relation to innovation and sustainability | <ul style="list-style-type: none"> • describe new technologies for design and production • explore materials and the concept of sustainability |
| Contexts | | |
| <ul style="list-style-type: none"> • create a textile item and/or designed solution • analyse environmental issues as they apply to the lifecycle of textiles and textile products • research how textiles will be used in the future • examine the resources and production of the future of textiles • demonstrate work health and safety practices in relation to fabric production and textiles item construction • examine emergent global entrepreneurial issues and their impact in the textiles industry | <ul style="list-style-type: none"> • create a textile item and/or designed solution, evaluating opportunities and constraints • critically analyse environmental issues as they apply to the lifecycle of textiles and textile products • investigate the closed loop or circular economy model in relation to textile futures, for example, the Ellen MacArthur Foundation model • justify the selection of resources and production of the future of textiles • evaluate work health and safety practices in relation to fabric production and textiles item construction • investigate emergent global entrepreneurial issues and strategically respond to their impact in the textiles industry | <ul style="list-style-type: none"> • create a textile item and/or designed solution • explain simple environmental issues as they apply to the lifecycle of textiles • apply work health and safety practices in relation to fabric and/or product |

| Communication | | |
|--|--|--|
| <ul style="list-style-type: none"> • communicate accurately with others using correct terms in an appropriate format, both orally and in writing • communicate ideas and insights in a range of appropriate mediums to a variety of audiences • apply strategies for collaboration and solving problems • explain ideas coherently using appropriate evidence and accurate referencing | <ul style="list-style-type: none"> • communicate accurately with others using correct terms in an appropriate format, both orally and in writing • communicate ideas and insights in a range of appropriate mediums to a variety of audiences • apply strategies for collaboration and solving problems • justify ideas coherently using appropriate evidence and accurate referencing | <ul style="list-style-type: none"> • communicate ideas to others using technical terms, both orally and in writing • communicate ideas and describe choices |
| Reflection | | |
| <ul style="list-style-type: none"> • explain the ethical use of textiles and its impact • reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning | <ul style="list-style-type: none"> • analyse ethical use of textiles and its impact on the individual, society, and the environment • reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning | <ul style="list-style-type: none"> • describe the impact of textile production on the individual and the environment • reflect on how to manage deadlines and improve own learning |

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.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of Textile and Clothing industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **MST20722 - Certificate II in Apparel, Fashion and Textiles**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

The following core units must be delivered and assessed over the semester:

| Code | Competency Title | Core |
|------------|---|------|
| MSMENV272 | Participate in environmentally sustainable work practices | Core |
| MSMWHS200* | Work safely | Core |

All additional competencies associated with the relevant elective units must also be delivered:

| Code | Competency Title | Elective |
|-----------|--|--------------|
| CUADES202 | Evaluate the nature of design in a specific industry context | Elective (A) |

*** For delivery if first unit of study, or not previously awarded.**

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

Design for Communication

Value: 1.0

Design for Communication a

Value 0.5

Design for Communication b

Value 0.5

Unit Description

This unit examines communication theories, methodologies, and meanings within the area of design and textiles. Students develop skills in effectively disseminating ideas to convey visual messages in the design, making and promotion of solutions and/or textiles products. They utilise a range of tools to communicate and make meaning.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|---|--|--|
| <ul style="list-style-type: none"> analyse and research communication methodologies and meanings in design and textiles apply critical and creative design thinking, collaborative practice and problem solving to design and create design solutions and/or products experiment and develop effective design solutions for specific audiences | <ul style="list-style-type: none"> critically analyse and research communication methodologies and meanings in design and textiles apply critical and creative design thinking, collaborative practice and problem solving to design and create design solutions and/or products investigate, experiment, and develop effective design solutions for specific audiences | <ul style="list-style-type: none"> understand the concept of communication through design and textiles apply design thinking, collaborative practice and problem solving to create solutions and/or products |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | T Course | M Course |
|--|--|---|
| Design process | | |
| <ul style="list-style-type: none"> apply the creative design process to create a solution and/or product which incorporates textiles medium create design solutions in the development of a product, analysing opportunities and constraints | <ul style="list-style-type: none"> critically analyse and apply the creative design process to create a solution and/or product which incorporates textiles medium create design solutions in the development of a product, evaluating opportunities and constraints | <ul style="list-style-type: none"> apply the design process create design solutions |
| Strategies, methodologies, and procedures | | |
| <ul style="list-style-type: none"> examine the elements of marketing analyse marketing materials and the link to the users experience strategy (UX) | <ul style="list-style-type: none"> evaluate the elements of marketing critically analyse marketing materials and the link to the users experience strategy (UX) | |

| A Course | T Course | M Course |
|--|--|--|
| <ul style="list-style-type: none"> • produce marketing materials for their own brand for example, websites, blogs, labels, packaging • apply workplace policies and procedures to ensure the safe and ethical use of digital communication strategies and formats • apply strategies to work both independently and collaboratively to meet deadlines | <ul style="list-style-type: none"> • create marketing materials for their own brand for example, websites, blogs, labels, packaging • apply workplace policies and procedures to ensure the safe and ethical use of digital communication strategies and formats • apply strategies to work both independently and collaboratively in time sensitive environments | <ul style="list-style-type: none"> • construct marketing materials • use procedures for a safe workplace • work both independently and collaboratively to meet deadlines |
| Theories, concepts, and materials | | |
| <ul style="list-style-type: none"> • analyse the use of past and present textiles as a form of communication • analyse how visual materials can represent and create meaning and apply this concept in own work • examine the dissemination of design and textiles information through methods such as trickle down, bubble up, gatekeepers and influencers | <ul style="list-style-type: none"> • critically analyse the use of past and present textiles as a form of communication • evaluate how visual materials can represent and create meaning and apply this concept in own work • investigate the dissemination of design and textiles information through methods such as trickle down, bubble up, gatekeepers and influencers | <ul style="list-style-type: none"> • identify how textiles can be a form of communication • understand how visual materials can represent and create meaning • select visual materials and identify possible significance |
| Contexts | | |
| <ul style="list-style-type: none"> • analyse ethical and legal issues related to marketing • identify how brand stories are created, for example, Nike, Marimekko, Armani • understand that textiles is an important medium to communicate heritage, ideologies, and a sense of belonging | <ul style="list-style-type: none"> • critically analyse ethical and legal issues related to marketing • analyse how brand stories are created, for example, Nike, Marimekko, Armani • understand that textiles is an important medium to communicate heritage, ideologies, and a sense of belonging | <ul style="list-style-type: none"> • describe some ethical and legal issues related to marketing |
| Communication | | |
| <ul style="list-style-type: none"> • communicate accurately with others using industry appropriate terms in an appropriate format, both orally and in writing • communicate ideas and insights in a range of appropriate mediums to a variety of audiences | <ul style="list-style-type: none"> • communicate accurately with others using industry appropriate terms in an appropriate format, both orally and in writing • communicate ideas and insights in a range of appropriate mediums to a variety of audiences | <ul style="list-style-type: none"> • communicate ideas to others using technical terms, both orally and in writing |

| A Course | T Course | M Course |
|---|---|--|
| <ul style="list-style-type: none"> • use visual imagery to communicate design ideas, such as perspective drawings, fashion sketching and rendering, production drawings and the use of CAD • use appropriate digital technologies to creatively document, communicate and present design and project work • communicate to work in collaboration with other team members • explain ideas coherently using appropriate evidence and accurate referencing | <ul style="list-style-type: none"> • create visual imagery to communicate design ideas, such as perspective drawings, fashion sketching and rendering, production drawings and the use of CAD • select and use appropriate digital technologies to creatively document, communicate and present design and project work, with referencing • communicate effectively to work in collaboration with other team members • justify ideas coherently using appropriate evidence and accurate referencing | <ul style="list-style-type: none"> • select visual imagery to communicate design ideas, such as perspective drawings, fashion sketching • use simple digital technologies to creatively document, and present project work • work in a collaborative team • communicate ideas and describe choices |
| Reflection | | |
| <ul style="list-style-type: none"> • analyse technology-based tools and their effectiveness in communicating visual ideas • reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning | <ul style="list-style-type: none"> • evaluate technology-based tools and their effectiveness in communicating visual ideas • reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning | <ul style="list-style-type: none"> • explain ways to use technology to communicate ideas • reflect on how to manage deadlines and improve own learning |

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.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of Textile and Clothing industry contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **MST20722- Certificate II in Apparel, Fashion and Textiles** which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

The following core units must be delivered and assessed over the semester:

| Code | Competency Title | Core |
|------------|----------------------------|------|
| MSMWHS200* | Work safely | Core |
| BSBCMM211 | Apply communication skills | Core |

All additional competencies associated with the relevant elective units must also be delivered:

| Code | Competency Title | Elective |
|------------|---|--------------|
| CUA ACD101 | Use basic Drawing techniques | Elective (F) |
| CUADES302 | Explore and apply creative design processes to 2D forms | Imported |

*** For delivery if first unit of study, or not previously awarded.**

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 10-12.

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.

NOTE: There are no VET competencies attached to this unit. VET competencies may be assessed where relevant to the focus of the Unit.

Duplication of Content

Students must not duplicate topics, case studies or issues studied in this course.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|--|---|--|
| <ul style="list-style-type: none"> analyse design theories, strategies, processes, and methodologies create a design solution and/or product | <ul style="list-style-type: none"> evaluate design theories, strategies, processes, and methodologies create a design solution and/or product | <ul style="list-style-type: none"> describe strategies and processes create a design solution and/or product |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | T Course | M Course |
|---|---|---|
| Design process | | |
| <ul style="list-style-type: none"> investigate a “wicked problem” to resolve in the context of design and textiles apply design methodology to create and produce a solution and/or product | <ul style="list-style-type: none"> investigate a “wicked problem” to resolve in the context of design and textiles apply design methodology to create and produce a solution and/or product, evaluating opportunities and constraints | <ul style="list-style-type: none"> investigate a “wicked problem” to resolve in the context of design and textiles apply the design process to create a solution and/or product |
| Strategies methodologies and procedures | | |

| A Course | T Course | M Course |
|---|--|---|
| <ul style="list-style-type: none"> • explore the features of the area of study in design and textiles • use appropriate production techniques to manufacture a product using textiles as a medium • apply project and risk management strategies to complete work • work independently and collaboratively within a design and textiles project | <ul style="list-style-type: none"> • analyse the features of the area of study in design and textiles • use appropriate production techniques to manufacture a product using textiles as a medium • analyse and apply project and risk management strategies to complete work • use opportunities to work independently and collaboratively within a design and textiles project | <ul style="list-style-type: none"> • describe the important features of the area of study • use appropriate techniques to manufacture a product using textiles as a medium • work independently and/or collaboratively |
| Theories, concepts, and materials | | |
| <ul style="list-style-type: none"> • analyse design theories, concepts and materials related to the area of study | <ul style="list-style-type: none"> • evaluate design theories, concepts and materials related to the area of study | <ul style="list-style-type: none"> • describe design concepts |
| Contexts | | |
| <ul style="list-style-type: none"> • investigate contexts relevant to the area of study • explain ethical, environmental, and social responsibilities of designers | <ul style="list-style-type: none"> • investigate contexts relevant to the area of study • evaluate ethical, environmental, and social responsibilities of designers | <ul style="list-style-type: none"> • explore styles and influences in products |
| Communication | | |
| <ul style="list-style-type: none"> • communicate accurately with others using correct terms in an appropriate format, both orally and in writing • communicate ideas and insights in a range of appropriate mediums to a variety of audiences • justify ideas coherently using appropriate evidence and accurate referencing | <ul style="list-style-type: none"> • communicate accurately with others using correct terms in an appropriate format, both orally and in writing • communicate ideas and insights in a range of appropriate mediums to a variety of audiences • justify ideas coherently using appropriate evidence and accurate referencing | <ul style="list-style-type: none"> • communicate ideas to others using technical terms, both orally and in writing • communicate ideas and describe choices |
| Reflection | | |
| <ul style="list-style-type: none"> • reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning | <ul style="list-style-type: none"> • reflect on own learning style and performance, including planning and time management, to develop strategies to improve own learning | <ul style="list-style-type: none"> • reflect on how to manage deadlines and improve own learning |

| A Course | T Course | M Course |
|--|--|---|
| <ul style="list-style-type: none"> • reflect on design processes in the construction of a creative product that incorporates the medium of textiles | <ul style="list-style-type: none"> • reflect and iterate on design processes to reach a final solution that incorporates the medium of textiles against a criterion | <ul style="list-style-type: none"> • reflect on the design process |

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.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

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. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

- Work Health and Safety
- Safety and Work in a Team

New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview, or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the Industry context.

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.

Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

| Name | College |
|-----------------|---------------------------|
| Suzanne Goddard | Radford College |
| Karen Hundy | St Mary MacKillop 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 |
| | select | main points, words, ideas in text |
| identify, summarise and plan | 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 – Implementation of VET Qualifications

VET Qualifications

For the **MST20722- Certificate II in Apparel, Fashion and Textiles**

the following packaging rules apply:

Total number of units = 12

6 core units plus

6 elective units

The elective units consist of:

- at least 4 from the electives listed below

2 additional units from the electives listed below, any endorsed Training Package or accredited course – all units must be relevant to the work outcome. **This course, with listed competencies, meets these requirements at time of development.**

Colleges are advised to check current Training Package requirements before delivery.

Competencies for MST20722 - Certificate II in Apparel, Fashion and Textiles embedded within this course

| Code | Competency Title | Core/Elective |
|------------------|---|---------------|
| BSBCMM211 | Apply communication skills | Core |
| MSMWHS200 | Work safely | Core |
| MSMENV272 | Participate in environmentally sustainable work practices | Core |
| MSTAT2005 | Sew materials by machine | Core |
| MSTGN2018 | Work in the TCF industry | Core |
| MSTGN2023 | Identify and handle fabrics and textiles | Core |
| CUADES201 | Follow a Design Process | Elective (A) |
| CUADES202 | Evaluate the nature of design in a specific industry context | Elective (A) |
| CUAACD101 | Use basic Drawing techniques | Elective (F) |
| CUADES302 | Explore and apply creative design processes to 2D forms | Imported |
| MSTAT2001 | Prepare and communicate design concepts for simple textile products | Elective (A) |
| MSTAT2006 | Assemble simple textile products | Elective (A) |
| MSTAT2011 | Use printing techniques to produce Indigenous textile designs # | Elective (A) |
| MSTAT2012 | Use dyeing techniques to produce Indigenous textile designs # | Elective (A) |

This unit specifically applies to Aboriginal and Torres Strait Islander people and should be customised to accommodate the image use and design protocols and techniques specific to an Aboriginal or Torres Strait Islander community.

Imported Competencies

Nil.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

NOTE: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

VET Implementation Summary

| BSSS Unit Title | Competencies | |
|--------------------------|--------------|---|
| Design Aesthetics | MSTAT2005 | Sew materials by machine |
| | MSMWS200 | Work safely |
| | MSTAT2001 | Prepare and communicate design concepts for simple textile products |
| | MSTAT2006 | Assemble simple textile products |
| | or | |
| | MSTAT2011 | Use printing techniques to produce Indigenous textile designs # |
| | MSTAT2012 | Use dyeing techniques to produce Indigenous textile designs # |
| Design for Purpose | MSMWS200 | Work safely |
| | MSTGN2018 | Work in the TCF industry |
| | MSTGN2023 | Identify and handle fabrics and textiles |
| | CUADES201 | Follow a Design Process |
| Design for Futures | MSMWS200 | Work safely |
| | MSMENV272 | Participate in environmentally sustainable work practices |
| | CUADES202 | Evaluate the nature of design in a specific industry context |
| Design for Communication | BSBCMM211 | Apply communication skills |
| | MSMWS200 | Work safely |
| | CUAACD101 | Use basic Drawing techniques |
| | CUADES302 | Explore and apply creative design processes to 2D forms |

This unit specifically applies to Aboriginal and Torres Strait Islander people and should be customised to accommodate the image use and design protocols and techniques specific to an Aboriginal or Torres Strait Islander community.

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific work place task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures, or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:

<https://www.legislation.gov.au/Details/F2017C00663>

To access The Users' Guide to the Standards refer to:

<https://www.asqa.gov.au/standards>

Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Third Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

Appendix G – 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. 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.

| | | | | | |
|--------------------------|---------------------|---|---|----|-------------------|
| College: | | | | | |
| Course Title: | Design and Textiles | | | | |
| Classification/s: | A | T | M | or | A/V T/V M/V |
| Accredited from: | 2020 | | | | |
| Framework: | Technologies | | | | |