Stage 4 Technology (Mandatory)

Asquith boys high school

Rationale

Asquith Boys High School is a single-sex, secondary school near Hornsby in Northern Sydney. Asquith Boys High has a current enrolment of 617 students.The school's organisation, curriculum and welfare structure and practices aim at maximising opportunities for boys in a variety of endeavours and have encouraged the development of diversity within a boys' secondary school. This focus has been quite successful for students as reflected in their take-up rate of opportunities within the school and in their working life after school. A number of programs have been initiated in the school to promote boys education and they include: juvenile obesity with links to PDHPE faculty, anti-bullying programme linked to self-esteem and a *Cafe Club*.

A limited flexible, vertical curriculum was introduced to provide greater curriculum choices. As a result music has been retained and drama, food technology and horticulture have been introduced. Wood work and metal work traditionally have a strong focus in the school but the interest in subjects such as visual arts, drama and music is growing.

The school operates on one-hour periods to encourage diversity in learning/teaching. In Design and Technology we currently have five one-hour periods per fortnight.

The Technology and Applied Studies staff consists of one head teacher and seven classroom teachers. The Visual Arts faculty is currently involved with teaching Design and Technology and will continue to be involved with the new stage 4 Technology (Mandatory) Years 7–8 syllabus.

Facilities at the school include a small but functional kitchen, a large design and technology room, wood work and metal work rooms, a computer pod with plans to expand computer access into the design and technology room in the near future.

Design and Technology has had links to our Year 9–10 programs in Industrial Technology and senior subjects in Years 11–12 and this will continue with the implementation of the stage 4 Technology (Mandatory) Years 7–8 syllabus.

The course plan that has been developed is a work in progress and may change due to the number of students entering the school in Year 7 2005.

Asquith Boys High School: Course plan Technology (Mandatory) Year 7

	Term 1	Term 2	Term 3	Term 4
Focus outcomes A student:	**4.1.2** describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications **4.1.3** identifies the roles of designers and their contribution to the improvement of the quality of life **4.5.1** applies management processes to successfully complete design projects **4.6.1** applies appropriate evaluation techniques throughout each design project	**4.1.1** applies design processes that respond to needs and opportunities in each design project **4.2.1** generates and communicates creative design ideas and solutions **4.3.1** applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects **4.5.2** produces quality solutions that respond to identified needs and opportunities in each design project	**4.1.1** applies design processes that respond to needs and opportunities in each design project **4.2.1** generates and communicates creative design ideas and solutions **4.3.1** applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects **4.4.1** explains the impact of innovation and emerging technologies on society and the environment **4.5.1** applies management processes to successfully complete design projects **4.6.2** identifies and explains ethical, social, environmental and sustainability considerations related to design projects	**4.1.1** applies design processes that respond to needs and opportunities in each design project **4.1.2** describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications **4.3.1** applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects **4.3.2** demonstrates responsible and safe use of a range of tools, materials and techniques in each design project **4.5.1** applies management processes to successfully complete design projects
Common assessment	**Assessment task 1** Research task **Assessment task 2** Design folio and product	**Assessment task 1** Design folio **Assessment task 2** Design folio, product & evaluation	**Assessment task 1** Preliminary design/set up **Assessment task 2** Brochure & design folio	**Assessment task 1** Research on health and nutrition **Assessment task 2** Design folio, product and evaluation
Contributing outcomes	4.1.1 4.2.1 4.2.2 4.3.1 4.3.2 4.4.1 4.5.2 4.6.2	4.1.2 4.2.2 4.3.2 4.5.1 4.6.1 4.6.2	4.2.2 4.3.2 4.5.2 4.6.1	4.1.3 4.2.1 4.2.2 4.4.1 4.5.2 4.6.1 4.6.2
Area of study	Built environments	Products	Information and communications	Products
Design specialisation	Structural design	Accessories design	Promotional design	Food design
Technologies-specific content	Mixed materials technologies	Mixed materials technologies	Media technologies	Food technologies
Unit title	Bridging the gap	Fashion statement	Selling the message	Food for thought
Design projects	The local council need to erect a small bridge in the local park. Design, produce and evaluate a model of a load bearing structure that would be suitable for this purpose.	Boys often wear accessories as an identity symbol. Design, produce and evaluate an accessory that can be worn by teenage boys. It may include pendant, ring, key tag etc	Design, produce and evaluate a brochure/flyer that promotes the *Cafe Club* within the school.	Design, produce and evaluate a healthy snack suitable for teenage boys who play a lot of sport each week.

Asquith Boys High School: Course plan Technology (Mandatory) Year 8

	Term 1	Term 2	Term 3	Term 4
Focus outcomes A student:	**4.1.1** applies design processes that respond to needs and opportunities in each design project **4.2.1** generates and communicates creative design ideas and solutions **4.3.1** applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects **4.5.1** applies management processes to successfully complete design projects	**4.1.2** describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications **4.1.3** identifies the roles of designers and their contribution to the improvement of the quality of life **4.5.1** applies management processes to successfully complete design projects **4.6.1** applies appropriate evaluation techniques throughout each design project	**4.1.1** applies design processes that respond to needs and opportunities in each design project **4.2.1** generates and communicates creative design ideas and solutions **4.3.1** applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects **4.5.1** applies management processes to successfully complete design projects **4.6.1** applies appropriate evaluation techniques throughout each design project	**4.1.1** applies design processes that respond to needs and opportunities in each design project **4.2.1** generates and communicates creative design ideas and solutions **4.3.1** applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects **4.4.1** explains the impact of innovation and emerging technologies on society and the environment **4.5.1** applies management processes to successfully complete design projects **4.6.2** identifies and explains ethical, social, environmental and sustainability considerations related to design projects
Common assessment	**Assessment task 1** Research task **Assessment task 2** Design folio and product	**Assessment task 1** Research task-famous designers **Assessment task 2** Model and design folio	**Assessment task 1** Research folio **Assessment task 2** Model and design folio	**Assessment task 1** Preliminary design and set-up **Assessment task 2** Design folio, video and *PowerPoint*
Contributing outcomes	4.1.2 4.2.2 4.3.2 4.5.2 4.6.1 4.6.2	4.1.1 4.2.1 4.2.2 4.3.1 4.3.2 4.4.1 4.5.2 4.6.2	4.1.2 4.2.2 4.3.2 4.5.2 4.6.2	4.2.2 4.3.2 4.5.2 4.6.1
Area of study	Products	Built environments	Built environments	Information and communications
Design specialisation	Industrial design	Architectural design	Landscape design	Communication systems
Technologies-specific content	Timber technologies	Graphics technologies Model making technologies	Graphics technologies Model making technologies	Information technologies
Unit title	Reach for the sky	Design for living	School yard blitz	Video power
Design projects	Design, produce and evaluate a kite that can be entered into the *Festival of the winds* competition held at Bondi Beach each year.	Design, produce and evaluate a model of a theatre set for the Drama class play.	The school has a number of areas that have room for improvement. Design, produce and evaluate a model for an outdoor school amenity.	Design, produce and evaluate a video and *PowerPoint* presentation. Project to be negotiated with classroom teacher.