Stage 4 Technology (Mandatory)

Melville High School

Rationale

Melville High School is a rural comprehensive high school located on the Mid North Coast. The school has approximately 1000 students of which an estimated 11% are Aboriginal. Many of the students are bussed in from outlying towns and large proportions are from disadvantaged backgrounds.

The school has just moved to a 6 period day/2 week rotation. There are 7 core classes which break into 10 technology classes in year 7 and 8. These 10 classes are split into 3 groups on the timetable – 2 x 3 classes and 1 x 4 classes. The school reports to parents twice a year on outcomes achieved by students. The TAS faculty report each trimester. The reports are currently being changed to a computerised system.

At present Melville has a range of specialist technology practical rooms. There are 3 computer rooms with one managed by the TAS faculty. Multimedia equipment is limited. There are 9 TAS trained teachers.

Student Welfare and Aboriginal Education are major whole school initiatives.

Agreed purpose statement:

By implementing the Technology (Mandatory) Years 7-8 syllabus the staff at Melville High School is aiming to ensure students will:

- use a range of materials to produce quality work
- be eager to select TAS subjects in Stage 5
- be introduced to new technology especially multimedia applications
- develop a greater understanding of the design process with an emphasis on research skills
- achieve all outcomes and demonstrate an increase depth of knowledge from the first project to their final project
- understand the importance of Technology education.

To achieve this we will rotate students through the technology areas to maximise teacher expertise. We have agreed to have two focus outcomes for each trimester that all staff will report on. Students will study three units each year.

Melville High School: Course plan Technology (Mandatory)

Year 7	Unit 1	Unit 2	Unit 3
Area of study	Built environments	Products	Information and communications
Design specialisation	Environmental design	Industrial design	Promotional design
Technologies specific content	Electronics technologies	Timbers technologies	Food technologies
Contributing outcomes	4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.5.2, 4.6.1, 4.6.2	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.5.2, 4.6.1.	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.5.2, 4.6.1, 4.6.2
Design project	Design and produce a system to monitor water requirements for a nursery.	Design a toy that incorporates a mechanism to produce an interesting movement.	Design a promotional campaign for a new Australian Fruit Company.
All students will be assessed on the focus outcomes no matter which unit they are studying.			
Focus outcomes	Trimester 1	Trimester 2	Trimester 3
	4.1.2 4.5.1	4.1.3 4.6.1	4.3.2 4.3.1

Year 8	Unit 1	Unit 2	Unit 3
Area of study	Information and communications	Products	Built environments
Design specialisation	Digital media design	Agricultural product design	Landscape design
Technologies specific content	Media technologies	Metals technologies	Graphics technologies
Contributing outcomes	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.5.2, 4.6.1, 4.6.2	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.5.2, 4.6.1, 4.6.2	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.5.2, 4.6.1, 4.6.2
Design project	Design and produce a lifestyle video and accompanying fact sheet or magazine article like you would expect to see in Burkes Backyard or Better Homes and Gardens.	Design, construct and evaluate a product suitable for storage or display of garden implements.	Design an outdoor living space for either your home or an area of the school.
All students will be assessed on the focus outcomes no matter which unit they are studying.			
Focus outcomes	Trimester 1	Trimester 2	Trimester 3
	4.5.2 4.6.2	4.2.2 4.4.1	4.1.1 4.2.1