

# Tools for review

## Graphics technology

- tools for reviewing teaching and assessment plans, units of work and assessment tasks in Stage 4/5 technology subjects
- key resources and specific policy links

## GRAPHICS TECHNOLOGY YEARS 7-10 SYLLABUS

### OVERVIEW

Graphics Technology Years 7-10 is an elective 100 or 200 hour course that develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media. The Graphics Technology Years 7-10 syllabus builds on the knowledge and skills developed in mandatory technology education through the Science and Technology Years K-6 syllabus and Technology (Mandatory) Years 7-8 syllabus.

### TEACHING AND ASSESSMENT PROGRAM

#### Does the teaching program (including course plan and units of work):

- demonstrate how all syllabus requirements are met? (syllabus page 14)
  - students are completing either 100 or 200 hours of study
  - there is an emphasis on practical experiences and the development and production of quality graphical presentations
  - practical experiences and projects reflect the nature of the option modules studied
  - for the 100 hour course, units of work are based on 50 hours from each of the two core modules
  - for the 200 hour course, units of work are based on 50 hours from each of the core modules and 25 hours from four option modules
- focus on the deep and significant skills and understandings of the course and clearly articulate key concepts?
- recognise and build on student interests and prior learning?
- have units of work that are based on design projects involving designing and producing quality graphical presentations?
- incorporate design tasks and related learning activities that will be significant, engaging and challenging to students and allow for student negotiation and self directed learning?
- allocate the majority of course time to practical work including exploring and defining tasks, generating, developing and testing ideas and producing solutions?
- demonstrate a logical flow of relevant learning and ideas within each unit and from unit to unit?
- reflect the available school resources (staff expertise, facilities, equipment, organisational structure)?
- demonstrate a progression of student learning over the course towards more sophisticated, deeper understandings and skills?
- identify appropriate assessment opportunities for students to demonstrate the skills and conceptual understandings that are significant in the course? (assessment will occur throughout the course and address learning related to both the design process and the final product or solution).

#### Does the assessment program/plan/scheme for the course:

- outline the assessment tasks to be used in each reporting period and directly link to school reporting requirements?
- use a balanced range of assessment strategies that reflect the most significant learning in the syllabus?
- specify the targeted syllabus outcomes/content?
- include a timeframe?
- demonstrate student progression over the course?
- facilitate consistent teacher judgement?
- appear to be manageable for students and teachers?
- address the school assessment and reporting policy and support the allocation of course performance descriptors for the School Certificate?

**Does each assessment task:**

- focus on specific syllabus outcomes and content?
- focus on depth of understanding and skill of a manageable number of key concepts?
- focus on significant learning in the course?
- assess knowledge and skills that students have had an opportunity to learn?
- provide students with clear expectations about requirements?
- include explicit assessment criteria that identify the features of successful student work?
- allow students to demonstrate achievement at each level of performance?
- allow for meaningful feedback to be provided to the student?

**TEACHING PRACTICE**

In an effective Graphics Technology classroom the following features may be evident:

**Students**

- each student will be engaged in their project work and may be working on different aspects of their project at different times to other students
- students will be asking for regular feedback from peers and teachers and at times will be having conversations about the project directions and decisions
- students will be applying safe and responsible work practices
- students may be moving around the classroom in an orderly and safe manner as they get resources, move to different activities or seek feedback from the teacher
- students are responsible for their own work areas and manage their time to leave the room ready for the next class.

**Teachers**

- the teacher can clearly articulate what they want the students to learn and why this learning matters
- the teacher can identify the relationship between the lesson and the teaching program and justify any variations to the program
- the teacher is aware of what students know and can do, how student learning is progressing and adjusts their teaching in relation to this understanding
- the teacher can justify their choice of learning activities in relation to the needs and interests of their students and the programmed learning
- the teacher uses a variety of senses to monitor the classroom and to inform their practice including the look, sounds and smells etc of the classroom
- the teacher monitors and assesses risks in an ongoing manner and takes steps to modify or substitute activities for groups or individuals unable to perform a given task safely
- the teacher is aware of and provides feedback to students about their progress in practical projects. the teacher allows some student direction of ideas and decisions and uses questioning to challenge and identify issues that the student may need to consider
- the teacher may be instructing individual students, small groups or the whole class or may be circulating about the room observing and interacting with students as they work.

**Learning environment**

- the relationship in the classroom between teacher and students is productive and the teacher promotes constructive relationships and feedback between students about their project work
- materials, equipment and projects are racked or stored in an organised and safe manner
- the classroom has available resources such as materials, chemicals, equipment and information that are appropriate to the project
- equipment, materials and or equipment that may present hazards has been risk assessed and relevant DET policy and guidance advice followed.

## REFERENCES

- **Board of Studies advice:**  
Syllabus and support document, assessment advice  
[http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/#geography](http://www.boardofstudies.nsw.edu.au/syllabus_sc/#geography)  
Assessment Resource Centre  
<http://arc.boardofstudies.nsw.edu.au/go/sc/graphics-technology/>
- **Curriculum K-12 Directorate programming and assessment advice:** Programming tools and templates, sample course plans, units of work, assessment plans, assessment tasks and teaching ideas  
<http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/index.htm>

## DET POLICIES/GUIDELINES

- Teaching and assessment programs and practice should reflect relevant DET policies available at:  
<https://detwww.det.nsw.edu.au/policiesintra/atoz/search.do?level=>
- Specific policies and related support materials to note include *Occupational health and safety policy* and *Chemical safety in Schools*

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