



T A S M A N I A N
S E C O N D A R Y
A S S E S S M E N T
B O A R D

11/12 TE721-725 C

9/12 TE321-325 B,

9/12 TE051-055 S, 9/12 TE061-065 A

Lifestyle and Fashion Stages 1 to 5

Subject Descriptions

**11/12 TE721 C, 9/12 TE321 B, 9/12 TE051 S, 9/12 TE061 A
Lifestyle and Fashion Stage 1**

This syllabus has been designated as being at level of difficulty 2 to conform to the Board's 2001 requirement that "syllabus documents should provide outcome statements that allow high achieving students to attain (level of difficulty) 4 at the end of year 9, 6 at the end of year 10 and 8 at the end of year 12."

This is one of five syllabuses designed for Years 9 to 12 students undertaking studies in Lifestyle and Fashion. Students will have opportunities to make a selected range of items using textiles and other mediums. It also provides opportunities for them to make decisions and solve problems associated with practical experiences. Students will undertake both individual and group tasks and be given the opportunity to work cooperatively with others.

**11/12 TE722 C, 9/12 TE322 B, 9/12 TE052 S, 9/12 TE062 A
Lifestyle and Fashion Stage 2**

This syllabus has been designated as being at level of difficulty 3. This syllabus is one of five designed for Years 9 to 12 students studying Lifestyle and Fashion. It enables students to develop an understanding of the design process by producing a selected range of items using textiles and other mediums. It also provides opportunities for them to make decisions and solve problems associated with practical experiences. Students are encouraged to develop knowledge of the fashion, housing and associated industries in order to gain an appreciation of vocational and consumer opportunities. Students are encouraged to work in a creative, cooperative and safe manner.

**11/12 TE723 C, 9/12 TE323 B, 9/12 TE053 S, 9/12 TE063 A
Lifestyle and Fashion Stage 3**

This syllabus has been designated as being at level of difficulty 4. This syllabus is one of five, which are designed for Years 9 to 12 students studying Lifestyle and Fashion. It enables students to develop an understanding of the design process by producing items. Through working with textiles and other mediums students will be involved in a variety of practical problem solving situations that lead to development in skills, techniques and processes. Students are encouraged to develop knowledge of the fashion, housing and associated industries in order to gain an appreciation of vocational and consumer opportunities. Students are encouraged to work independently and cooperatively showing initiative and resourcefulness.

**11/12 TE724 C, 9/12 TE324 B, 9/12 TE054 S, 9/12 TE064 A
Lifestyle and Fashion Stage 4**

This syllabus has been designated as being at level of difficulty 5. This syllabus is one of five, which are designed for Years 9 to 12 students studying Lifestyle and Fashion. It enables students to develop an understanding of the design process by producing items. Through working with textiles and other mediums students will be involved in a variety of practical problem solving situations that lead to development in advanced skills, techniques and processes.

Students are required to develop knowledge of the fashion, housing and associated industries in order to gain an appreciation of vocational and consumer opportunities. Students are encouraged to work independently and cooperatively showing initiative, ingenuity and resourcefulness.

**11/12 TE725 C, 9/12 TE325 B, 9/12 TE055 S, 9/12 TE065 A
 Lifestyle and Fashion Stage 5**

This syllabus has been designated as being at level of difficulty 6. This is one of five syllabuses which are designed for Year 9 to 12 students studying Lifestyle and Fashion. It enables students to demonstrate an advanced understanding of the design process by producing items. Through working with textiles and other mediums students will be involved in a variety of practical problem solving situations that lead to advanced skills, techniques and processes. Students are required to develop knowledge of the fashion and associated industries in order to gain an appreciation of vocational and consumer opportunities. Students are required to work independently and cooperatively showing initiative, ingenuity and resourcefulness.

S and A syllabuses from subjects within the Technology Studies Framework can be combined for B and C syllabuses in Applied Technology.

Previous Experience

No previous experience is required.

Learning Objectives

- Through studying courses derived from this syllabus it is intended that students will:
- experience a sense of enjoyment and achievement through working in areas of personal interest;
 - develop confidence in applying the process strand of designing, making and appraising;
 - develop an understanding of the materials, information and systems strands;
 - demonstrate problem-solving associated with practical experiences;
 - develop curiosity and skills related to enquiry, initiative, ingenuity and resourcefulness;
 - work independently and cooperatively in groups and within a range of learning situations;
 - participate in the planning and organisation of tasks;
 - apply skills, techniques and processes to produce items that are designed for personal and or market requirements;
 - develop an awareness of the desirable and undesirable impacts of technological change;
 - demonstrate safe, healthy and hygienic work practices;
 - communicate ideas and information in a variety of ways;
 - understand past, present contexts and speculate about the future;
 - develop an awareness of career and further study options.

Content

- Lifestyle and Fashion 100 and 150 hour courses of study should be derived from this syllabus. However, if a school wishes to offer the course as a number of units:
- students in Years 9 and 10 can achieve a B syllabus by studying 4 S syllabuses or 2 A syllabuses in any combination at a particular stage, and by meeting the requirements for the B syllabus;
 - students in Years 11 and 12 can achieve a B syllabus by studying 4 S syllabuses or 2 A syllabuses, or a C syllabus by studying 3 A syllabuses, at a particular stage and meeting the requirements for the B or C syllabus.

Each component of the framework can be offered as either a 25 hour S syllabus or a 50 hour A syllabus.

Teachers should consult the standards documents closely when determining the stage the student has achieved.

Designing, making and appraising

Designing, making and appraising is a process through which students develop ideas and create imaginative solutions for learning tasks. They should participate in decisions about what, why, and how projects should be undertaken and how the product might be improved.

When students design, make and appraise they:

- investigate issues and situations;
- devise proposals and alternatives;
- communicate ideas and actions;
- produce products;
- evaluate impacts and consequences.

Materials and Equipment

- classification and properties of textiles and related materials;
- textiles and craft products in common use;
- selection of appropriate textiles and materials;
- common terminology associated with textiles and craft materials;
- common joining processes;
- finishing techniques for textiles and craft materials;
- selection and use of equipment;
- recognition and use of machines;
- maintenance and care of equipment;
- measurement and testing.

Information

Students should gain knowledge and understanding of lifestyle and fashion related information using a variety of communication mediums depending upon the purpose of the task. Students should gather, access, store, process and transform information.

Systems

Systems are a series of steps, sequences, or combinations of elements that work together to achieve specified outcomes.

Working with systems gives students opportunities to:

- observe procedures, dismantle components, construct articles, follow commercial patterns, modify products, operate machines, control equipment, make projects, assemble parts, organise processes and manage activities;
- examine how systems are designed and applied;
- control and monitor the efficient and effective operation of systems.

Health Hygiene and Safety

As part of their Lifestyle and Fashion studies students should be made aware of good safety and healthy principles and practices that will stand them in good stead both in the workforce and daily life. It is expected that students will avoid accidents in the classroom and that teachers will conduct positive safety programs for their students. This will enable students to develop a sense of responsibility and give them the ability to assess potential danger in various circumstances.

Teachers should be familiar with health, hygiene and safety standards as outlined in local, state and federal laws.

Specific attention should be paid to personal safety, product standards, packaging, adhesives and chemical fumes.

Working with others

When working with others and in teams students will interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a situation and working effectively as a member of a team to achieve a shared goal.

Students will generally:

- remain on task;
- listen to others opinions and viewpoints;
- carry out designated roles within teams;
- share materials and equipment.

Interest Areas

Interest areas are starting points for students to develop curiosity, initiative, ingenuity and resourcefulness in areas of personal interest. Where possible small, economical and intricate projects should be encouraged to enable a wide range of skills and processes to be undertaken and reduce costs. The following topics are suggested through which the content can be addressed:

soft furnishings	tents and outdoors	international fashion trends
fibre craft	aromatherapy	paper making
marbling	weaving	jewellery/ brooches
spinning	recycling	enamelling
batik	leather work	aplique
collage	beading	perfumes
soap making	candle making	fashion accessories
games/puzzles	models and replicas	planter boxes/stands
scientific research exp'ts	pet enclosures	outdoor furniture
toys	miniatures	caps and hats
theatre costume	street wear	historical fashion
changing a room	oriental interiors	picture framing
picnic baskets	plaster casting	jewellery
silver work	tailoring	skin care
makeup	grooming	sculpture
containers for collections	kitchen products	souvenirs
lamp shades	clocks and time pieces	recycling
advertising	folk art	repairs and restoration
sports goods	cottage crafts	hydroponics
mass produced items	chocolate moulds	

**Framework S & A
Syllabuses**

**9/12 TE051-055 S Lifestyle and Fashion
9/12 TE061-065 A Lifestyle and Fashion**

Course Components

- 01 Creative arts and crafts
- 02 The Look: deportment and grooming
- 03 Fashion: design your own
- 04 Accessories
- 05 Clothes and lifestyle (sport, seasonal, evening)
- 06 Cottage crafts
- 07 My wardrobe
- 08 Enterprise
- 09 Textiles for gifts, pleasure and profit
- 10 Interior design
- 11 Soft furnishings
- 12 Fashion today and tomorrow
- 13 Costume
- 14 International Fashion

Creative arts and crafts (01 S or A)

Students will be encouraged to gain an understanding of either a broad range of crafts or specialise in a specific craft area. The content includes design, style, techniques, materials and costs.

The Look: deportment and grooming (02 S or A)

Students will be encouraged to gain an understanding of personal presentation, make up, speech, hair care, hygiene and style.

Fashion: design your own (03 S or A)

Students will be encouraged to gain an understanding of design elements, fashion trends throughout history, body types, characteristics of fabrics, colour, accessories and style in creating fashion items.

Accessories (04 S or A)

Students will be encouraged to gain an understanding of accessories throughout history, how they compliment clothing, personal style and quality.

Clothes and lifestyle (05 S or A)

Students will be encouraged to gain an understanding of differing lifestyles, (sports, seasonal, evening) characteristics of clothing, personal style and quality and their suitability to those lifestyles.

Cottage crafts (06 S or A)

Students will be encouraged to gain an understanding of different cottage crafts and the commercial outlets for cottage enterprises. Content will be broad and include gluing, fabric choices and trends.

My wardrobe (07 S or A)

Students will be encouraged to gain an understanding of how the contents of a wardrobe can be analysed with a focus on planning for future choices based on budgeting, body shape, style and accessory considerations.

Enterprise (08 S or A)

Students will be encouraged to gain an understanding of the Designing, Making and Appraising process. Content will cover manufacturing, packaging, labelling, budgeting, and quality control.

Textiles for gifts, pleasure and profit (09 S or A)

Students will be encouraged to gain an understanding of making gifts for different purposes. The content includes aesthetic appeal, time management and quality. Consideration will need to be given to cost effectiveness and safety/legal requirements when making items for profit.

Interior design (10 S or A)

Students will be encouraged to gain an understanding of design principles and apply them to different interior environments. Content will include personal tastes, suitability, budget and emerging technologies that apply to homes and offices.

Soft furnishings (11 S or A)

Students will be encouraged to gain an understanding of soft furnishings through exploring fabric characteristics, personal styles and applications to different home and commercial contexts.

Fashion today and tomorrow (12 S or A)

Students will be encouraged to gain an understanding of fashion trends that are both recent and historical, the range of fabrics available, and personal needs based upon lifestyle.

Costume (13 S or A)

Students will be encouraged to gain an understanding of costume design through studying creative uses of fabrics, colour, foam finishes, paper mache, wire, adhesives and other materials. An important consideration will relate to production needs.

International fashion (14 S or A)

Students will be encouraged to gain an understanding of international fashion through studying cultures, customs, historical contexts and future directions.

Assessment

Criterion-based assessment is a form of out-comes assessment which identifies the extent of student achievement at an appropriate end-point of study. Although assessment in the class-room is continuous, much of it is formative and is done to help students identify what they need to do to attain the maximum benefit from their study of the syllabus. Therefore, assessment for summative TCE reporting should focus on what both teacher and student understand to reflect end-point achievement.

The primary audience for assessment is the students and the teacher, but may also include parents when appropriate.

For all recently reviewed syllabuses, student achievement is assessed against pre-determined standards. The standard of achievement each student attains on each criterion is recorded as a rating 'A', 'B', 'C', according to the outcomes specified in the standards section of the syllabus.

Some syllabuses yet to be reviewed were created prior to the introduction of descriptive standards for the ratings. In these instances, where no descriptive standards apply, a rating of 'C' represents the range of achievement which is considered to be at

an acceptable standard for this syllabus, a rating of 'B' represents achievement which exceeds the minimum standard considered to be acceptable for this syllabus, and a rating of 'A' represents the highest achievement that can be reasonably be expected within this syllabus.

For syllabuses with described standards, a 't' notation must be used where a student demonstrates any achievement against a criterion less than the standard specified for the C rating, or, in the case of syllabuses without standards, anything less than that considered to be the minimum acceptable achievement. The 't' notation sits outside the continuum of ratings that ascend through the levels of difficulty of TCE generic or subject framework criteria, and is thus not described in syllabus standards.

A 'z' notation is to be used where a student provides no evidence of achievement at all.

Schools offering this syllabus must participate in the moderation process by attending meetings and completion of the moderation requirements determined by the State Moderation Committee. Further information on moderation, as well as on assessment, is available in the TCE Manual or on the website at <http://www.tassab.tased.edu.au/>

Internal assessment of all criteria will be made by the school. Schools will report the student's rating for each criterion to the Tasmanian Secondary Assessment Board.

Criteria 2, 6, 7 and 10 will assess the folio and practical work.

Presentation of Work

Criteria 2 and 6 will be assessed through the presentation of students practical work. Students are required to exhibit their work to verify the range of equipment, resources and techniques used. Advanced skills are required to achieve solutions to problems.

Criteria 7 and 10 will be assessed through evidence of a student's folio containing two design briefs, research, presentation of ideas, plans, patterns and task evaluation. The folio/s will be examined with the practical evidence to determine how students have undertaken demonstrated designing, making and appraising.

Lifestyle and Fashion Stage 5 C syllabuses

Criteria

The assessment for *11/12 TE725 C Stage 5 Life and Fashion* syllabuses will be based upon the degree to which the student can:

1. collect, analyse and organise information;
2. use technology, resources and techniques;
3. understand and apply occupational health, hygiene and safety procedures;
4. develop skills, understanding and knowledge of systems;
5. solve problems;
6. plan, organise and undertake activities;
7. communicate ideas and information;
8. work with others and in teams;
9. demonstrate an understanding of technological change;
10. demonstrate an understanding of design principles.

Award Requirements

The minimum requirements for an award in a Stage 1 to 5 C syllabus are as follows

Exceptional Achievement

9 'A', 1 'B' rating

High Achievement

4 'A', 5 'B', 1 'C' rating

Commendable Achievement

6 'B', 3 'C' ratings

Satisfactory Achievement

8 'C' ratings

Preliminary Achievement

4 'C' ratings

A student who otherwise achieves the ratings for a commendable achievement (CA) or satisfactory achievement (SA), but who fails to show any evidence of achievement in one or more criteria ('z' notation), will be issued with a preliminary award (PA).

Lifestyle and Fashion Stages 1-4 C syllabuses

Criteria

The assessment for *11/12 TE721-724 C Stages 1-4 Life and Fashion* syllabuses will be based upon the degree to which the student can:

1. collect, analyse and organise information;
2. use technology, resources and techniques;
3. understand and apply occupational health, hygiene and safety procedures;
4. develop skills, understanding and knowledge of systems;
5. solve problems;
6. plan, organise and undertake activities;
7. communicate ideas and information;
8. work with others and in teams;
9. demonstrate an understanding of technological change;
10. demonstrate an understanding of design principles.

Award Requirements

The minimum requirements for an award in a Stage 1 to 4 C syllabus are as follows

Exceptional Achievement

9 'A', 1 'B' rating

High Achievement

4 'A', 5 'B', 1 'C' rating

Commendable Achievement

6 'B', 3 'C' ratings

Satisfactory Achievement

8 'C' ratings

Preliminary Achievement

4 'C' ratings

A student who otherwise achieves the ratings for a commendable achievement (CA) or satisfactory achievement (SA), but who fails to show any evidence of achievement in one or more criteria ('z' notation), will be issued with a preliminary award (PA).

Lifestyle and Fashion Stages 1-5 B syllabuses

Criteria

The assessment for *9/12 TE321-325 B Stages 1-5 Life and Fashion* syllabuses will be based upon the degree to which the student can:

1. collect, analyse and organise information;
2. use technology, resources and techniques;
3. understand and apply occupational health, hygiene and safety procedures;
4. develop skills, understanding and knowledge of systems;
5. solve problems;
6. plan, organise and undertake activities;
7. communicate ideas and information;
8. work with others and in teams.

Award Requirements

The minimum requirements for an award in a Stage 1-5 B syllabus are as follows:

Exceptional Achievement

7 'A', 1 'B' rating

High Achievement

3 'A', 4 'B', 1 'C' rating

Commendable Achievement

4 'B', 3 'C' ratings

Satisfactory Achievement

6 'C' ratings

Preliminary Achievement

3 'C' ratings

A student who otherwise achieves the ratings for a commendable achievement (CA) or satisfactory achievement (SA), but who fails to show any evidence of achievement in one or more criteria ('z' notation), will be issued with a preliminary award (PA).

Lifestyle and Fashion Stages 1-5 A syllabuses

Criteria

The assessment for *9/12 TE061-065 A Stages 1-5 Life and Fashion* syllabuses will be based upon the degree to which the student can:

1. collect, analyse and organise information;
2. use technology, resources and techniques;
3. understand and apply occupational health, hygiene and safety procedures;
4. develop skills, understanding and knowledge of systems;
5. solve problems;
6. plan, organise and undertake activities.

Award Requirements

The minimum requirements for an award in a *Stage 1-5 A* syllabus are as follows:

Exceptional Achievement

5 'A', 1 'B' rating

High Achievement

2 'A', 3 'B', 1 'C' rating

Commendable Achievement

3 'B', 3 'C' ratings

Satisfactory Achievement

4 'C' ratings

Preliminary Achievement

2 'C' ratings

A student who otherwise achieves the ratings for a commendable achievement (CA) or satisfactory achievement (SA), but who fails to show any evidence of achievement in one or more criteria ('z' notation), will be issued with a preliminary award (PA).

Lifestyle and Fashion Stages 1-5 S syllabuses

Criteria

The assessment for 9/12 TE051-055 S *Stages 1-5 Life and Fashion* syllabuses will be based upon the degree to which the student can:

1. collect, analyse and organise information;
2. use technology, resources and techniques;
3. understand and apply occupational health, hygiene and safety procedures;
4. develop skills, understanding and knowledge of systems.

Award Requirements

The minimum requirements for an award in a *Stage 1-5 S* syllabus are as follows:

Exceptional Achievement

4 'A' ratings

High Achievement

1 'A', 2 'B', 1 'C' rating

Commendable Achievement

2 'B', 2 'C' ratings

Satisfactory Achievement

3 'C' ratings

Preliminary Achievement

1 'C' rating

A student who otherwise achieves the ratings for a commendable achievement (CA) or satisfactory achievement (SA), but who fails to show any evidence of achievement in one or more criteria ('z' notation), will be issued with a preliminary award (PA).

Reporting

When advising the Tasmanian Secondary Assessment Board of student awards, the explicit and appropriate code must be reported. For example, for TASSAB to report an award in Stage 4 Soft Furnishings, either the code

9/12 TE054/11 S or

9/12 TE064/11 A

must be provided as the syllabus code.

Appendix

Assessment Considerations

Making judgments about students' learning is a complex undertaking that teachers do every day. Such judgments have far reaching consequences for students. Teachers accept this responsibility as a significant and demanding part of their work. The narrower the assessment strategies used in technology programs, the more likely it is that some students will not be able to demonstrate what they know, can do and understand. Programs should include a broad range of assessment strategies, providing teachers with varied ways of collecting and recording evidence as well as ways of benchmarking this evidence to help moderate their judgments about students' performance. It is also important that more than one opportunity is provided for a student to demonstrate their achievements during the technology program, so that judgments are not based on insufficient or narrow evidence.

Teachers' judgments based on evidence gathered from deliberate, well focussed strategies, using criteria that are made explicit to students, are less likely to be unduly influenced by teacher biases and prejudices. Provision should be made for students with special needs to ensure that all students are provided with opportunities to demonstrate what they can do, know and understand.

Teachers should provide:

- a range of ways of assessing students' performance;
- assessment activities integral to a teaching program;
- a means of assuring trustworthy and consistent information about students' achievements;
- a means whereby teachers can benchmark their assessments against assessments of other teachers;
- a means of moderating teachers' judgments at school and between schools;
- a number of opportunities for students to demonstrate their learning;
- opportunities for students to demonstrate achievement over a range of profile levels and Key Competencies;

National Profile Assessment

There are four strands of learning in Technology:

- designing, making and appraising;
- information;
- materials;
- systems.

The strands are interdependent and provide a structure for continued review, orientation and updating of technology programs in schools.

The four strands of learning together provide unity of purpose and direction across all areas of study in technology. Learning tasks and activities are directed towards development of the students' knowledge and capabilities in each strand. The designing, making and appraising strand is developed in all activities, and the relative emphasis on Information, Materials and Systems varies according to the challenges and tasks.

At the most general level, student achievement in Stage 5 should be comparable with Level 7 in Technology - A Curriculum Profile (Curriculum Corporation, 1994).

At the most general level, student achievement in Stage 4 should be comparable with Level 6 in Technology - A Curriculum Profile (Curriculum Corporation, 1994).

At the most general level, student achievement in Stage 3 should be comparable with Level 5 in Technology - A Curriculum Profile (Curriculum Corporation, 1994).

At the most general level, student achievement in Stage 2 should be comparable with Level 4 in Technology - A Curriculum Profile (Curriculum Corporation, 1994).

At the most general level, student achievement in Stage 1 should be comparable with studies towards Level 4 in Technology - A Curriculum Profile (Curriculum Corporation, 1994).

Key Competencies

Seven Key Competencies (KC) were identified by the Mayer Committee as essential for effective participation in the emerging patterns of work and work organisations, education and life in general. These have been applied to the assessment criteria for this syllabus.

- collect, analyse and organise information
- communicate ideas and information
- plan, organise and undertake activities
- work with others and in teams
- use mathematical ideas and techniques
- solve problems
- use technology, resources and techniques

There are three Key Competency Performance Levels (3, 2, 1) with 3 being the most demanding. There are six Preliminary Key Competency Performance Levels (6,5,4,3,2,1) with 1 being the least demanding. As a general guide student's performance level in each Key Competence can be monitored for the five stages for each criterion using the assessment ratings (A, B, C).

This chart can be used as a general guide:

Stage	KC Performance Level			KC Preliminary Level					
	A - 3	B - 2	C - 1						
5	A - 3	B - 2	C - 1						
4		A - 2	B - 1	C - 6					
3				A - 6	B - 5	C - 4			
2						A - 4	B - 3	C - 2	
1							A - 3	B - 2	C - 1

Criterion Alignment with Key Competencies

Criterion 1 gives evidence of outcomes for the Key Competency *collect, analyse and organise information*.

Criterion 2 gives evidence of outcomes for the Key Competency *use technology, resources and techniques*.

Criterion 5 gives evidence of outcomes for the Key Competency *solve problems*.

Criterion 6 gives evidence of outcomes for the Key Competency *plan, organise and undertake activities*.

Criterion 7 gives evidence of outcomes for the Key Competency *communicate ideas and information*.

Criterion 8 gives evidence of outcomes for the Key Competency *work with others and in teams*.

Technology uses six Key Competencies for assessment criteria, *use mathematical ideas and techniques* is not included as a criterion.

Descriptions of Technology Education

In a changing world, new ideas, inventions and materials are constantly changing providing us with new opportunities and challenges. It is important that we study, analyse, understand and take control of these changes. Through technology education programs students will gain knowledge of materials, information and systems to build up their ability to solve problems in a creative and satisfying way. Through technology education, students can be helped to make reasoned decisions and imaginative responses to a rapidly changing technological environment.

Technology is...

"Technology is often used as the generic term to include all the technologies people develop and use in their lives. It involves the purposeful application of knowledge, experience and resources to create products and processes to meet human needs."

A Statement on technology for Australian Schools (Curriculum Corporation, 1994).

Technology Education is...

"Comprehensive, action based educational programs for students to bring together knowledge, processes, resources and tools to solve problems, meet challenges and extend their capabilities." International Technology Education Association. (ITEA, 1998).

Teaching and Learning Considerations

The importance of technology in the curriculum

Technology programs in schools involve students in generating ideas and acting on them, as well as in using and developing processes and products which satisfy human needs. They enable students to:

- respond critically and resourcefully to challenges;
- devise creative ways of generating and applying ideas;
- translate ideas into worthwhile outcomes;
- find innovative solutions to community needs;
- focus on the design of techniques and products;
- deal with uncertainty in an informed way;
- cooperate in flexible teams;
- appreciate cultural differences;
- learn throughout their lives;
- use local, national, regional and international networks.

Key Learning Processes and Approaches

When planning learning experiences to support these syllabuses, teachers will need to consider the ways these experiences will allow students to investigate, communicate and participate effectively.

There are many approaches to foster student learning, diversification and a combination of different teaching styles may be the most effective way to reach significant numbers of students.

Some teaching strategies which may be appropriate include:

- co-operative and collaborative learning;
- problem solving;
- teacher demonstration and explanation;
- values sharing and clarification;
- practical activities which focus on the production of products;
- discussions and issues forums;
- negotiated studies;
- product analysis P.M.I. (Plus Minus and Interesting);
- unpacking designs in products;
- use of multi media;
- de Bono's six hat thinking.

Many sources of information can be used to assess student learning in technology studies. These include:

- small group presentations;
- recording of ideas and thoughts in a journal;
- structured conversations with teacher;
- working models and devices;
- folios of designs and finished work;
- design specifications and modifications;
- oral presentations and reports;
- sketches and drawings of ideas and products;
- recording of interviews and on the job conversations.

Information Technology

The main purpose for the use of information technology in Technology Studies is to support student learning.

The range of information technology available to students is widening rapidly. It includes traditional information source such as books and other text based materials, television programs, and communication tools such as telephones, faxes and video cameras. New and emerging technologies are generally focussed on computer and related electronic facilities. The Internet, CD ROMs, email, video-conferencing, desktop publishing and data management systems are all examples. When planning studies in technology, consideration should be given to the appropriateness of the chosen technology to achieve the stated learning objectives.

Futures

Studies in technology should enable students to identify, create and act upon alternatives and options for achieving their preferred individual and collective futures. Active participation through current and relevant design briefs can provide opportunities for students to examine the past, anticipate possible trends and conditions, and make decisions for the future.

Post-school Options

Students should be given opportunities to develop skills, values and understandings that will enable them to access a wide range of options beyond school. Teaching programs should emphasise and explore the ongoing imperative that Australians become more innovative, knowledgeable, skilful, adaptable and enterprising.

Through studies in technology students can develop understandings of the nature and purpose of work and leisure as well as understanding of current and emerging trends and patterns of work and leisure.

Literacy and Numeracy

Students are expected to achieve literacy and numeracy outcomes by undertaking Technology Studies and teachers should be aware of the literacy and numeracy requirements of this learning area.

Students learn through reading, writing, viewing, listening and speaking. Studies in Technology can provide real contexts for the modelling, practice and achievement of literacy outcomes. Learning activities based upon students designing, making and appraising will enable students to demonstrate a range of specific literacies appropriate to Technology. When designing, students will be able to increase graphic literacy through sketches and drawings of ideas and products.

Numeracy outcomes may be achieved by participating in activities that address current and relevant design briefs. Such activities will enable students to develop and test their understandings and have a real purpose. Some activities may include drawing and making models, measuring ingredients, making patterns, interpreting plans and recipes, investigative work and using timelines.

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