

UNIT OUTLINE

Year: 11/12 Accreditation: A Timetable Period: Semester 1, 2020

Classroom Teacher: Meg Lennard

Executive Teacher: Clinton Codey

Course Title	Design and Textiles	Course Code:	TBA
Semester Unit	Design for Purpose	Unit Value/Code:	1.0 / TBA
Term Unit (a)	Design for purpose a	Unit Value/Code:	0.5 / TBA
Term Unit (b)	Design for purpose b	Unit Value/Code:	0.5 / TBA

Specific Unit Goals:

The specific goals of this unit are for students to:

- 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

Content Summary:

Design process

- 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

Strategies, methodologies and procedures

- 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 tool, extend and improve our ability to accomplish goals
- apply strategies to work both independently and collaboratively to meet deadlines

Theories, concepts and materials

- 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

Contexts

- analyse the concept 'designing for a purpose' within textiles
- 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

Communication

- 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
- use multimodal communication to investigate and apply the design process
- use visual communications including grid layout design to create mood boards, storyboards or look-boards
- justify ideas coherently using appropriate evidence and accurate referencing

Reflection

- 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

COST OF MATERIALS

There are costs associated with this unit of study and they are \$25.00 for the semester. This covers consumables.

Assessment:

TASK	DUE DATE	WEIGHTING
Written task	Week 6	20%
Practical Application - Part A	Week 9	30%
Design development - portfolio	Week 16	20%
Practical Application - Part B	Week 17	30%

Specific Entry & Exit Requirements for Term Units

There are no prerequisites for this course

It is possible to enter this course at Term 2 however, entry into this course for Term 2 is by negotiation with the Executive teacher.

To exit at the end of Term 1 you must first complete the written task and Practical Application – Part A.

Assessment Criteria for Assessment and Reporting of Student Achievement

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students Will Be Assessed on The Degree to Which They Demonstrate:

- knowledge and understanding
- skills.

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Items

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in so doing. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension (Refer to Notional Zeros)
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

Cheating and Dishonest Practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher

- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

Executive Teacher: Clinton Codey

Class Teachers: Meg Lennard

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0010/313777/P_and_P_Manual_2019_V5.pdf

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 little 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 little 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 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 no reference to ethical and sustainable application identifies some opportunities for application of technology with little 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 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 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 innovative and high-quality design solutions/products using techniques and approaches and justifies ideas coherently analyses potential prototypes and solutions evaluating 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 design solutions/products using techniques and approaches and explains ideas explains potential prototypes and solutions evaluating 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 design solutions/products using some techniques and approaches and describes ideas describes analyses potential prototypes and solutions evaluating 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 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 little evidence of understanding its impact creates design solutions/products using some techniques and approaches and description of ideas identifies potential prototypes and solutions with little or no reference to their appropriateness and effectiveness via iterative improvement and review communicates basic ideas in few mediums and describes ideas with little or no use of appropriate evidence and referencing reflects on their own thinking with little or no reference to planning, time management, use of appropriate techniques and strategies and capacity to work both 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>
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