YEARS 7–8

The new Technology Mandatory syllabus has been developed using the established NSW Education Standards Authority (NESA) syllabus development process. The syllabus includes Australian Curriculum content and content that clarifies learning for Technology Mandatory in Years 7–8. The Stage statement for Stage 4 reflects the intent of the Australian Curriculum achievement standards.

The syllabus identifies the knowledge, understanding, skills, values and attitudes students are expected to develop in Years 7–8. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests, abilities and prior learning of their students.

The Technology Mandatory Years 7–8 Syllabus has been designed to be taught within the mandatory 200-hour requirement for the Record of School Achievement (RoSA).

NESA continues to promote a standards-referenced approach to assessing and reporting student achievement. The approaches of assessment for, assessment as and assessment of learning are important to guide future teaching and learning opportunities and to provide students with ongoing feedback.

The structure and many of the features of the current Technology Mandatory Years 7–8 Syllabus have been retained, including:
- rationale
- aim
- objectives and outcomes
- Stage statements
- Life Skills outcomes and content.

Learning across the curriculum areas include cross-curriculum priorities, general capabilities and other important learning for all students. These 13 areas are incorporated in the content of the syllabus and identified by icons. Teachers may identify additional opportunities for students to learn about these areas.
What is similar?

Students will continue to be provided with opportunities to:
• become technologically literate individuals capable of developing creative solutions to identified problems and situations
• undertake a range of practical experiences that occupy the majority of course time
• engage in practical design and production projects as they develop safe practices and refine skills working with a range of materials and production technologies.

What is different?

• There are four mandatory Technology contexts:
  - Agriculture and Food Technologies
  - Digital Technologies
  - Engineered Systems
  - Material Technologies.
• The number of outcomes has been reduced from 12 to 10.
• Design and Production skills are embedded into the knowledge and understanding content.
• Context statements describe the intent of each context.
• Australian Curriculum Design and Technologies content is identified by codes starting with ACTDE and Digital Technologies content is identified by codes starting with ACTDI.
• Opportunities to develop thinking skills are identified throughout the content.
• An interactive glossary is provided to clarify key terms used throughout the syllabus.
• The syllabus is available in an interactive online format.
• Related Life Skills outcomes are included with the Stage 4 content.

How does the syllabus cater for all students?

The Technology Mandatory Years 7–8 Syllabus is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, and students learning English as an additional language or dialect is included in the syllabus.

Students with special education needs can access the Technology Mandatory Years 7–8 Syllabus outcomes and content through a range of ways, including:
• adjustments to teaching, learning and/or assessment activities; or
• selected syllabus outcomes and content appropriate to their learning needs; or
• syllabus outcomes from an earlier Stage, using age-appropriate content; or
• selected Years 7–10 Life Skills outcomes and content appropriate to their learning needs.
What is the plan for implementation?

For schools delivering the course over Year 7 and Year 8 (100 hours per year)

<table>
<thead>
<tr>
<th>Year</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Familiarisation and planning</td>
</tr>
<tr>
<td>2019</td>
<td>Implementation Year 7</td>
</tr>
<tr>
<td>2020</td>
<td>Implementation Year 8</td>
</tr>
</tbody>
</table>

For schools delivering the 200-hour course in either Year 7 or Year 8

<table>
<thead>
<tr>
<th>Year</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Familiarisation and planning</td>
</tr>
<tr>
<td>2019</td>
<td>Year 7 or Year 8</td>
</tr>
</tbody>
</table>

What materials will be provided to support implementation?

Many existing resources will continue to be useful and relevant. Teaching units will need to be modified to meet the requirements of the new syllabus, for example to accommodate new outcomes and content.

For the first time, the *Technology Mandatory Years 7–8 Syllabus* will be available in an interactive online format. The online format will be able to be viewed by Stage, outcomes or content.

Support materials will assist teachers in familiarisation and planning of the syllabus and assessment requirements. Program Builder, an online programming tool, will be available for teachers during 2018.

**Initial materials** released with the syllabus include:
- this guide
- a parent guide
- assessment advice.

**Additional materials** to be released throughout 2018 include:
- sample scope and sequences
- sample teaching units
- sample assessment activities.

The NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools of NSW, and other school systems and professional associations will continue to assist and support the ongoing implementation of the syllabus.

How can I access the new Technology Mandatory Years 7–8 syllabus?

The *Technology Mandatory Years 7–8 Syllabus* is available on the NESA website.
Content for Stage 4

Agriculture and Food Technologies

Outcomes

A student:

- designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP
- plans and manages the production of designed solutions TE4-2DP
- selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE4-3DP
- investigates how food and fibre are produced in managed environments TE4-5AG
- explains how the characteristics and properties of food determine preparation techniques for healthy eating TE4-6FO
- explains how people in technology related professions contribute to society now and into the future TE4-10TS

Related Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-6AG, TELS-7FO, TELS-11TS

Context Focus

The Agriculture and Food Technologies context integrates content from agriculture (food and fibre production) and food technologies to enable delivery with consideration of the school context and available resources.

Content

Identifying and defining

Students:

- investigate the importance of food and fibre production to Australia’s food security and economy including Asia’s imports and exports (ACTDEK029) ★ ★ ★
- investigate how food and fibre production is managed in environments as a system and how sustainability can be improved, for example: (ACTDEK032) ST ★ ★ ★
  - plants and/or animal species grown in managed environments
  - land management by Aboriginal and/or Torres Strait Islander Peoples
  - boundaries, inputs, outputs, processes and feedback occurring in a managed environment
  - evaluate environments that have been designed in consultation with community groups, for example, ★ ★ ★
  - a bush tucker garden
  - a school or community garden
Features of Technology Mandatory Years 7–8 Life Skills content pages

Technology Mandatory Life Skills outcomes and content are:
• developed from the Technology Mandatory Years 7–8 objectives
• selected based on the needs, strengths, goals, interests and prior learning of students.

Students studying Life Skills are not required to complete all content to demonstrate achievement of an outcome.

Agriculture and Food Technologies

Outcomes
A student:
• communicates ideas and solutions to authentic problems or opportunities TELS-1DP
• participates in planning for the production of designed solutions TELS-2DP
• participates in the production of designed solutions TELS-3DP
• follows safe practices in the use of tools, materials and processes for design projects TELS-4DP
• describes how food and fibre are produced TELS-6AG
• designs or prepares solutions for healthy eating TELS-7FO
• investigates how technology has contributed to improvements in our way of life TELS-11TS

Related Stage 4 outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS

Context Focus
The Agriculture and Food Technologies context integrates content from agriculture (food and fibre production) and food technologies to enable delivery with consideration of the school context and available resources.

Content
Identifying and defining
Students:
• recognise where food comes from, for example:
  – animals, plants
• recognise natural and managed environments
• identify managed environments used in the production of food and fibre, for example:
  – orchard
  – cattle farm
  – cotton farm
• identify plants and animals that are grown or bred in managed environments
• explore how food and fibre is produced in a managed environment, eg growing, harvesting, marketing cattle: STLite

Learning across the curriculum content is incorporated and identified by icons.

Opportunities to develop thinking skills are identified by codes.