



An Introduction to Industrial Technology Stage 6 in the New HSC

The new *Industrial Technology Stage 6 Syllabus* replaces the current syllabus in Industrial Technology (January 1998). The new syllabus is for implementation with Year 11 in 2000 and will be first examined in 2001.

The syllabus provides information that was formerly available in the KLA handbook. This includes descriptions of course requirements, assessment weightings for internal and external examination and examination specifications.

What is similar?

The *Industrial Technology Stage 6 Syllabus* has not undergone significant change and the content is largely unchanged. The course is to be studied in terms of the nominated focus areas (p 9). There are four sections of study, namely Industry Study, Design and Management, Workplace Communications and Industry-specific Content and Production.

A major project and related management folio will remain as the principle means of examining the outcomes for the HSC course (p 46). The specifications for the HSC examination remain unchanged (p 45).

What are the overall improvements?

- The new syllabus provides all students with the opportunity to access challenging outcomes and content.
- The scope and depth of course content is made clear in the description of what '*students learn about*' and what '*students learn to*'.
- Outcomes are aligned to course content and there is a clear distinction between outcomes and content in both the Preliminary and HSC courses.
- The organisation of the syllabus has been rationalised by deleting the repetition of the core areas of the syllabus in each focus area.

The following changes have been made to particular sections of the syllabus

Rationale, Aim and Objectives (pp 6, 8)

The syllabus rationale is largely unchanged. The aims and objectives have been clarified.

Course structure (p 9)

The only significant change in the course structure of Industrial Technology Stage 6 has been the introduction of the Multimedia Industries focus area, which has allowed the splitting of traditional graphics and multimedia content.

Outcomes (pp 11–12)

The outcomes that have been developed provide explicit links to the objectives and content in both the Preliminary and HSC courses.

Content (pp 14–37)

There have been some minor changes to the course content. These changes have been made in relation to the common sections of the syllabus and in some of the industry-specific focus areas. Specific changes to the syllabus content that should be noted are:

Industry Study

Content has been made more specific in both the Preliminary and the HSC courses and clarified in relation to common areas of study (pp 15, 18). HSC course content has been broadened to include the global influences on the overall industry, related to the specific focus area.

Design and Management

Content has been made more specific in both the Preliminary and the HSC courses and clarified in relation to common areas of study. Specific reference is made to Computer Applications (pp 16, 19).

Workplace Communications

Content has been made more specific in both the Preliminary and the HSC courses and clarified in relation to common areas of study (pp 16, 19).

Automotive Industries

The content relevant to the four options previously identified as the Engine, Chassis, Electrical and Body Options has been incorporated into the one focus area. Students no longer have study options and are required to study all aspects of the focus content.

Graphics Industries

The content relevant to this focus area is based on Engineering and Product Drawing, and Architectural and Pictorial Drawing. Multimedia content is covered separately in another focus area.

Multimedia Industries

Content relevant to multimedia has been separated from the Graphics Industries and is recognised as an additional industry focus area.

Plastics Industries

Content relevant to dry plastic materials and processes has been strengthened.

Course requirements (p 38)

Course requirements have been clearly specified in the new syllabus. They are unchanged from those in the current syllabus.

Assessment (p 43)

Details of assessment components, weightings and suggested tasks are provided in the syllabus. A variety of tasks should be used to ensure a balance between the assessment of knowledge, understanding and skills outcomes.

What will be needed to teach this subject?

- *Industrial Technology Stage 6 Syllabus*
- Specimen examination and marking guidelines.

While programs will need to be revised to reflect new syllabus content and outcomes, aspects of current programs may be incorporated where appropriate.

Equipment, used in schools, that meets the requirements of the current syllabus should be adequate to meet the requirements of the new syllabus.

Current resources are appropriate for use with the new syllabuses although there may need to be some adjustment in the way teachers use them.

A further subject-specific document is being developed by the Board of Studies for distribution later in the year. This will assist teachers with the implementation of the revised syllabuses.

A list of a number of resources will be placed on the Board's website, <http://www.boardofstudies.nsw.edu.au>.

The Board of Studies will also provide assessment support materials, which will be generic across subjects.

Cross-sectoral professional development workshops (Department of Education and Training, Catholic Education Commission and members of the Association of Independent Schools) for Industrial Technology Stage 6 will be held. Venues and dates for these workshops have been published on the *New HSC* website — <http://www.newhsc.schools.nsw.edu.au> — and distributed to schools. The materials from the workshops will be available on this website.

CURRICULUM SUPPORT for Teaching in Technology and Applied Studies 7–12 — a publication distributed each term by the Department of Education and Training — will carry an HSC supplement.

Assessment and Reporting Bulletin — published each term as a joint venture of the Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools — will build on principles outlined in Board of Studies' newsletters and assessment support materials.