



An Introduction to Textiles and Design Stage 6 in the New HSC

The new *Textiles and Design Stage 6 Syllabus* replaces the current 2 Unit and 3 Unit syllabuses in Textiles and Design (1980). 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 revised *Textiles and Design Stage 6 Syllabus* has some similar content to the current syllabus. However, there is now an emphasis on the integration of practical experiences.

What are the overall improvements?

- The new syllabus provides all students with the opportunity to access challenging outcomes and content including some content that was part of the current 3 unit course.
- The scope and depth of course content is made clear in the description of what '*students learn about*' and what '*students learn to*'.
- Overlap of content has been removed from both the Preliminary and HSC courses.
- Practical experiences have been mandated in both the Preliminary and HSC courses.
- A major textiles project forms part of the external HSC practical assessment.
- The exam format has changed from three essay-style questions to a range of question styles including multiple-choice, short-answer and free-response.

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

Rationale (p 6)

The rationale in the new syllabus is similar to the current syllabus as it relates to the development of a body of specific knowledge that students can apply to other situations. The revised rationale is different as it refers to the development of practical skills through project work and the relationship of this to textile manufacture in industry, small business and leisure activities. The revised rationale also refers to post-school opportunities in textile-related fields.

Aim (p 8)

The aim for the revised syllabus consists of one succinct sentence emphasising an understanding of textiles applicable to a range of situations, whereas the current syllabus lists general aims of the course related to specific sections of the course.

Objectives (p 8)

The number of objectives in the syllabus has decreased and they are no longer specifically organised into knowledge, skills and attitudes objectives. Knowledge, skills and attitudes are incorporated into the range of objectives.

Course Structure (p 9)

Indicative course time is provided in the new course structure. The content is still organised into three areas of study; however, the mandatory practical applications have been integrated into these areas.

Outcomes (pp 10–11)

In the new syllabus, there has been a reduction in the number of outcomes and there are clear and explicit links from the outcomes to the objectives and content in both the revised Preliminary and HSC courses.

Content (pp 12–26)

In the Preliminary course, new content under each of the following three areas of study is:

Design

- principles of design
- factors determining appropriate design
- communication techniques
- manufacturing methods
- Preliminary textile project one.

The focus areas of apparel, furnishings, costume, textile arts and non-apparel are introduced and then expanded upon in the HSC course.

Properties and Performance of Textiles

- fabric properties and testing
- yarn structures and characteristics
- yarn properties
- Preliminary textile project two.

Deleted content from this area of study is: fibre spinning processes; processing sequences for yarn production; and the principles of weaving.

Australian Textile, Clothing, Footwear and Allied Industries (ATCFAI)

This area of study was formerly called *Textiles and Society*. All content has been replaced with:

- an Australian textile industry overview
- the quality and value of textiles.

In the HSC course, new content under each of the following three areas of study is:

Design

- historical design development and the influence of culture on design in relation to the focus areas listed in the Preliminary course
- fabric decoration
- contemporary designers
- the major textiles project.

No major deletion of content has occurred; however, the content has been reorganised and refocused.

Properties and Performance of Textiles

- end-use applications in relation to the focus areas listed in the Preliminary course
- innovations and emerging technologies
- the major textiles project.

Deleted content includes: the section on properties and performance of textiles, dyeing and finishing. Some aspects of properties and performances from the current course (incorporated into the Preliminary course); some aspects of dyeing (incorporated into the HSC design area of study in relation to fabric decoration), and a minor part of the section on finishing (incorporated into the HSC design section).

Australian Textile, Clothing, Footwear and Allied Industries (ATCFAI)

- appropriate textile technology and environmental sustainability
- current issues
- the marketplace
- the major textiles project.

Deleted are the history of the textile industry, culture and textiles (aspects of culture and textiles have been incorporated into the HSC design area of study) and Australian textile industry (some aspects of this have been incorporated into the preliminary ATCFAI area of study).

Course Requirements (p 27)

In the HSC course, there will be an externally assessed major textiles project worth 50% and a 1.5 hour written paper worth 50%.

Assessment (pp 30–39)

Practical assessment experiences have been mandated in both the Preliminary and HSC courses.

In the Preliminary course, each area of study is given specific weighting and the practical experiences are included in two of the areas of study.

In the HSC course, each area of study is given specific weighting as well as the major textiles project, which is externally marked. Note that aspects of the major textiles project that are used for school-based assessment *should not* use the HSC exam marking criteria for internal assessment.

What will be needed to teach this subject?

- The *Textiles and Design 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 Textiles and Design 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.