

## Year 5 Design Technologies (Semester 2 only)

### Achievement

By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions. Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions.

### Assessment Elements

An overall level of achievement in this subject is determined by the teacher’s on-balance judgment of the evidence presented in students’ summative assessment across the following:

- **Knowledge and Understanding** – digital systems and representation of data
- **Processes and Production Skills** – collecting, managing and creating data, defining, implementing, evaluating, collaborating and managing

### Delivery (mode, requirements, lessons)

Students will be offered a blended model of delivery with live lessons and independent study on their program to complete lessons, tasks and assessment in accordance with the Work Rate Calendar.

### Student Requirements

Computer, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

Units, Learning Experiences and Summative Assessment	
Semester 2	Term 3
	<p><b>Unit 1 Food Production</b> In this Design and Technologies unit, students will investigate how and why food and fibre are produced in managed environments, using sustainable methods. They will also explore how people in design and technologies occupations address competing considerations, including sustainability. The unit culminates in students following the design process by designing, preparing and producing a healthy dish, considering safety, nutrition and sustainability.</p>
	<p><b>Summative Assessment: Are you the next Master Chef?</b> Your task is to design, produce and present a tasty, healthy meal using sustainable utensils. The dish must reflect the needs, wants, preferences and values of an individual or group.</p>
	Term 4
	<p><b>Unit 2: Technological Advancements</b> In this unit, students will explore the transformation of electrical energy into light and the properties of light through a series of lessons that culminate in the design and construction of a sturdy model of a focusing camera obscura. They will use the design process to plan, create, test, and refine their models, understanding how light can be refracted and travels in a straight line.</p>
	<p><b>Summative assessment:</b> Students will design and create a sturdy model of a focusing camera obscuras that shows how light can be refracted and travels in a straight line.</p>

**Disclaimer** All of the above information is accurate at the time of development.