

LEVEL 3 TEXTILES TECHNOLOGY 2025

Welcome to Level 3 Textiles Technology!

*Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.
Do not lift the paddle out of unison; our canoe will never reach the shore.*

Nest Together / Soar Forever!

*Ki te Kotahi te kākaho ka whati ki te kāpuia e kore e whati.
If there is but one reed it will break, but if it is bunched together it will not.*

Our Learning Area Whakataukī, our 2025 school theme, and our 2025 Whakataukī all encourage us to work together, to collaborate, to share our vision of where we are going and how we will get there – together. It challenges us to take this idea and incorporate it into our world view and our vision of the future. We are all in this together, and we will develop the solutions to the very real problems facing today's world if we work together to solve them.

Course outline and assessments (students will choose 2-3 internals from this list and can choose to complete the external and/or submit a report for scholarship)

Achievement standard number	Subject reference	Version number	Topic/title	Mode of assessment	Credits	Due Date
91610	3.3	3	Develop a conceptual design considering fitness for purpose in the broadest sense	Internal portfolio	6	31 March
91611	3.4	3	Develop a prototype considering fitness for purpose in the broadest sense	Internal portfolio	6	15 September
91621	3.21	3	Implement complex procedures using textile materials to make a specified product	Internal portfolio	6	15 September
91623	3.23	3	Implement complex procedures to create an applied design for a specified product	Internal portfolio	4	15 September
91626	3.26	3	Draft a pattern to interpret a design for a garment	Internal portfolio	6	23 June
91627	3.30	3	Initiate design ideas through exploration	External portfolio	4	29 October
93601	Digital reflective report based on year-long experiences in creating a textiles technology outcome					29 October

Big Ideas

Level 3 standards (level 8 of the curriculum) focus on technological practice, knowledge, and nature. Under these big ideas sits a firm grounding in planning for practice, extensive research and development of designs, developing and justifying briefs, rigorous modelling and testing for fitness for purpose, and sustainability. Students will understand how these concepts must be woven together during the development and creation of technological outcomes.

Students will **understand**:

- The role of technological modelling as a key part of technological development
- The concepts and processes employed in materials development and evaluation, and the implications of these for design, development, maintenance and ultimately disposal of technological products
- The implications of technology as intervention by design and how interventions have consequences, known and unknown/intended and unintended
- How technological outcomes can be interpreted and justified as fit for purpose in their historical, cultural, social, and geographical locations

Students will **know**:

- How to use rigorous planning, testing and authentic stakeholder feedback/feed forward to inform their decision-making as they develop their outcomes
- How to use technological practice to solve real-world problems and realise opportunities during the development of their outcomes
- How to justify and evaluate their outcomes using authentic stakeholder feedback and rigorous testing results in the social and physical environment of intent

Students will **do**:

- Justify the importance of technological modelling on moral, ethical, sustainable, cultural, political, economic and historical grounds
- Justify the nature of their intended outcomes in relation to the context and the issue to be resolved
- Justify their specifications in terms of key stakeholder feedback along with wider community and sustainability considerations
- Undertake a critical evaluation informed by ongoing experimentation, functional modelling, stakeholder feedback, trialling in physical and social environments, and an understanding of the issue as it relates to the wider context
- Select, justify and develop their outcomes
- Justify the evaluation of their outcomes, using stakeholder feedback while demonstrating a critical understanding of the issue that takes account of all contextual dimensions
- Apply complex sustainable practices during the development of their outcomes
- Practice complex pattern drafting, complex sewing procedures and complex embellishment techniques

Be the Change

Students will continue to explore and build knowledge and understanding of a variety of sustainability concepts within the context of fashion and climate change. They will continue to explore concepts begun in Year 11 and carried through Year 12, using sustainable materials and fibres, slow fashion techniques, drafting their own (zero-waste) patterns, upcycling of materials, and furthering their critical understanding of the ramifications of material/fibre disposal on the earth and how to mitigate negative effects.

Be You

Students will draft patterns for themselves, their whanau or the greater community, consolidating their learning and understanding of pattern drafting conventions, symbols, practices and complex techniques. They will grow their understanding and practice of using in-depth, authentic stakeholder feedback and feed forward in real-life contexts to critically evaluate and justify their own planning, decision making, and ultimate evaluation of their outcome and its fitness for purpose.