

## LEVEL 2 TEXTILES TECHNOLOGY 2025

### Welcome to Level 2 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 for the future. We can work together to improve the sustainability of fashion through, for example: reducing, reusing, upcycling, using zero waste patterns, using organic local materials and fibres, and by reintroducing slow fashion techniques.

Course outline and assessments (students will choose 3 internals from this list and can also choose to submit either an external portfolio or an external report)

Achievement standard number	Subject reference	Version number	Topic/title	Mode of assessment	Credits	Due Date
91345	2.21	4	Implement advanced procedures using textile materials to make a specified product with special features	Internal	6	15 September
91350	2.26	4	Make advanced adaptations to a pattern to change the structural and style features of a design	Internal	4	23 June
91355	2.20	3	Select and use planning tools to manage the development of an outcome	Internal	4	15 September
91356	2.3	3	Develop a conceptual design for an outcome	Internal	6	31 March
91357	2.4	3	Undertake effective development to make and trial a prototype	Internal	6	15 September
91337	2.30	3	Use visual communication techniques to generate design ideas	External portfolio	3	28 October
91363	2.10	3	Demonstrate understanding of sustainability in design	External report	4	28 October

#### Big Ideas

Level 2 standards (corresponding to level 7 of the curriculum) focus on technological practice, technological knowledge, and the nature of technology. Under these big ideas sits a firm grounding in planning for practice, developing briefs, modelling ideas, testing for fitness for purpose, and sustainability. Students will

understand how these concepts are woven together during the development and creation of technological outcomes.

Students will **understand**:

- How the “should” and “could” decisions in technological modelling rely on an understanding of how evidence can change in value across contexts and how different tools are used to ascertain and mitigate risk
- The concepts and processes employed in materials evaluation and the implications of these for design, development, maintenance, and disposal of technological products
- The implications of ongoing contestation and competing priorities for complex and innovative decision making in technological development
- That technological outcomes are a resolution of form and function priorities and that malfunction affects how people view and accept outcomes

Students will **know**:

- How to use planning, testing and stakeholder feedback 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 evaluate an outcome using stakeholder feedback and testing results

Students will **do**:

- Critically analyse their own and others’ past and current planning and management practices to develop and manage their own effective development of their outcome
- Justify the nature of their intended outcomes in relation to the issue to be resolved and justify their specifications in terms of key stakeholder feedback
- Undertake a critical evaluation informed by ongoing experimentation, functional modelling, stakeholder feedback and trialling in physical and social environments
- Apply advanced sustainable practices during the development of their outcomes
- Practice advanced pattern adaptations, advanced sewing procedures and advanced embellishment techniques

### Be the Change

Students will explore a variety of sustainability concepts within the realm of the fashion world. They will continue to build on explorations begun in Year 11, using sustainable materials and fibres, experimentation with a selection of slow fashion techniques, exploring zero-waste patterns and upcycling of materials, and furthering their learning about the ramifications of material and fibre disposal on the earth and how to mitigate negative effects.

### Be You

Students will continue to explore concepts of identity, for themselves, their whanau and the greater community, and how technology can be used to support an individual’s identity through turangawaewae, manaakitanga and kaitiakitanga. They will grow their understanding and practice of using in-depth stakeholder feedback to critically evaluate and justify their own planning and decision making.