

## Curriculum Links: “Sustainability and the Textile Industry” Factsheet

### Design and Technologies: Knowledge and Understanding

	Year 7	Year 8	Year 9	Year 10
Technologies and Society	<p>Competing factors, including social, ethical and sustainability considerations, in the development of technologies</p> <p>Ways in which products, services and environments evolve locally, regionally and globally</p>	<p>Social, ethical and sustainability considerations, in the development of technologies and designed solutions, to meet community needs for economic, environmental and social sustainability</p> <p>Development of products, services and environments through the creativity, innovation and enterprise of individuals and groups</p>	<p>Social, ethical and sustainability considerations that impact on designed solutions</p> <p>Development of products, services and environments, with consideration of economic, environmental and social sustainability</p>	<p>Social, ethical and sustainability considerations that impact on designed solutions, complexity of design, and production processes involved</p> <p>Impact of emerging technologies on design decisions, and/or economic, environmental and social sustainability</p>
Food and Fibre Production	<p>Production systems for food and fibre or their products, including key features of their design</p>	<p>Sustainable production systems are subject to competing demands (social, environmental, economic) and how these factors influence their design</p>	<p>Food and fibre production and/or marketing, and the generation of sustainable solutions</p>	<p>The role of emerging research and technology in the design of ethical and sustainable products</p>

<p><b>Materials and Technologies Specialisations</b></p>	<p>Material and technology decisions and processes influence the selection and combination of materials, systems, components, tools and equipment</p>	<p>The process for the selection and combination of materials, systems, components, tools and equipment</p>	<p>Characteristics and properties of materials, systems, components, tools and equipment used to create designed solutions Technologies can be combined and used to create designed solutions</p>	<p>The combination of a range of characteristics and properties of materials, systems, components, tools and equipment to create designed solutions  Designed solutions within a range of technologies specialisations, using combined technologies</p>
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**Humanities and Social Sciences (HASS): Knowledge and Understanding**

	Year 7	Year 8	Year 9	Year 10
<p><b>Economics and Business</b></p>	<p><b>Producing and consuming</b>  How consumers rely on businesses to meet their needs and wants  How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food)</p>	<p><b>Participation and influences in the market place</b>  The way markets operate in Australia and how the interaction between buyers and sellers influences prices and how markets enable the allocation of resources (how businesses answer the questions of what to produce, how to produce and for whom to produce)</p>	<p><b>Australia and the global economy</b>  Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded</p>	<p><b>Economic performance and living standards</b>  Factors that influence major consumer financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions</p>

		<p>Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia</p> <p>Influences on the ways people work (e.g. technological change, outsourced labour in the global economy, rapid communication changes and factors that might affect work in the future)</p>		
<p><b>Geography</b></p>			<p><b>Biomes and food security</b></p> <p>The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation)</p> <p>The effects of anticipated future population growth on global food production and security; the capacity for Australia and the world to achieve food security; the implications for agriculture, agricultural innovation and environmental sustainability</p>	<p><b>Environmental change and management</b></p> <p>The environmental worldviews of people and their implications for environmental management</p>

## **Cross-curriculum Priority: Sustainability**

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.