

<b>TECHNOLOGY</b>			
<b>By the end of Year 3</b>	<b>By the end of Year 5</b>	<b>By the end of Year 7</b>	<b>By the end of Year 9</b>
<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify the purpose for design ideas</li> <li>• generate simple ideas for designs</li> <li>• communicate major features of their designs, using 2D or 3D visual representations and words</li> <li>• select resources, simple techniques and tools to make products</li> <li>• plan and sequence main steps in production procedures</li> <li>• make products by following production procedures to manipulate and process resources</li> <li>• follow guidelines to apply safe practices</li> <li>• evaluate products and processes by identifying what worked well, what did not and ways to improve</li> <li>• reflect on the uses of technology and describe the impact in everyday situations</li> <li>• reflect on learning to identify new understandings.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify and analyse the purpose and context for design ideas</li> <li>• generate design ideas that match requirements</li> <li>• communicate the details of their designs using 2D or 3D visual representations</li> <li>• select resources, techniques and tools to make products</li> <li>• plan production procedures by identifying and sequencing steps</li> <li>• make products to match design ideas by manipulating and processing resources</li> <li>• identify and apply safe practices</li> <li>• evaluate products and processes to identify strengths, limitations, effectiveness and improvements</li> <li>• reflect on and identify the impacts of products and processes on people and their communities</li> <li>• reflect on learning to identify new understandings and future applications.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• investigate and analyse the purpose, context, specifications and constraints for design ideas</li> <li>• generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints</li> <li>• communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans</li> <li>• select resources, techniques and tools to make products that meet specifications</li> <li>• plan and manage production procedures and modify as necessary</li> <li>• make products to meet specifications by manipulating and processing resources</li> <li>• identify risks and justify and apply safe practices</li> <li>• evaluate the suitability of products and processes for the purpose and context, and recommend improvements</li> <li>• reflect on and identify the impacts of products and processes on people, their communities and environments</li> <li>• reflect on learning, apply new understandings and identify future applications.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• investigate and analyse specifications, standards and constraints in the development of design ideas</li> <li>• consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products</li> <li>• generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals</li> <li>• select resources, techniques and tools to make products that meet detailed specifications</li> <li>• plan, manage and refine production procedures for efficiency</li> <li>• make products to meet detailed specifications by manipulating or processing resources</li> <li>• identify, apply and justify workplace health and safety practices</li> <li>• evaluate the suitability of products and processes against criteria and recommend improvements</li> <li>• reflect on and analyse the impacts of products and processes on people, their communities and environments</li> <li>• reflect on learning, apply new understandings and justify future applications.</li> </ul>