

Prep standard elaborations — Australian Curriculum v9.0: Design and Technologies

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Design and Technologies describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the working with (WW) standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Prep Australian Curriculum: Design and Technologies achievement standard

By the end of Foundation¹ students identify familiar products, services and environments. They create a designed solution for a school-selected context. Students create, communicate and choose design ideas. They follow steps and use materials and equipment to safely make a designed solution.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Design and Technologies for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/design-and-technologies/foundation-year?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

¹ Prep in Queensland is the Foundation year of the Australian Curriculum and refers to the year before Year 1.

Prep Design and Technologies standard elaborations

| | | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
|--|--------------------------|--|--|--|--|--|
| The folio of student work contains evidence of the following: | | | | | | |
| Knowledge and understanding | Technologies and society | <u>applying knowledge when</u> identifying familiar products, services and environments | <u>making connections when</u> identifying familiar products, services and environments | identifying familiar products, services and environments | <u>exploring</u> familiar products, services and environments | <u>becoming aware of</u> familiar products, services and environments |
| | | <u>applying knowledge when</u> creating a designed solution for a school-selected context | <u>making connections when</u> creating a designed solution for a school-selected context | creating a designed solution for a school-selected context | <u>exploring</u> creating a designed solution for a school-selected context | <u>beginning to use skills when</u> creating a designed solution for a school-selected context |
| Processes and production skills | Designing and making | <u>applying knowledge when:</u> | <u>making connections when:</u> | <ul style="list-style-type: none"> • creating design ideas • communicating design ideas • choosing design ideas | <u>exploring:</u> | <u>beginning to use skills when:</u> |
| | | <ul style="list-style-type: none"> • creating design ideas • communicating design ideas • choosing design ideas | <ul style="list-style-type: none"> • creating design ideas • communicating design ideas • choosing design ideas | <ul style="list-style-type: none"> • creating design ideas • communicating design ideas • choosing design ideas | <ul style="list-style-type: none"> • creating design ideas • communicating design ideas • choosing design ideas | <ul style="list-style-type: none"> • creating design ideas • communicating design ideas • choosing design ideas |
| | | following steps and <u>applying knowledge when</u> using materials and equipment to safely make a designed solution. | following steps and <u>making connections when</u> using materials and equipment to safely make a designed solution. | following steps and using materials and equipment to safely make a designed solution. | following steps and <u>exploring</u> using materials and equipment to safely make a designed solution. | following steps and <u>becoming aware of</u> using materials and equipment. |

| Key | Shading identifies the qualities or discernible differences in the AP–BA descriptors: |
|-----|---|
| AP | Applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations |
| MC | Makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and begins to transfer skills to new situations |
| WW | Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them |
| EX | Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them |
| BA | Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them |



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