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| Years 1–2 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.

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| Years 1–2 Australian Curriculum: Design and Technologies achievement standard |
| By the end of Year 2 students describe the purpose of familiar products, services and environments. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions. |
| 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/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0> |

## Years 1–2 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 | applying knowledge when describing the purpose of familiar products, services and environments | making connections when describing the purpose of familiar products, services and environments | describing the purpose of familiar products, services and environments | exploring the purpose of familiar products, services and environments | becoming aware of the purpose of familiar products, services and environments  |
| Technologies contexts | applying knowledge when describing the features and uses of technologies for each of the 2 prescribed technologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | making connections when describing of the features and uses of technologies for each of the 2 prescribed technologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | describing the features and uses of technologies for each of the 2 prescribed technologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | exploring the features and/or uses of technologies for each of the 2 prescribed technologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | becoming aware of the features and uses of technologies for one or more of the 2 prescribed technologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 |
| Processes and production skills | Investigating and defining\* |  |  |  |  |  |
| Generating and designing | applying knowledge when communicating design ideas using models and drawings | making connections when communicating design ideas using models and drawings | communicating design ideas using models and drawings  | exploring communicating design ideas using models and/or drawings | becoming aware of communicating design ideas |
| Producing and implementing | applying knowledge when creating designed solutions for each of the 2 prescribed technologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | making connections when creating designed solutions for each of the 2 prescribed technologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | creating designed solutions for each of the 2 prescribed technologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | exploring designed solutions for eachof the 2 prescribedtechnologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | beginning to use skills when creating designed solutions for one or moreof the 2 prescribedtechnologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 |
| Evaluating | applying knowledge when selecting design ideas based on their personal preferences | making connections when selecting design ideas based on their personal preferences | selecting design ideas based on their personal preferences | exploring design ideas based on their personal preferences | becoming aware of design ideas |
| Collaborating and managing | applying knowledge when following sequenced steps to safely produce designed solutions. | making connections when following sequenced steps to safely produce designed solutions. | following sequenced steps to safely produce designed solutions. | exploring following sequenced steps to safely produce designed solutions. | beginning to use skills when following sequenced steps to safely produce designed solutions. |

\*Sub-strand not assessed for this level

| 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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