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.

![ACiQ|v9.0]

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

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
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 each of the 2 prescribed technologies 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 more of the 2 prescribed technologies 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

ACiQ | v9.0

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	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