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| Years 3–4 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 C 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 3–4 Australian Curriculum: Design and Technologies achievement standard |
| By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques 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-3?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 3–4 Design and Technologies standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of student work contains evidence of the following: |
| Knowledge and understanding | Technologies and society | thorough description of how people design products, services and environments to meet the needs of people, including sustainability | detailed description of how people design products, services and environments to meet the needs of people, including sustainability | description of how people design products, services and environments to meet the needs of people, including sustainability | identification of how people design products, services and environments to meet the needs of people, including sustainability | identification of products, services and/or environments |
| Technologies contexts | thorough description 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
 | detailed description 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
 | description 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
 | identification 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
 | statement/s about thefeatures and/or uses oftechnologies 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 | communication of considered design ideas using models and drawings including annotations and symbols | communication of effective design ideas using models and drawings including annotations and symbols | communication of design ideas using models and drawings including annotations and symbols | communication of simple design ideas using models and/or drawings that may include annotations and symbols | statement/s about design ideas |
| Producing and implementing | creation of considered designed solutions for each of the 2 prescribedtechnologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | creation of effective designed solutions for each of the 2 prescribedtechnologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | creation of designed solutions for each of the 2 prescribed technologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | creation of partial designed solutions for each of the 2 prescribedtechnologies contexts:* Engineering principles and systems; Materials and technologies specialisations
* Food and fibre production; Food specialisations
 | creation of fragmented 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
 |
| purposeful use oftechnologies andtechniques to safely produce designed solutions | effective use oftechnologies andtechniques to safely produce designed solutions | use of technologies and techniques to safely produce designed solutions | guided use of technologies and techniques to safelyproduce designed solutions | directed use oftechnologies andtechniques to safelyproduce designed solutions |
| Evaluating | considered selection of design ideas against design criteria | informed selection of design ideas against design criteria | selection of design ideas against design criteria | variable selection of design ideas against design criteria | fragmented selection of design ideas  |
| Collaborating and managing | comprehensive planning and sequencing of steps. | detailed planning and sequencing of steps. | planning and sequencing of steps. | partial planning and sequencing of steps. | fragmented planning and sequencing of steps. |

\*Sub-strand assessed within Technologies contexts for this level

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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

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