

# Years 3–4 standard elaborations — Australian Curriculum v9.0: Design and Technologies

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## 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.



### 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
		<b>The folio of student work contains evidence of the following:</b>				
<b>Knowledge and understanding</b>	<b>Technologies and society</b>	<u>thorough</u> description of how people design products, services and environments to meet the needs of people, including sustainability	<u>detailed</u> 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	<u>identification</u> of how people design products, services and environments to meet the needs of people, including sustainability	<u>identification</u> of products, services <u>and/or</u> environments
	<b>Technologies contexts</b>	<u>thorough</u> description of the features and uses of technologies for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> <li>Engineering principles and systems; Materials and technologies specialisations</li> <li>Food and fibre production; Food specialisations</li> </ul>	<u>detailed</u> description of the features and uses of technologies for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> <li>Engineering principles and systems; Materials and technologies specialisations</li> <li>Food and fibre production; Food specialisations</li> </ul>	description of the features and uses of technologies for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> <li>Engineering principles and systems; Materials and technologies specialisations</li> <li>Food and fibre production; Food specialisations</li> </ul>	<u>identification</u> of the features and uses of technologies for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> <li>Engineering principles and systems; Materials and technologies specialisations</li> <li>Food and fibre production; Food specialisations</li> </ul>	<u>statement/s about the features and/or uses of technologies for <u>one or more</u> of the 2 prescribed technologies contexts:</u> <ul style="list-style-type: none"> <li>Engineering principles and systems; Materials and technologies specialisations</li> <li>Food and fibre production; Food specialisations</li> </ul>

		A	B	C	D	E
Processes and production skills	Investigating and defining*					
	Generating and designing	communication of <b>considered</b> design ideas using models and drawings including annotations and symbols	communication of <b>effective</b> design ideas using models and drawings including annotations and symbols	communication of design ideas using models and drawings including annotations and symbols	communication of <b>simple</b> design ideas using models and/or drawings <b>that may include</b> annotations and symbols	<b>statement/s about</b> design ideas
	Producing and implementing	creation of <b>considered</b> designed solutions for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> <li>• Engineering principles and systems; Materials and technologies specialisations</li> <li>• Food and fibre production; Food specialisations</li> </ul>	creation of <b>effective</b> designed solutions for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> <li>• Engineering principles and systems; Materials and technologies specialisations</li> <li>• Food and fibre production; Food specialisations</li> </ul>	creation of designed solutions for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> <li>• Engineering principles and systems; Materials and technologies specialisations</li> <li>• Food and fibre production; Food specialisations</li> </ul>	creation of <b>partial</b> designed solutions for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> <li>• Engineering principles and systems; Materials and technologies specialisations</li> <li>• Food and fibre production; Food specialisations</li> </ul>	creation of <b>fragmented</b> solutions for <b>one or more</b> of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> <li>• Engineering principles and systems; Materials and technologies specialisations</li> <li>• Food and fibre production; Food specialisations</li> </ul>
		<b>purposeful</b> use of technologies and techniques to safely produce designed solutions	<b>effective</b> use of technologies and techniques to safely produce designed solutions	use of technologies and techniques to safely produce designed solutions	<b>guided</b> use of technologies and techniques to safely produce designed solutions	<b>directed</b> use of technologies and techniques to safely produce designed solutions
	Evaluating	<b>considered</b> selection of design ideas against design criteria	<b>informed</b> selection of design ideas against design criteria	selection of design ideas against design criteria	<b>variable</b> selection of design ideas against design criteria	<b>fragmented</b> selection of design ideas

		A	B	C	D	E
	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

<b>Key</b>	shading emphasises the qualities that discriminate between the A–E descriptors
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