

Prep standard elaborations — Australian Curriculum v9.0: Digital 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 Digital 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: Digital Technologies achievement standard

By the end of Foundation¹ students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 9.0 [Subject] for Foundation–10
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/digital-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 Digital 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	Digital systems	showing familiarity with digital systems and <u>applying knowledge when</u> using them for a purpose	showing familiarity with digital systems and <u>making connections when</u> using them for a purpose	showing familiarity with digital systems and using them for a purpose	showing familiarity with digital systems and <u>exploring</u> the use of them	<u>becoming aware of</u> digital systems
	Data representation	<u>applying knowledge when</u> representing data using objects, pictures and symbols	<u>making connections when</u> representing data using objects, pictures and symbols	representing data using objects, pictures and symbols	<u>exploring</u> representing of data using objects, pictures <u>and/or</u> symbols	<u>becoming aware of</u> using objects, pictures and/or symbols
Processes and production skills	Privacy and security	<u>applying knowledge when</u> identifying examples of data that is owned by them.	<u>making connections when</u> identifying examples of data that is owned by them.	identifying examples of data that is owned by them.	<u>exploring</u> data that is owned by them.	<u>becoming aware of</u> data that is owned by them.

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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