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| Years 1–2 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.

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| **Years 1–2 Australian Curriculum: Digital Technologies achievement standard** |
| By the end of Year 2 students show how simple digital solutions meet a need for known users. Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching. With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. Students recognise that digital tools may store their personal data online. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Digital Technologies for Foundation–10* <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/digital-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 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 | accessing and applying knowledge when using digital systems for a purpose, with assistance | accessing and making connections when using digital systems for a purpose, with assistance | accessing and using digital systems for a purpose, with assistance | accessing and exploring using digital systems for a purpose, with assistance | becoming aware of digital systems, with assistance |
| Data representation | applying knowledge when representing and processing data in different ways | making connections when representing and processing data in different ways | representing and processing data in different ways | exploring representing and/or processing data in different ways | becoming aware of representing and/or processing data |
| Processes and production skills | Investigating and defining | applying knowledge when showing how simple digital solutions meet a need for known users | making connections when showing how simple digital solutions meet a need for known users | showing how simple digital solutions meet a need for known users | exploring how simple digital solutions meet a need for known users | becoming aware of digital solutions |
| Generating and designing | following and applying knowledge when describing basic algorithms involving a sequence of steps and branching | following and making connections when describing basic algorithms involving a sequence of steps and branching | following and describing basic algorithms involving a sequence of steps and branching | exploring basic algorithms involving a sequence of steps and/or branching | becoming aware of basic algorithms |
| Collaborating and managing | applying knowledge when using the basic features of common digital tools to:* create, locate and share content
* collaborate

following agreed behaviours | making connections when using the basic features of common digital tools to:* create, locate and share content
* collaborate

following agreed behaviours | using the basic features of common digital tools to:* create, locate and share content
* collaborate

following agreed behaviours | demonstrating varying level of skills when using the basic features of common digital tools to:* create, locate and/or share content
* collaborate

following agreed behaviours | beginning to use skills when using the basic features of common digital tools |
| Privacy and security | applying knowledge when recognising that digital tools may store their personal data online. | making connections when recognising that digital tools may store their personal data online. | recognising that digital tools may store their personal data online. | exploring that digital tools may store their personal data online. | becoming aware of their personal data. |

| Key | Shading identifies the qualities or discernible differences in the AP–BA descriptors: |
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| **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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