

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.



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

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Processes and production skills	Investigating and defining	<u>applying knowledge when</u> showing how simple digital solutions meet a need for known users	<u>making connections when</u> showing how simple digital solutions meet a need for known users	showing how simple digital solutions meet a need for known users	<u>exploring</u> how simple digital solutions meet a need for known users	<u>becoming aware of</u> digital solutions
	Generating and designing	following and <u>applying knowledge when</u> describing basic algorithms involving a sequence of steps and branching	following and <u>making connections when</u> describing basic algorithms involving a sequence of steps and branching	following and describing basic algorithms involving a sequence of steps and branching	<u>exploring</u> basic algorithms involving a sequence of steps <u>and/or</u> branching	<u>becoming aware of</u> basic algorithms
	Collaborating and managing	<u>applying knowledge when</u> using the basic features of common digital tools to: <ul style="list-style-type: none"> • create, locate and share content • collaborate following agreed behaviours 	<u>making connections when</u> using the basic features of common digital tools to: <ul style="list-style-type: none"> • create, locate and share content • collaborate following agreed behaviours 	using the basic features of common digital tools to: <ul style="list-style-type: none"> • create, locate and share content • collaborate following agreed behaviours 	<u>demonstrating varying level of skills when</u> using the basic features of common digital tools to: <ul style="list-style-type: none"> • create, locate <u>and/or</u> share content • collaborate following agreed behaviours 	<u>beginning to use skills when</u> using the basic features of common digital tools
	Privacy and security	<u>applying knowledge when</u> recognising that digital tools may store their personal data online.	<u>making connections when</u> recognising that digital tools may store their personal data online.	recognising that digital tools may store their personal data online.	<u>exploring</u> that digital tools may store their personal data online.	<u>becoming aware of</u> their personal data.

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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