

Years 5–6 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 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 5–6 Australian Curriculum: Digital Technologies achievement standard

By the end of Year 6 students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence.

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-5?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 5–6 Digital Technologies standard elaborations

		A	B	C	D	E
		The folio of student work contains evidence of the following:				
Knowledge and understanding	Digital systems	secure access and proficient use of multiple digital systems	secure access and effective use of multiple digital systems	secure access and use of multiple digital systems	secure access and guided use of multiple digital systems	secure access and directed use of multiple digital systems
		comprehensive description of components of digital systems and how they interact to process and transmit data	detailed description of components of digital systems and how they interact to process and transmit data	description of components of digital systems and how they interact to process and transmit data	identification of components of digital systems and/or how they interact to process and transmit data	statement/s about components of digital systems
	Data representation	proficient: <ul style="list-style-type: none"> data processing demonstration of how digital systems represent data 	effective: <ul style="list-style-type: none"> data processing demonstration of how digital systems represent data 	<ul style="list-style-type: none"> data processing demonstration of how digital systems represent data 	<ul style="list-style-type: none"> guided data processing partial demonstration of how digital systems represent data 	<ul style="list-style-type: none"> directed data processing statement/s about how digital systems represent data

		A	B	C	D	E
Processes and production skills	Investigating and defining	<u>discerning</u> definition of problems using user stories and design criteria	<u>logical</u> definition of problems using user stories and design criteria	definition of problems using user stories and design criteria	<u>partial</u> definition of problems using user stories <u>and/or</u> design criteria	<u>statement/s about</u> problems, user stories and/or design criteria
	Generating and designing	<u>considered</u> development and modification of digital solutions	<u>effective</u> development and modification of digital solutions	development and modification of digital solutions	<u>partial</u> development <u>and/or</u> modification of digital solutions	<u>directed</u> development and/or modification of digital solutions
		<u>reasoned</u> design of algorithms involving complex branching and iteration	<u>logical</u> design of algorithms involving complex branching and iteration	design of algorithms involving complex branching and iteration	<u>guided</u> design of algorithms involving complex branching <u>and/or</u> iteration	<u>directed</u> design of algorithms
	Producing and implementing	<u>proficient</u> implementation of algorithms involving branching and iteration as visual programs including variables	<u>effective</u> implementation of algorithms involving branching and iteration as visual programs including variables	implementation of algorithms involving branching and iteration as visual programs including variables	<u>guided</u> implementation of algorithms involving branching <u>and/or</u> iteration as visual programs including variables	<u>directed</u> implementation of algorithms
	Evaluating	<u>reasoned</u> evaluation of solutions using user stories and design criteria	<u>informed</u> evaluation of solutions using user stories and design criteria	evaluation of solutions using user stories and design criteria	<u>partial</u> evaluation of solutions using user stories <u>and/or</u> design criteria	<u>statement/s about</u> solutions using user stories and/or design criteria

		A	B	C	D	E
	Collaborating and managing	effective selection and use of appropriate digital tools to: <ul style="list-style-type: none"> • thoroughly plan, create, locate and share content • collaborate applying agreed conventions and behaviours 	effective selection and use of appropriate digital tools to: <ul style="list-style-type: none"> • logically plan, create, locate and share content • collaborate applying agreed conventions and behaviours 	effective selection and use of appropriate digital tools to: <ul style="list-style-type: none"> • plan, create, locate and share content • collaborate applying agreed conventions and behaviours 	variable selection and use of appropriate digital tools to: <ul style="list-style-type: none"> • partially plan, create, locate and/or share content • collaborate applying agreed conventions and behaviours 	directed selection and use of appropriate digital tools
	Privacy and security	identification of their digital footprint and discerning recognition of its permanence.	identification of their digital footprint and logical recognition of its permanence.	identification of their digital footprint and recognition of its permanence.	partial identification of their digital footprint and guided recognition of its permanence.	statement/s about their digital footprint.

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

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