Prep standard elaborations — Australian Curriculum v9.0: 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 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.

In Prep the Learning area achievement standard may be used to assess within and across the Technologies subjects.

Prep Australian Curriculum: Technologies achievement standard
By the end of Foundation[1] students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to 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 Technologies for Foundation–10* https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/design-and-technologies_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

Prep 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	Technologies and society	applying knowledge when identifying familiar products, services and environments	making connections when identifying familiar products, services and environments	identifying familiar products, services and environments	exploring familiar products, services and environments	becoming aware of familiar products, services and environments
	Digital systems	developing familiarity with digital systems and applying knowledge when using them for a purpose	developing familiarity with digital systems and making connections when using them for a purpose	developing familiarity with digital systems and using them for a purpose	developing familiarity with digital systems and exploring using them	becoming aware of digital systems

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[1] Prep in Queensland is the Foundation year of the Australian Curriculum and refers to the year before Year 1.

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	Data representation	applying knowledge when representing data using objects, pictures and symbols	making connections when representing data using objects, pictures and symbols	representing data using objects, pictures and symbols	exploring representing data using objects, pictures and/or symbols	becoming aware of using objects, pictures and/or symbols
Processes and production skills	Designing and making	applying knowledge when: • creating design ideas • communicating design ideas • choosing design ideas	making connections when: • creating design ideas • communicating design ideas • choosing design ideas	• creating design ideas • communicating design ideas • choosing design ideas	exploring: • creating design ideas • communicating design ideas • choosing design ideas	becoming aware of: • creating design ideas • communicating design ideas • choosing design ideas
		following steps and applying knowledge when using materials and equipment to safely make a designed solution for a school-selected context	following steps and making connections when using materials and equipment to safely make a designed solution for a school-selected context	following steps and using materials and equipment to safely make a designed solution for a school-selected context	following steps and exploring using materials and equipment to safely make a designed solution for a school-selected context	following steps and becoming aware of using materials and equipment for a school-selected context
	Privacy and security	applying knowledge when identifying examples of data that is owned by them.	making connections when identifying examples of data that is owned by them.	identifying examples of data that is owned by them.	exploring data that is owned by them.	becoming aware of 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