

Years 1–2 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 Years 1–2, the Learning area achievement standard may be used to assess within and across the Technologies subjects.

Years 1–2 Australian Curriculum: Technologies achievement standard

By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They represent and process data in different ways and follow and describe basic algorithms involving a sequence of steps and branching to show how simple digital solutions meet a need for known users. For each of the 2 prescribed technologies contexts they identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They access and use the basic features of common digital tools to create, locate and share content, and collaborate and communicate design ideas using models and drawings. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online.

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/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 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	<u>applying knowledge when</u> describing the purpose of familiar products, services and environments	<u>making connections when</u> describing the purpose of familiar products, services and environments	describing the purpose of familiar products, services and environments	<u>exploring</u> the purpose of familiar products, services and environments	<u>becoming aware of</u> the purpose of familiar products, services and environments
	Technologies contexts	<u>applying knowledge when</u> identifying the features and uses of technologies for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations 	<u>making connections when</u> identifying of the features and uses of technologies for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations 	identifying the features and uses of technologies for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations 	<u>exploring</u> the features <u>and/or</u> uses of technologies for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations 	<u>becoming aware of</u> the features and/or uses of technologies for <u>one or more</u> of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations
	Digital systems	<u>applying knowledge when</u> describing the purpose of digital systems	<u>making connections when</u> describing the purpose of digital systems	describing the purpose of digital systems	<u>exploring</u> the purpose of digital systems	<u>becoming aware that</u> digital systems have a purpose
	Data representation	<u>applying knowledge when</u> representing and processing data in different ways	<u>making connections when</u> representing and processing data in different ways	representing and processing data in different ways	<u>exploring</u> representing <u>and/or</u> processing data in different ways	<u>becoming aware of</u> 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
		<u>applying knowledge when</u> communicating design ideas using models and drawings	<u>making connections when</u> communicating design ideas using models and drawings	communicating design ideas using models and drawings	<u>exploring</u> communicating design ideas using models <u>and/or</u> drawings	<u>becoming aware of</u> communicating design ideas
	Producing and implementing	<u>applying knowledge when</u> creating designed solutions for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations 	<u>making connections when</u> creating designed solutions for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations 	creating designed solutions for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations 	<u>exploring</u> designed solutions for each of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations 	<u>becoming aware of</u> designed solutions for <u>one or more</u> of the 2 prescribed technologies contexts: <ul style="list-style-type: none"> • Engineering principles and systems; Materials and technologies specialisations • Food and fibre production; Food specialisations
		<u>applying knowledge when</u> safely producing designed or digital solutions	<u>making connections when</u> safely producing designed or digital solutions	safely producing designed or digital solutions	<u>exploring</u> safe production of designed or digital solutions	<u>becoming aware of</u> safe production of designed or digital solutions

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Evaluating	applying knowledge when selecting design ideas based on their personal preferences	making connections when selecting design ideas based on their personal preferences	selecting design ideas based on their personal preferences	exploring design ideas based on their personal preferences	becoming aware of design ideas
Collaborating and managing	accessing and applying knowledge when using the basic features of common digital tools to: <ul style="list-style-type: none"> • create, locate and share content • collaborate 	accessing and making connections when using the basic features of common digital tools to: <ul style="list-style-type: none"> • create, locate and share content • collaborate 	accessing and using the basic features of common digital tools to: <ul style="list-style-type: none"> • create, locate and share content • collaborate 	accessing and using the basic features of common digital tools to partially: <ul style="list-style-type: none"> • create, locate and/or share content • collaborate 	becoming aware of 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:
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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