

Prep–Year 10 Design and Technologies

Australian Curriculum Version 9.0: Sequence of achievement standards aspects

This resource provides a sequence of achievement standards aspects, for Prep–Year 10 Design and Technologies, organised by strands. Separate resources are available for the Digital Technologies and Technologies achievement standards.

By breaking each achievement standard into discrete aspects, the increasing complexity of the achievement standards can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of students within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Knowledge and understanding	identify familiar products, services and environments	describe the purpose of familiar products, services and environments	describe how people design products, services and environments to meet the needs of people, including sustainability	explain how people design products, services and environments to meet the needs of communities, including sustainability	explain how people design, innovate and produce products, services and environments for preferred futures	explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures
		For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions	For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions	For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions	For each of the 4 prescribed technologies contexts they explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities	For one or more of the technologies contexts, students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities
Processes and production skills	create a designed solution for a school-selected context create, communicate and choose design ideas follow steps and use materials and equipment to safely make a designed solution	communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions	communicate design ideas using models and drawings including annotations and symbols	communicate design ideas to an audience using technical terms and graphical representation techniques	communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools	communicate design ideas, processes and solutions to a range of audiences, including using digital tools
			plan and sequence steps and use technologies and techniques to safely produce designed solutions	develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions	independently and collaboratively document and manage production processes to safely produce designed solutions	select and use technologies skilfully and safely to produce designed solutions independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary

Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
	select design ideas based on their personal preferences	select design ideas against design criteria	select and justify design ideas and solutions against design criteria that include sustainability	create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability	create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.

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