

Years 1–2 band Design and Technologies

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 1–2 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9TDE2K01 indicates Knowledge and understanding strand.

| Key to content description codes: Design and Technologies | |
|---|--|
| e.g. AC9TDE2K01 | Strands: |
| Australian Curriculum (AC) | • K — Knowledge and understanding |
| Version 9 (9) | • P — Processes and production skills |
| Technologies Learning area (T) | |
| Design and Technologies (DE) | |
| Years 1–2 band (2) | |
| Strand (K , P) | |
| Content description number (##) | |

Years 1–2 band Australian Curriculum: Design and Technologies achievement standard

By the end of Year 2 students describe the purpose of familiar products, services and environments. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions.

| Achievement standard aspect | Relevant content description/s | AC v9.0 code |
|---|--|----------------------------|
| By the end of Year 2 | Students learn to: | |
| Students describe the purpose of familiar products, services and environments. | <ul style="list-style-type: none"> identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability | AC9TDE2K01 |
| For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. | <ul style="list-style-type: none"> explore how technologies including materials affect movement in products | AC9TDE2K02 |
| | <ul style="list-style-type: none"> explore how plants and animals are grown for food, clothing and shelter | AC9TDE2K03 |
| | <ul style="list-style-type: none"> explore how food can be selected and prepared for healthy eating | AC9TDE2K04 |
| They select design ideas based on their personal preferences. | <ul style="list-style-type: none"> evaluate the success of design ideas and solutions based on personal preferences and including sustainability | AC9TDE2P03 |
| They communicate design ideas using models and drawings and follow sequenced steps to safely produce designed solutions. | <ul style="list-style-type: none"> generate and communicate design ideas through describing, drawing or modelling, including using digital tools | AC9TDE2P01 |
| | <ul style="list-style-type: none"> use materials, components, tools, equipment and techniques to safely make designed solutions | AC9TDE2P02 |
| | <ul style="list-style-type: none"> sequence steps for making designed solutions cooperatively. | AC9TDE2P04 |

More information

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

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