Prep–Year 10 Digital Technologies

ACiQ | v9.0

Australian Curriculum Version 9.0: Sequence of achievement standards aspects

This resource provides a sequence of achievement standards aspects, for Prep–Year 10 Digital Technologies, organised by strands. Separate resources are available for the Design and 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	show familiarity with digital systems and use them for a purpose	represent and process data in different ways	process and represent data for different purposes	process data and show how digital systems represent data	acquire, interpret and model data with spreadsheets and represent data with integers and binary	acquire, interpret and model complex data with databases and represent documents as content, structure and presentation
		access and use digital systems for a purpose (with assistance)	securely access and use digital systems and their peripherals for a range of purposes, including transmitting data	securely access and use multiple digital systems and describe their components and how they interact to process and transmit data	select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats	explain how digital systems manage, control and secure access to data; and model cyber security threats and explore a vulnerability
Processes and production skills	represent data using objects, pictures and symbols and identify examples of data that is owned by them	show how simple digital solutions meet a need for known users	create simple digital solutions and use provided design criteria to check if solutions meet user needs	develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria	develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria	develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories
		follow and describe basic algorithms involving a sequence of steps and branching	follow and describe simple algorithms involving branching and iteration and implement them as visual programs	design algorithms involving complex branching and iteration and implement them as visual programs including variables	design and trace algorithms and implement them in a general-purpose programming language	design and validate algorithms and implement them, including in an object-oriented programming language
		use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours	use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours	select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours	select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects	use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects
		recognise that digital tools may store their personal data online	identify their personal data stored online and recognise the risks	identify their digital footprint and recognise its permanence	manage their digital footprint	apply privacy principles to manage digital footprints

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.