

Technologies

Australian Curriculum Version 9.0

The Australian Curriculum identifies and organises the essential knowledge, understandings and skills that students should learn. This overview summarises the key elements of this learning area.

Rationale summary

Technologies develop the capacity to create innovative solutions that improve the lives of people and societies globally, using traditional, contemporary and emerging technologies to meet current and future needs.

Aims summary

Technologies aid students to be confident and responsible when individually and collaboratively creating solutions, by making informed and ethical decisions when investigating, designing, planning, managing and evaluating for a sustainable economy, environment and society.

Core concepts

Core concepts underpin the Technologies learning area. These are:

Overarching core concept: Creating solutions for preferred futures

Systems	Project management skills	Systems thinking	Computational thinking	Design thinking
Data	Interactions and impact	Enterprise skills and innovation	Technologies processes and production skills	

Subjects

Design and Technologies	Digital Technologies
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Content descriptions

Content descriptions describe what is to be taught and what students are expected to learn. Content descriptions are organised through strands and sub-strands.

Strand	Knowledge and understanding	
	Design and Technologies	Digital Technologies
Sub-strands Technologies contexts	Technologies and society	Digital systems
	Engineering principles and systems	Data representation
	Food and fibre production	
	Food specialisations	
Strand	Processes and production skills	
	Design and Technologies	Digital Technologies
Sub-strands	Investigating and defining	Acquiring, managing and analysing data
	Generating and designing	Investigating and defining
	Producing and implementing	Generating and designing
	Evaluating	Producing and implementing
	Collaborating and managing	Evaluating
		Collaborating and managing
	Privacy and security	

Achievement standards

Achievement standards for each subject describe the learning expected of students by the end of each year or two-year band. In Technologies, the achievement standard outlines the understanding and skills for each year/band. In P–10, there is a subject-specific achievement standard (Design and Technologies and Digital Technologies) for each year/band. In P–8, this learning area provides a choice between two achievement standards for each year or band level; one achievement standard is subject-specific and the other is for the learning area.

Find out more on the QCAA Australian Curriculum page at www.qcaa.qld.edu.au/p-10/aciq.

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Banded curriculum

Level descriptions

Level descriptions provide an overview of the learning that students should experience in each year or two-year band.

