

Prep–Year 8 Technologies

Australian Curriculum Version 9.0: Sequence of achievement standards aspects

This resource provides a sequence of achievement standards aspects, for Prep–Year 8 Technologies, organised by strands. Separate resources are available for the subject-specific (Design and Technologies and Digital Technologies) achievement standards.

By breaking each achievement standard into discrete aspects, the increasing complexity of the achievement standards can be seen across Prep–Year 8. 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:	Year 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 and develop familiarity with digital systems, using them for a purpose	describe the purpose of familiar products, services and environments, including digital systems for each of the 2 prescribed technologies contexts they identify the features and uses of technologies and create designed solutions	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	These aspects of the achievement standards conclude in Year 8.
	show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them*	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 describe the features and uses of technologies and create designed solutions* process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs*	for each of the 3 prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions* process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables*	for each of the 4 prescribed technologies contexts students explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities* acquire, interpret and model with spreadsheets and represent data with integers and binary*	

	Prep Students:	Year 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Processes and production skills			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*	
	create, communicate and choose design ideas follow steps and use materials and equipment to safely make a designed solution for a school-selected context	select design ideas based on their personal preferences	select design ideas against design criteria	select and justify design ideas and solutions against design criteria	create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability	
		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	communicate design ideas using models and drawings including annotations and symbols	share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools	communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools	
		safely produce designed or digital solutions and recognise that digital tools may store their personal data online	plan and sequence steps and use technologies and techniques to safely produce designed solutions use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours	develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions	use a range of digital tools to individually and collaboratively document and manage production processes to safely and responsibly produce designed or digital solutions for the intended purpose design and trace algorithms; and implement them in a general-purpose programming language	
			identify their personal data stored online and its risks	identify their digital footprint and recognise its permanence	manage their digital footprint	

* indicates achievement standards aspect relating to both the Knowledge and understanding and Processes and production skills strands

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.

 © State of Queensland (QCAA) 2025

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution** (include the link): © State of Queensland (QCAA) 2025 www.qcaa.qld.edu.au/copyright.

Unless otherwise indicated, material from Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](http://AustralianCurriculum.gov.au) and its [copyright notice](#).