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| Prep–Year 6 multi-age Design and Technologies Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: Design and Technologies. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| Context and cohort considerations (if applicable) |
| Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

| Level description — Prep | Level description — Years 1–2 | Level description — Years 3–4 | Level description — Years 5–6 |
| --- | --- | --- | --- |
| Learning in Design and Technologies builds on the Early Years Learning Framework, and each student’s prior learning and experiences.  By the end of Foundation students should have had the opportunity to create at least one type of designed solution for one of the technologies contexts or one identified by the school. There are rich connections between Digital Technologies, and other learning areas, including Science and Humanities and Social Sciences.  Students should have opportunities to experience designing and producing a product, service or environment. They explore technologies – materials and equipment – through play experiences in a context and generate ideas to design a solution for a purpose. Students develop an awareness of how people design products, services and environments. They evaluate design ideas and choose the most suitable idea. Students use a range of methods to communicate design ideas, including drawings or models, for example changing perspectives from front view to plan view. They explore working with materials such as cardboard, fabric and other common household items and using equipment such as scissors, glues, trowels or kitchen utensils. Students learn techniques to safely make a designed solution. | By the end of Year 2 students should have had the opportunity to create 3 types of designed solutions, and addressed each of these 2 technologies contexts:   * Engineering principles and systems; Materials and technologies specialisations * Food and fibre production; Food specialisations.   Students should have opportunities to experience designing and producing products, services and environments. There are rich connections to Digital Technologies, and other learning areas, including Science and Humanities and Social Sciences.  Students explore and investigate technologies – tools, equipment, processes, materials, systems and components – including their purposes and how they meet personal and social needs within local settings. Students learn about how society and environmental sustainability factors influence design and technologies decisions. They begin to consider the impact of their decisions and of technologies on others and the environment.  They evaluate designed solutions using questions such as: How does it work? What purpose does it meet? Who will use it? What do I like about it? How can it be improved? They reflect on their participation in a design process. This involves students developing new perspectives and engaging in different forms of evaluating products, services and environments based on their personal preferences.  Students use a range of technologies to communicate and explain design ideas, including drawings and models. They label drawings and draw objects as 2-dimensional images from different views.  They plan steps, follow directions and manage their own role to complete their own or group design projects. Students are aware of the need to work safely and cooperatively when making designed solutions. | By the end of Year 4 students should have had the opportunity to create 3 types of designed solutions, and addressed each of these 2 technologies contexts:   * Engineering principles and systems; Materials and technologies specialisations * Food and fibre production; Food specialisations.   Students should have opportunities to experience designing and producing products, services and environments. There are rich connections to Digital Technologies and other learning areas, including Science and Health and Physical Education.  Students investigate technologies – tools, equipment, processes, materials, systems and components – developing a sense of self and ownership of their ideas and thinking about their peers and communities and as consumers. They consider the purpose of technologies and how they meet needs. Students explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products, services and environments. They do this through planning and awareness of the characteristics and properties of materials and the use of tools and equipment.  They learn to reflect on their actions to refine their processes, develop their decision-making skills and improve their solutions. Students examine social and environmental sustainability implications of existing products and processes. They become aware of the role of those working in design and technologies occupations and how these people think about the way a product might change in the future.  Students clarify and present ideas, using a range of technologies and graphical representation techniques, for example drawing annotated diagrams and modelling objects as 3-dimensional images from different views. Students use symbols, flow diagrams and charts for documenting design and production ideas.  Students become aware of appropriate ways to manage their time and co-develop and use design criteria. They list the major steps needed to complete a design task. They show an understanding of the importance of planning when designing solutions, in particular when collaborating. Students identify safety issues and learn to follow safety rules when producing designed solutions. | By the end of Year 6 students should have had the opportunity to create 3 types of designed solutions, and addressed each of these 3 technologies contexts:   * Engineering principles and systems * Food and fibre production; Food specialisations * Materials and technologies specialisations.   Students should have opportunities to experience designing and producing products, services and environments. There are rich connections to Digital Technologies and other learning areas, including Science and Health and Physical Education.  Students investigate technologies − tools, equipment, processes, materials, systems and components − that are used in the home and in local, national, regional or global communities, with consideration of society, ethics, and social and environmental sustainability factors. Students consider why and for whom technologies were developed. They engage with ideas beyond the familiar, exploring how design and technologies and the people working in technologies occupations contribute to society. They seek to explore innovation and establish their own design capabilities for designing products, services and environments. Students are given new opportunities for clarifying their thinking, creativity, analysis, problem-solving and decision-making. They explore trends and data to imagine what the future could be like and suggest design decisions that contribute positively to preferred futures.  Using a range of technologies including a variety of graphical representation techniques to communicate, students represent objects and ideas in a variety of forms such as thumbnail sketches, models, drawings, diagrams  and storyboards to illustrate the development of designed solutions. They use a range of techniques such as labelling and annotating sequenced sketches and diagrams to illustrate how products function; and recognise and use a range of drawing symbols in context to give meaning and direction.  Students work individually and collaboratively to identify and sequence steps needed for a design task, including negotiating criteria for success. They develop and follow plans to complete design tasks safely, adjusting when necessary. Students identify and maintain safety standards and practices when making designed solutions. |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the bands.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Prep | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 1–2 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 3–4 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 5–6 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |

# Prep

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-technologies subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Foundation students identify familiar products, services and environments. They create a designed solution for a school-selected context. Students create, communicate and choose design ideas. They follow steps and use materials and equipment to safely make a designed solution. | | By the end of Foundation students identify familiar products, services and environments. They create a designed solution for a school-selected context. Students create, communicate and choose design ideas. They follow steps and use materials and equipment to safely make a designed solution. | | By the end of Foundation students identify familiar products, services and environments. They create a designed solution for a school-selected context. Students create, communicate and choose design ideas. They follow steps and use materials and equipment to safely make a designed solution. | | By the end of Foundation students identify familiar products, services and environments. They create a designed solution for a school-selected context. Students create, communicate and choose design ideas. They follow steps and use materials and equipment to safely make a designed solution. | |
| Learning area achievement standard | By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them. | | By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them. | | By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them. | | By the end of Foundation students identify familiar products, services and environments and develop familiarity with digital systems, using them for a purpose. They create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. They show how to represent data using objects, pictures and symbols and identify examples of data that is owned by them. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Processes and production skills | 1 | 2 | 3 | 4 |
| **Technologies and society**  explore how familiar products, services and environments are designed by people  AC9TDEFK01 |  |  |  |  | **Designing and making**  generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose  AC9TDEFP01 |  |  |  |  |

# Years 1–2

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-technologies subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | 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. | | 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. | | 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. | |
| Learning area achievement standard | By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They 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 identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They 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. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online. | | By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They 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 identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They 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. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online. | | By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They 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 identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They 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. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online. | | By the end of Year 2 students describe the purpose of familiar products, services and environments, including digital systems. They 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 identify the features and uses of technologies and create designed solutions. Students select design ideas based on their personal preferences. They 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. Students safely produce designed or digital solutions and recognise that digital tools may store their personal data online. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Processes and production skills | 1 | 2 | 3 | 4 |
| **Technologies and society**  identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability  AC9TDE2K01 |  |  |  |  | **Generating and designing**  generate and communicate design ideas through describing, drawing or modelling, including using digital tools  AC9TDE2P01 |  |  |  |  |
| **Technologies context: Engineering principles and systems; Materials and technologies specialisations**  explore how technologies including materials affect movement in products  AC9TDE2K02 |  |  |  |  | **Producing and implementing**  use materials, components, tools, equipment and techniques to safely make designed solutions  AC9TDE2P02 |  |  |  |  |
| **Technologies context: Food and fibre production; Food specialisations**  explore how plants and animals are grown for food, clothing and shelter  AC9TDE2K03 |  |  |  |  | **Evaluating**  evaluate the success of design ideas and solutions based on personal preferences and including sustainability  AC9TDE2P03 |  |  |  |  |
| explore how food can be selected and prepared for healthy eating AC9TDE2K04 |  |  |  |  | **Collaborating and managing**  sequence steps for making designed solutions cooperatively  AC9TDE2P04 |  |  |  |  |

# Years 3–4

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-technologies subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. | |
| Learning area achievement standard | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They 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 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They 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 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They 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 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | | By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They 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 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Processes and production skills | 1 | 2 | 3 | 4 |
| **Technologies and society**  examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs  AC9TDE4K01 |  |  |  |  | **Investigating and defining**  explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions AC9TDE4P01 |  |  |  |  |
| **Technologies context: Engineering principles and systems; Materials and technologies specialisations**  describe how forces and the properties of materials affect function in a product or system  AC9TDE4K02 |  |  |  |  | **Generating and designing**  generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools  AC9TDE4P02 |  |  |  |  |
| **Technologies context: Food and fibre production; Food specialisations**  describe the ways of producing food and fibre  AC9TDE4K03 |  |  |  |  | **Producing and implementing**  select and use materials, components, tools, equipment and techniques to safely make designed solutions  AC9TDE4P03 |  |  |  |  |
| describe the ways food can be selected and prepared for healthy eating AC9TDE4K04 |  |  |  |  | **Evaluating**  use given or co-developed design criteria including sustainability to evaluate design ideas and solutions  AC9TDE4P04 |  |  |  |  |
|  |  |  |  |  | **Collaborating and managing**  sequence steps to individually and collaboratively make designed solutions AC9TDE4P05 |  |  |  |  |

# Years 5–6

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-technologies subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions. Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions. | | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions. Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions. | | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions. Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions. | | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts they explain how the features of technologies impact on design decisions and they create designed solutions. Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions. | |
| Learning area achievement standard | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence. | | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence. | | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence. | | By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Processes and production skills | 1 | 2 | 3 | 4 |
| **Technologies and society**  explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments  AC9TDE6K01 |  |  |  |  | **Investigating and defining**  investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions  AC9TDE6P01 |  |  |  |  |
| **Technologies context: Engineering principles and systems**  explain how electrical energy can be transformed into movement, sound or light in a product or system  AC9TDE6K02 |  |  |  |  | **Generating and designing**  generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools  AC9TDE6P02 |  |  |  |  |
| **Technologies context: Food and fibre production; Food specialisations**  explain how and why food and fibre are produced in managed environments  AC9TDE6K03 |  |  |  |  | **Producing and implementing**  select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions  AC9TDE6P03 |  |  |  |  |
| explain how the characteristics of foods influence selection and preparation for healthy eating  AC9TDE6K04 |  |  |  |  | **Evaluating**  negotiate design criteria including sustainability to evaluate design ideas, processes and solutions  AC9TDE6P04 |  |  |  |  |
| **Technologies context: Materials and technologies specialisations**  explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions  AC9TDE6K05 |  |  |  |  | **Collaborating and managing**  develop project plans that include consideration of resources to individually and collaboratively make designed solutions  AC9TDE6P05 |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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