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|  | Years 7 and 8 band plan — Technologies  Overview for planning with the Australian Curriculum: Design and Technologies |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | | | | | | | |
| Australian Curriculum: Design and Technologies | | | | Band: Years 7 and 8 | | | | | | |
| Identify curriculum[[1]](#footnote-1) | **Technologies learning area** | The Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short-term and long-term impacts.  As students’ progress through the Technologies curriculum, they will begin to identify possible and probable futures, and their preferences for the future. They develop solutions to meet needs considering impacts on liveability, economic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preferred futures are contested.  The Australian Curriculum: Technologies describes two distinct but related subjects:   * Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities * Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.   The Australian Curriculum: Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.  The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas. | | | | | | | | |
| **Course organisation** | The Australian Curriculum: Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future.  By the end of each band, students will have had the opportunity to create different types of designed solutions that address the technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. For breadth of study, the curriculum has been developed to enable students to complete at least one product, one service and one environment within each band.  In the Australian Curriculum: Design and Technologies the two strands — Knowledge and Understanding, and Processes and Production Skills — are interrelated and inform and support each other. Students work independently and collaboratively on projects as they critique, explore and investigate needs and opportunities; generate, develop and evaluate ideas; and plan, produce and evaluate designed solutions. They use criteria for success that are predetermined, negotiated with the class or developed by students.  The Design and Technologies Processes and Production Skills strand is based on the major aspects of design thinking, design processes and production processes. The content descriptions in this strand reflect a design process and would typically be addressed through a design brief. The Design and Technologies Processes and Production Skills strand focuses on creating designed solutions by:   * investigating * generating * producing * evaluating * collaborating and managing.   The band plan for Design and Technologies is organised to:   * provide flexibility when making decisions about how the subject will be implemented, based on the local context and needs of students in schools * align with the Australia Curriculum: Design and Technologies, which is organised in two-year bands * provide a course structure and content that includes a sequence of teaching and learning and identified opportunities for assessment and feedback, developed using the Australian Curriculum content descriptions and achievement standards.   When developing teaching and learning programs, teachers should consider opportunities to:   * combine aspects of the strands within a subject in different ways and to integrate content from each strand as it may be possible to address multiple technologies contexts in a unit * provide ongoing practice and consolidation of previously introduced knowledge and skills; while content descriptions do not repeat key skills across the bands, many aspects of the Technologies curriculum are recursive * provide students with learning experiences that meet their needs and interests and are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support. * apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions | | | | | | | | |
|  |  | * use a design brief when developing a unit of work; a design brief is a concise statement clarifying the project task and defining the need or opportunity to be resolved after some analysis, investigation and research; it usually identifies the users, criteria for success, constraints, available resources, timeframe for the project and may include possible consequences and impacts.   The band plan course organisation allows schools to implement the Australian Curriculum: Design and Technologies:   * in conjunction with other learning areas/subjects * in a term * in a semester * in only one year of a band.   **Safety**  All practical work must be organised with student safety in mind. Identifying and managing risk in Technologies learning addresses the safe use of technologies, as well as risks that can impact on project timelines. It covers all necessary aspects of health, safety and injury prevention and, in any technologies context, the use of potentially dangerous materials, tools and equipment. It includes ergonomics, safety including cyber safety, data security, and ethical and legal considerations when communicating and collaborating online. The current safety requirements are clearly explained at the Queensland government, Department of Education, Training and Employment website: <http://education.qld.gov.au/health/safety/index.html.> School must ensure that their practices meet current guidelines.  **Animal ethics**  Any teaching activities that involve caring, using, or interacting with animals must comply with the Australian code of practice for the care and use of animals for scientific purposes in addition to relevant state or territory guidelines. *The Animal Care and Protection Act 2001* and the accompanying Animal Care and Protection Regulation 2002 govern the treatment and use of all animals in Queensland (see [www.legislation.qld.gov.au](http://www.legislation.qld.gov.au/)). The Department of Agriculture, Fisheries and Forestry Queensland (DAFF), through Biosecurity Queensland, is responsible for enforcement of the legislation. | | | | | | | | |
| **Phase curriculum focus** | Curriculum focus: Years 7 to 10  As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established community conventions, practices and values. Their interests extend well beyond their own communities and they develop their concerns about wider social, ethical and sustainability issues. Students in this age range increasingly look for and value learning they perceive as relevant, consistent with personal goals, and leading to important outcomes. Increasingly they analyse and work with more abstract concepts, consider the implications of individual and community actions and are keen to examine evidence prior to developing ideas.  In the Technologies learning area, students use technologies knowledge and understanding; technologies processes and production skills; and systems, design, and/or computational thinking to solve and produce creative solutions to problems, needs or opportunities. They communicate and record their ideas using a range of media and technologies. These specialised problem-solving activities will be sophisticated, acknowledge the complexities of contemporary life and may make connections to related specialised occupations and further study.  Students develop a global perspective; they have opportunities to understand the complex interdependencies involved in the development of technologies and between the developer and user in their solutions, and how these can contribute to preferred futures. Students develop an understanding of the interdependence of technologies development, values, beliefs and environment (systems thinking). Through undertaking technologies processes students develop systems, design and computational thinking; and organisational and project management skills. | | | | | | | | |
| **Band description** | Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.  By the end of Year 8 students will have had the opportunity to create designed solutions at least once in the following four technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. Students should have opportunities to design and produce products, services and environments.  In Year 7 and 8 students investigate and select from a range of technologies — materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.  Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.  Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.  With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions. | | | | | | | | |
| **Achievement standard** | By the end of Year 8 students [explain](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) factors that influence the [design](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) of products, services and environments to meet present and future needs. They [explain](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the contribution of [design](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) and technology innovations and enterprise to society. Students [explain](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how the features of technologies impact on designed solutions and influence [design](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) decisions for each of the prescribed technologies contexts.  Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They [develop](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt [design](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students [apply](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose. | | | | | | | | |
| Teaching and learning | **Units overview**  The Australian Curriculum assumes that all students will study the two Technologies subjects from Foundation to the end of Year 8.  Schools decide which units of study per subject to complete, and how and when. This band plan provides four potential units. | Unit 1 — Food specialisations: Fusing cultural diversity | Unit 2 — Materials and technologies specialisations: Protect it | | Unit 3 — Food and fibre production: Think globally, growing locally | | Unit 4 — Engineering principles and systems: Make it respond | | | |
| Students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. They apply design thinking as they develop a savoury parcel that fuses elements from two cultures and explore how social, ethical and environmental issues influence the design of a food product to create preferred futures for the school community.  Students apply the following processes and production skills:   * investigating by: * critiquing needs or opportunities for different food items * comparing the design of food items from different cultures * comparing ingredients, tools and processes * generating and documenting design ideas for a food that fuses cultural influences * producing a food item by effectively applying safe and hygienic procedures in a designed environment * independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions * collaborating and working individually throughout the process * using project management processes to coordinate production. | Students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. They apply design thinking as they develop a solution to protect a valued item from loss or damage and explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.  Students apply the following processes and production skills:   * investigating by: * critiquing needs or opportunities for protective solutions * comparing different protection need scenarios — impact, thermal, moisture, UV, abrasion * comparing properties of materials and structures for particular purposes * analysing relevant systems, components and tools for manufacturing solutions * generating design ideas for a protective solution and communicating them using appropriate technical terms and technologies including graphical representation techniques * producing a functional prototype by effectively and safely using a range of materials, components, tools, equipment and techniques * independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions * collaborating and working individually throughout the process * using project management processes to coordinate production.   This unit could complement the concepts taught in the *Year 8 plan: Science exemplar* unit — *What’s the matter* by exploring changes in matter at a particle level and distinguishing between chemical and physical changes. See: [www.qcaa.qld.edu.au/p-10/aciq/p-10-science/year-8-science](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-science/year-8-science) > Planning > *Year 8 plan: Science exemplar*. | | Students analyse how food and fibre are produced when designing managed environments and how these can become more sustainable. They apply design thinking to design a sustainable food or fibre production environment to address a school need or opportunity and explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.  Students apply the following processes and production skills:   * investigating by: * analysing case studies on local, national and global impacts on food and fibre production * examining sustainable management practices * conducting trials to explore technologies and techniques that improve productivity, such as by improving soil or water quality. * generating design ideas, communicating design plans and processes using appropriate technical terms and technologies * producing and presenting a persuasive proposal for a designed environment including prototype or model * independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions * collaborating and working individually throughout the process * managing by developing project plans that include resources.   This unit could complement the concepts taught in the *Year 7 plan: Science exemplar* unit — *Water: waste not, want not* by investigating the importance of water, e.g. the water cycle, properties of water and separation techniques used to provide clean drinking water. See: [www.qcaa.qld.edu.au/p-10/aciq/p-10-science/year-7-science](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-science/year-7-science) > Planning > *Year 7 plan: Science exemplar*. | | Students analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions. They apply design thinking as they develop a component of a mini-golf course that reacts to a golf ball with movement, light or sound and explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.  Students apply the following processes and production skills:   * investigating by: * analysing electromechanical systems * testing relevant materials, components, tools and techniques * generating and documenting design ideas for a mini-golf environment and a component within it * producing a responsive element of a mini-golf game * independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions * collaborating and working individually throughout the process * using project management processes to coordinate production.   This unit could complement the concepts taught in the *Year 8 plan: Science exemplar* unit — *Energy* *for my lifestyle* by investigating how energy is generated and transformed in order to meet society’s energy requirements while taking into account sustainability and ethical considerations. See: See: [www.qcaa.qld.edu.au/p-10/aciq/p-10-science/year-8-science](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-science/year-8-science) > Planning > *Year 8 plan: Science exemplar*. | | | |
|  | **Content descriptions** | Knowledge and Understanding | | | | Unit 1 | | Unit 2 | Unit 3 | Unit 4 |
| Examine and prioritise competing factors including social, ethical and sustainability considerations in the development of [technologies](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Technologies) and [designed solutions](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Designed+solutions) to meet community needs for [preferred futures](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Preferred+futures) [(ACTDEK029)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEK029) | | | | ✓ | | ✓ | ✓ | ✓ |
| Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and [enterprise](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Enterprise) of individuals and groups [(ACTDEK030)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEK030) | | | | ✓ | | ✓ | ✓ | ✓ |
| Analyse how motion, force and energy are used to manipulate and control electromechanical [systems](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Systems) when designing simple, engineered solutions [(ACTDEK031)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEK031) | | | |  | |  | ✓ |  |
| Analyse how food and [fibre](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Fibre) are produced when designing [managed environments](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Managed+environments) and how these can become more [sustainable](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Sustainable) [(ACTDEK032)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEK032) | | | |  | |  |  | ✓ |
| Analyse how [characteristics](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Characteristics) and [properties](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Properties) of food determine preparation techniques and presentation when designing solutions for [healthy eating](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Healthy+eating) [(ACTDEK033)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEK033) | | | | ✓ | |  |  |  |
| Analyse ways to produce [designed solutions](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Designed+solutions) through selecting and combining [characteristics](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Characteristics) and [properties](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Properties) of [materials](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Materials), [systems](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Systems), [components](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Components), [tools](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Tools) and [equipment](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Equipment) [(ACTDEK034)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEK034) | | | |  | | ✓ |  |  |
| Processes and Production Skills | | | | Unit 1 | | Unit 2 | Unit 3 | Unit 4 |
| Critique needs or opportunities for designing and investigate, analyse and select from a range of [materials](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Materials), [components](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Components), [tools](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Tools), [equipment](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Equipment) and processes to develop design ideas [(ACTDEP035)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEP035) | | | | ✓ | | ✓ | ✓ | ✓ |
| Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and [technologies](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Technologies) including [graphical representation techniques](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Graphical+representation+techniques) [(ACTDEP036)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEP036) | | | | ✓ | | ✓ | ✓ | ✓ |
| Effectively and safely use a broad range of [materials](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Materials), [components](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Components), [tools](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Tools), [equipment](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Equipment) and techniques to make [designed solutions](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Designed+solutions) [(ACTDEP037)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEP037) | | | | ✓ | | ✓ | ✓ | ✓ |
| Independently develop [criteria for success](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Criteria+for+success) to assess design ideas, processes and solutions and their sustainability [(ACTDEP038)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEP038) | | | | ✓ | | ✓ | ✓ | ✓ |
| Use [project management](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Project+management) processes when working individually and collaboratively to coordinate production of [designed solutions](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=T&t=Designed+solutions) [(ACTDEP039)](http://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACTDEP039) | | | | ✓ | | ✓ | ✓ | ✓ |
| **General capabilities** | Literacy  Numeracy  ICT capability   Critical and creative thinking     Personal and social capability  Ethical understanding  Intercultural understanding | | | | | | | | |
| **Cross-curriculum capabilities** | Description: Description: cc_sust Sustainability | | | | | | | | |
| Develop assessment | **Assessment**  The *Years 7 to 10 Technologies: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document: [www.qcaa.qld.edu.au/p-10/aciq/p-10-science/year-7-science](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-science/year-7-science) >*Years 7 to 10 Technologies: ACIQ*. | In Design and Technologies students are actively engaged in the processes of creating designed solutions for personal, domestic, commercial and global settings for sustainable and preferred futures. In both teaching and learning and assessment students undertake projects.  A project is a set of activities undertaken by students to address specified content, involving understanding the nature of a problem, situation or need; creating, designing and producing a solution to the project task; and documenting the process. Project work has a benefit, purpose and use; a user or audience who can provide feedback on the success of the solution; limitations to work within; and a real-world technologies context influenced by social, ethical and environmental issues. Students work independently and collaboratively on projects as they critique, explore and investigate needs and opportunities; generate, develop and evaluate ideas; and plan, produce and evaluate designed solutions. They use criteria for success that are predetermined, negotiated with the class or developed by students.  The assessment for each unit provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Design and Technologies Years 7 and 8 achievement standard. Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard.  It will gather evidence of students ability to: | | | | | | | | |
|  |  | Unit 1 — Food specialisations: Fusing cultural diversity | Unit 2 — Materials and technologies specialisations: Protect it | | Unit 3 — Food and fibre production: Think globally, growing locally | | Unit 4 — Engineering principles and systems: Make it respond | | | |
| Develop a savoury parcel that fuses elements from two cultures by:   * explaining factors that influence the design of products * explaining the contribution of innovative and enterprising food technologies to society * evaluating needs or opportunities for a food product, generating design ideas and communicating them appropriately * independently and safely using appropriate ingredients and techniques and communicating a design for a safe and hygienic production environment * developing criteria for success, and using these to evaluate their ideas, designed solutions and processes * using project management processes to coordinate production. | Develop a solution to protect a valued item from loss or damage by:   * identifying how combining characteristics and properties of materials, systems, components, tools and equipment can be applied in designed solutions * evaluating needs or opportunities for protective solutions, generating design ideas and communicating them appropriately * independently and safely producing an effective protective solution * developing criteria for success, and using these to evaluate their ideas, designed solutions and processes * using project management processes to coordinate production. | | Design a sustainable food or fibre production environment to address a school need or opportunity by:   * identifying how food and fibre production environments can be managed to become more productive and sustainable * evaluating needs or opportunities, generating design ideas and communicating a justified proposal for a managed environment * independently and safely using tools and techniques appropriate to this context * developing criteria for success, and using these to evaluate their ideas, designed solutions and processes * using project management processes to coordinate production. | | Develop a component of a mini-golf course that reacts to a golf ball with movement, light or sound by:   * identifying how people in design and technologies occupations use electricity and forces to meet client needs * evaluating needs or opportunities, generating design ideas and communicating them appropriately * independently and safely producing an effective electromechanical element of a game * developing criteria for success, and using these to evaluate their ideas, designed solutions and processes * using project management processes to coordinate production. | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | | | | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Technologies*: [www.australiancurriculum.edu.au/technologies/rationale](http://www.australiancurriculum.edu.au/technologies/rationale) and *Australian Curriculum: Digital Technologies*: [www.australiancurriculum.edu.au/  
   technologies/digital-technologies/curriculum/f-10?layout=1](http://www.australiancurriculum.edu.au/technologies/digital-technologies/curriculum/f-10?layout=1). [↑](#footnote-ref-1)