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|  | Years 7 and 8 standard elaborations — Australian Curriculum: Design and Technologies |

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| Purpose | The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. They can be used as a tool for:* making consistent and comparable judgments about the evidence of learning in a folio of student work
* developing task-specific standards for individual assessment tasks.
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| Structure | The SEs are developed using the **Australian Curriculum achievement standard**. The Design and Technologies achievement standard describes the learning expected of students at each band. Teachers use the achievement standard during and at the end of a period of teaching to make on‑balance judgments about the quality of learning students demonstrate.In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix. |
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| Years 7 and 8 Australian Curriculum: Design and Technologies achievement standard |
| By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence 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 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 ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students 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. |
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| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Design and Technologies for Foundation–10*, [www.australiancurriculum.edu.au/f-10-curriculum/technologies/design-and-technologies](https://www.australiancurriculum.edu.au/f-10-curriculum/technologies/design-and-technologies) |

## Years 7 and 8 Design and Technologies standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: |
| Knowledge and understanding | Technologies and society | comprehensive explanation of:* factors that influence the design of products, services and environments to meet present and future needs
* the contribution of design and technology innovations and enterprise to society
 | detailed explanation of: * factors that influence the design of products, services and environments to meet present and future needs
* the contribution of design and technology innovations and enterprise to society
 | explanation of:* factors that influence the design of products, services and environments to meet present and future needs
* the contribution of design and technology innovations and enterprise to society
 | description of:* factors that influence the design of products, services and environments to meet present and future needs
* the contribution of design and technology innovations and enterprise to society
 | statements about:* factors that influence the design of products, services and environments to meet present and future needs
* the contribution of design and technology innovations and enterprise to society
 |
| Technologies contexts | comprehensive explanation of how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts | detailed explanation of how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts | explanation of how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts | partial explanation of how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts | statements about how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts  |
| Processes and production skills | Investigating and defining | comprehensive evaluation of needs or opportunities for each of the prescribed technologies contexts | detailed evaluation of needs or opportunities for each of the prescribed technologies contexts | evaluation of needs or opportunities for each of the prescribed technologies contexts | explanation of needs or opportunities for each of the prescribed technologies contexts | statements about needs or opportunities for each of the prescribed technologies contexts |
| Generating and designing | purposeful creation and adaptation of design ideas, making well-considered decisions | effective creation and adaptation of design ideas, making considered decisions | creation and adaptation of design ideas, making considered decisions | partial creation and adaptation of design ideas, making decisions | fragmented creation and adaptation of design ideas |
| Processes and production skills | Generating and designing | comprehensive and effective communication to different audiences:* appropriate technical terms
* a range of technologies and graphical representation techniques
 | effective communication to different audiences:* appropriate technical terms
* a range of technologies and graphical representation techniques
 | communication to different audiences using:* appropriate technical terms
* a range of technologies and graphical representation techniques
 | partial communication to audiences using:* technical terms
* technologies and graphical representation techniques
 | fragmented communication to audiences using* everyday language
* graphical representation techniques
 |
| Producing and implementing | proficient and consistent production of effective designed solutions for the intended purpose independently and safely | consistent production of effective designed solutions for the intended purpose independently and safely | production of effective designed solutions for the intended purpose independently and safely  | guided production of designed solutions for the intended purpose safely | guided production of designed solutions safely |
| Evaluating | development of comprehensive criteria for success, including sustainability considerations | development of detailed criteria for success, including sustainability considerations | development of criteria for success, including sustainability considerations | development of partial criteria for success, including sustainability considerations | statements of criteria for success |
| discerning use of developed criteria for success (including sustainability considerations) to judge the suitability of:* their ideas
* designed solutions and processes
 | informed use developed of criteria for success (including sustainability considerations) to judge the suitability of:* their ideas
* designed solutions and processes
 | use of developed criteria for success (including sustainability considerations) to judge the suitability of:* their ideas
* designed solutions and processes
 | partial use of developed criteria for success (including sustainability considerations) to describe the suitability of:* their ideas
* designed solutions and processes
 | fragmented use of developed criteria for success to make statements about:* their ideas
* designed solutions and processes
 |
| Collaborating and managing | application of project management skills, including comprehensive documentation and discerning use of project plans, to manage production processes | application of project management skills, including detailed documentation and informed use of project plans, to manage production processes | application of project management skills, including documentation and use of project plans, to manage production processes  | application of project management skills, including partial documentation and use of project plans, and use of production processes | use of project management skills, including partial documentation of aspects of project plans, and use of aspects of production processes |

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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

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| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Years 7 and 8 Design and Technologies SEs

These terms clarify the descriptors in the Years 7 and 8 Design and Technologies SEs. Definitions are drawn from the ACARA Australian Curriculum Technologies glossary ([www.australiancurriculum.edu.au/f-10-curriculum/technologies/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/technologies/glossary)) and from other sources to ensure consistent understanding.

| Term | Description |
| --- | --- |
| apply;applying | use, utilise or employ in a particular situation |
| appropriate | fitting, suitable to the context |
| aspects | particular parts or features |
| clear | easy to perceive, understand, or interpret; without ambiguity |
| collaborating and managing([design process](#design_processes)) | students learn to work collaboratively and to manage time and other resources to effectively create designed solutions; in Years 7 and 8, students:* work individually and collaboratively
* use [project management](#project_management) processes that consider safety and efficiency
* progressively develop the ability to communicate and share ideas throughout the process, negotiating roles and responsibilities and making compromises to work effectively as a team
 |
| communicate;communication | conveying information or ideas to others through appropriate representations, text types and modes;in Design and Technologies, communicate means sharing of information and design ideas; includes using [graphical representation techniques](#graphical_representation_techniques) (e.g. drawing, sketching and modelling) to create innovative ideas that focus on high-quality [designed solutions](#designedsolutions) |
| comprehensive | detailed and thorough, including all that is relevant |
| considered | thought about deliberately with a purpose;see [well-considered](#well_considered);in Technologies, *considered* includes [informed](#informed) |
| consistent | regular in occurrence; in agreement and not self-contradictory;in Technologies, consistently refers to the production of effective, designed solutions repeatedly |
| constructed environments | [environments](#environment) developed, built and/or made by people for human and animal activity, including buildings, streets, gardens, bridges and parks; include [natural environments](#natural_environments) after they have been changed by people for a purpose |
| creation;create;creating | putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning, or producing;creating requires users to put parts together in a new way or synthesise parts into something new and different a new form or product;in Design and Technologies, creating involves bringing a solution (product, environment or service) into existence through the [design process](#design_processes) |
| criteria for success | a descriptive list of essential features against which success can be measured; may be predetermined, negotiated with the class or developed by students;compilation of criteria for success involves:* literacy skills to select and use appropriate terminology
* clarifying the project task and defining the need or opportunity to be resolved
 |
| demonstrate | give a practical exhibition or explanation |
| description;describe | give an account of characteristics or features |
| design process([processes and productions skills](#proccesses_and_production_skills) strand) | in Design and Technologies, *design process* means a process to create a [designed solution](#designedsolutions) that considers social, cultural and environmental factors and typically involves:* [investigating and defining](#investigating_and_defining)
* [generating and designing](#generating_and_designing)
* [producing and implementing](#producing_and_implementing)
* [evaluating](#evaluating)
* [collaborating and managing](#collaborating_and_managing);

see also [technologies processes](#technologies_processes) |
| designed solutions | the products, services or environments that have been created for a specific purpose or intention as a result of design thinking, [design processes](#design_processes) and production processes;in Years 7 and 8, students create *designed solutions* focused on *one or more* of the [technologies contexts](#technologies_contexts) produce a range of types of designed solutions (products, services and environments) |
| detailed | meticulous; including many of the parts |
| digital environments | [environments](#environment) that are entirely presented or experienced with digital technologies; can be a situation, a sphere of activity, or a simulated place (e.g. a social network that provides a digital environment for communicating with friends, software that provides a digital environment for editing photographs) |
| discerning | showing good judgment to make thoughtful choicesin Technologies, *discerning* includes [informed](#informed) |
| effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result |
| environment | one type of designed solution;a place or space in which [technologies processes](#technologies_processes) operate and/or one of the outputs of technologies processes; environments can be [natural](#natural_environments), [managed](#managed_environments), [constructed](#constructed) or [digital](#digital_environments) |
| evaluate;evaluating([design process](#design_processes)) | examine and judge the merit or significance of something;students evaluate and make judgments throughout a design process and about the quality and effectiveness of their designed solutions and those of others; in Years 7 and 8, students:* independently develop criteria for success
* use this to evaluate design ideas, processes and solutions and their sustainability
 |
| explanation;explain | provide additional information that demonstrates understanding of reasoning and/or application |
| features | a distinctive attribute, characteristic, property or quality of something (e.g. an object, material, living thing, system or event) |
| fragmented | disjointed, incomplete or isolated |
| generating and designing([design process](#design_processes)) | students develop and communicate ideas for a range of audiences;generating creative and innovative ideas involves thinking differently; it entails proposing new approaches to existing problems and identifying new design opportunities considering preferred futures;generating and developing ideas involves identifying various competing factors that may influence and dictate the focus of the ideain Years 7 and 8, students:* generate, develop, test and communicate design ideas, plans and processes for various audience
* use appropriate technical terms and technologies including [graphical representation techniques](#graphical_representation_techniques)
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| graphical representation techniques | techniques used to communicate ideas and plans (e.g. sketching, drawing, modelling, making patterns, technical drawing, computer-aided drawing);in Years 7 and 8, students:* generate and clarify ideas through sketching, modelling, perspective and [orthogonal drawings](#orthogonal_drawing)
* 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
 |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification;identify | to establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;in Technologies, *informed* refers to the underpinning knowledge, understanding and skills of [processes and production skills](#production_processes) when solving problems and creating solutions |
| investigating and defining([design process](#design_processes)) | students critique, explore and investigate needs, opportunities and information;in Years 7 and 8, students:* critique needs or opportunities for designing
* investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas
 |
| judge | apply both procedural and deliberative operations to make a determination;procedural operations are those that determine the relevance and admissibility of evidence, whilst deliberative operations involve making a decision based on the evidence |
| justify;justification | show how an argument or conclusion is right or reasonable; provide sound reasons or evidence |
| managed environments | [environments](#environment) coordinated by humans (e.g. farms, forests, marine parks, waterways, wetlands, storage facilities) |
| materials | a substance from which a thing is or can be made; used to create products or environments and their structure can be manipulated by applying knowledge of the origins, structure, characteristics, properties and uses; natural materials (e.g. animals, food, fibre, timber) and fabricated materials (e.g. metals, alloys, plastics, textiles) |
| natural environments | [environments](#environment) in which humans do not make significant interventions (e.g. oceans, natural woodlands, national parks) |
| orthogonal drawing | a scaled multiview drawing of a three-dimensional object to show each view separately, in a series of two-dimensional drawings, for example, top or bottom, front, back and sides;in Australia, orthogonal drawings use third-angle projection for layout of the views;orthogonal drawings may also include measurements on each view and are used to develop lists of material requirements |
| partial | attempted; incomplete evidence provided |
| prescribed technologies contexts | see [technologies contexts](#technologies_contexts) |
| processes and production skills | the skills needed to create [designed solutions](#designedsolutions);see also [technologies processes](#technologies_processes) |
| producing and implementing([design process](#design_processes)) | actively realising (making) designed solutions using appropriate resources and means of production;students learn and apply a variety of skills and techniques to make products, services or environments designed to meet specific purposes and user needs; the use of modelling and [prototyping](#prototyping) to accurately develop simple and complex physical models supports the production of successful designed solutions;in Years 7 and 8, students select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions |
| product;products | one type of [designed solution](#designedsolutions);one of the outputs of [technologies processes](#technologies_processes), the end result of processes and production; *products* are the tangible end results of natural, human, mechanical, manufacturing, electronic or digital processes to meet a need or want |
| production processes | in Design and Technologies, production processes are the technologies context‑specific processes used to transform technologies into products, services or environments (e.g. the steps used for producing a product) |
| proficient | competent or skilled in doing or using something;in Design and Technologies, *proficient* means using knowledge and understanding of technologies in a skilful and adept application to produce high-quality design solutions |
| project management  | the responsibility for planning, organising and controlling resources, monitoring timelines and activities and completing a project to achieve a goal that meets identified criteria for judging success;students should also identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success |
| project plan | detailed project plans incorporate elements such as sequenced time, cost and action plans to manage a range of design tasks safely, and to enable changing direction when necessary to successfully complete design tasks |
| project | the 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
* documenting the process;

a project has:* a benefit, purpose and use
* a user or audience who can provide feedback on the success of the solution
* limitations to work within
* a real-world [technologies context](#technologies_contexts) influenced by social, ethical and environmental issues
* [criteria for success](#criteria_for_success) to judge its success
 |
| prototype;prototyping | a trial product or model built to test an idea or process to inform further design development; a prototype can be developed in the fields of service, design, electronics or software programming; its purpose is to see if and how well the design works; prototypes are tested by users and systems analysts;prototyping is the process of developing a prototype; it provides specifications for a real, working product or system rather than a virtual or theoretical one |
| purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| service | one type of [designed solution](#designedsolutions);one of the outputs of [technologies processes](#technologies_processes), the end result of processes and production;services are the less tangible outcome (compared to [products](#products)) of technologies processes to meet a need or want; they may involve development or maintenance of a system and include catering, cloud computing (software as a service), communication, transportation and water management;services can be communicated by charts, diagrams, models, posters and procedures |
| statement | a sentence or assertion |
| suggestion | put forward for consideration |
| suitable | appropriate, fitting |
| sustainable;sustainability | supports the needs of the present without compromising the ability of future generations to support their needs |
| systems | the structure, properties, behaviour and interactivity of people and components (inputs, processes and outputs) within and between [natural](#natural_environments), [managed](#managed_environments), [constructed](#constructed) and [digital](#digital_environments) environments |
| technologies and society(knowledge and understanding strand) | technologies and society focuses on how people use and develop technologies taking into account social, economic, environmental, ethical, legal, aesthetic and functional factors and the impact of technologies on individuals; families; local, regional and global communities; the economy; and the environment − now and into the future;in Years 7 and 8, students:* critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved;
* explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions
 |
| technologies contexts(knowledge and understanding strand) | in Design and Technologies, these are the contexts that students can focus on when using processes and production skills to design and produce products, services and environments;in Years 7 and 8, the prescribed technologies contexts are:* engineering principles and systems
* food and fibre production
* food specialisations
* materials and technologies specialisations
 |
| technologies processes([processes and productions skills](#proccesses_and_production_skills) strand) | the processes that allow the creation of a solution for an audience (end user, client or consumer) and involve the purposeful use of [technologies](#technologies) and other resources and appropriate consideration of impact when creating and using solutions;typically require critical and creative thinking such as: computational, design or systems thinkingin Design and Technologies, *technologies processes* involve:* [design processes](#design_processes)
* technologies-specific [production processes](#production_processes)
 |
| technologies | the materials, data, systems, components, tools and equipment used to create solutions for identified needs and opportunities, and the knowledge, understanding and skills used by people involved in the selection and use of these |
| use  | to operate or put into effect |
| well-considered | thought about deliberately with a purpose to a great or considerable extent;in Technologies, *well-considered* recognises more detail, better connections between and depth when making decisions for creating and adapting design ideas when solving problems and creating solutions;see [considered](#considered) |