

# Years 7 and 8 standard elaborations — Australian Curriculum: Digital Technologies

**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.

**Structure** The SEs are developed using the **Australian Curriculum achievement standard**. The Digital 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.

## Years 7 and 8 Australian Curriculum: Digital Technologies achievement standard

By the end of Year 8, students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems.

Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.

**Source** Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Digital Technologies for Foundation–10*, [www.australiancurriculum.edu.au/f-10-curriculum/technologies/digital-technologies](http://www.australiancurriculum.edu.au/f-10-curriculum/technologies/digital-technologies)



# Years 7 and 8 Digital Technologies standard elaborations

		A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>						
<b>Knowledge and understanding</b>	<b>Digital systems</b>	<u>comprehensive</u> distinction between different types of networks and defined purposes	<u>detailed</u> distinction between different types of networks and defined purposes	distinction between different types of networks and defined purposes	<u>identification of</u> different types of networks and defined purposes	<u>statements about</u> networks and purposes
	<b>Representation of data</b>	<u>comprehensive</u> explanation of how text, image and audio data can be represented, secured and presented in digital systems	<u>detailed</u> explanation of how text, image and audio data can be represented, secured and presented in digital systems	explanation of how text, image and audio data can be represented, secured and presented in digital systems	<u>description</u> of how text, image and audio data can be represented, secured and presented in digital systems	<u>statements about</u> how text, image and audio data can be represented, secured and presented in digital systems
<b>Processes and production skills</b>	<b>Collecting, managing and analysing data</b>	<u>discerning</u> analysis and evaluation of data from a range of sources to model and create solutions	<u>informed</u> analysis and evaluation of data from a range of sources to model and create solutions	analysis and evaluation of data from a range of sources to model and create solutions	<u>explanation</u> of data from sources to model and create solutions	<u>statements about</u> data to model and create solutions
	<b>Investigating and defining</b>	<u>purposeful</u> definition and decomposition of problems in terms of functional requirements and constraints	<u>effective</u> definition and decomposition of problems in terms of functional requirements and constraints	definition and decomposition of problems in terms of functional requirements and constraints	<u>partial</u> definition and decomposition of problems in terms of functional requirements and constraints	<u>fragmented</u> definition and decomposition of problems

		A	B	C	D	E
Processes and production skills	Generating and designing; producing and implementing	<u>purposeful</u> design of user experiences and algorithms incorporating branching and iterations	<u>effective</u> design of user experiences and algorithms incorporating branching and iterations	design of user experiences and algorithms incorporating branching and iterations	<u>partial</u> design of user experiences and algorithms	<u>fragmented</u> design of user experiences and algorithms
		<u>systematic</u> testing, modification and <u>proficient</u> implementation of digital solutions	<u>reliable</u> testing, modification and <u>effective</u> implementation of digital solutions	testing, modification and implementation of digital solutions	<u>partial</u> testing <u>or</u> modification and <u>partial</u> implementation of digital solutions	<u>fragmented</u> testing <u>or</u> modification <u>or</u> implementation of digital solutions
	Evaluating	<u>critical</u> evaluation of information systems and their solutions in terms of meeting needs, innovation and sustainability	<u>informed</u> evaluation of information systems and their solutions in terms of meeting needs, innovation and sustainability	evaluation of information systems and their solutions in terms of meeting needs, innovation and sustainability	<u>explanation</u> of information systems and their solutions	<u>statements about</u> information systems and their solutions
	Collaborating and managing	<u>comprehensive</u> planning and management of digital projects to create interactive information	<u>informed</u> planning and management of digital projects to create interactive information	planning and management of digital projects to create interactive information	<u>partial</u> planning and management of digital projects to create <u>aspects of</u> interactive information	<u>fragmented</u> planning and management of digital projects to create information
		<u>proficient</u> use of appropriate protocols when communicating and collaborating online	<u>effective</u> use of appropriate protocols when communicating and collaborating online	use of appropriate protocols when communicating and collaborating online	<u>partial</u> use of protocols when communicating and collaborating online	<u>fragmented</u> use of protocols when communicating and collaborating online
	Key	<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u>				

# Notes

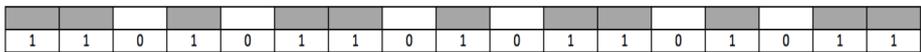
## Australian Curriculum common dimensions

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

Dimension	Description
<b>understanding</b>	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
<b>skills</b>	the specific techniques, strategies and processes in a learning area

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

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

Term	Description
<b>algorithm</b>	the step-by-step procedures required to solve a problem; see also <a href="#">computational thinking</a>
<b>analyse; analysis</b>	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
<b>apply; application</b>	use, utilise or employ in a particular situation
<b>aspects</b>	particular parts or features
<b>binary</b>	the use of two states or permissible values to represent <a href="#">data</a> , such as the ON and OFF position of a light switch or the transistors in a computer silicon chip that can be in either the electrical state of ON or OFF; typically represented as a series of single digits referred to as binary digits (or bits) due to each taking on the value of either 0 or 1; the image below shows how a dashed line might be represented in binary <b>ON and OFF states for binary code</b> 
<b>branching</b>	making a decision between one of two or more actions depending on sets of conditions and the data provided
<b>collaborating and managing (<a href="#">technologies process</a>)</b>	creating and communicating information, especially online, by creating websites, and interacting safely using appropriate technical and social protocols; in Years 7 and 8, students plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account

Term	Description
<b>collecting, managing and analysing data (processes and production skills strand)</b>	<p>involves the nature and properties of data, how they are collected and interpreted using a range of digital systems and peripheral devices and interpreting data when creating information;</p> <p>in Years 7 and 8, students:</p> <ul style="list-style-type: none"> <li>• acquire data from a range of sources and evaluate authenticity, accuracy and timeliness; and</li> <li>• analyse and visualise data using a range of software to create information, and use structured data to model objects or events</li> </ul>
<b>comprehensive</b>	detailed and thorough, including all that is relevant
<b>computational thinking</b>	a problem-solving method that involves various techniques and strategies that can be implemented by <a href="#">digital systems</a> ; techniques and strategies include organising data logically, breaking down problems into parts ( <a href="#">decomposing</a> ), defining abstract concepts, and designing and using <a href="#">algorithms</a> , patterns and models
<b>creation; create; creating</b>	<p>putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through designing, planning, or implementing;</p> <p><i>creating</i> requires users to put parts together in a new way or synthesise parts into a new or different form or product;</p> <p>in Technologies, it involves bringing a solution into existence through the process of investigating and defining, generating and designing, producing and implementing, evaluating, and collaborating and managing</p>
<b>criteria for success</b>	<p>a descriptive list of essential features against which success can be measured; may be predetermined, negotiated with the class or developed by students;</p> <p>compilation of <i>criteria for success</i> involves:</p> <ul style="list-style-type: none"> <li>• literacy skills to select and use appropriate terminology</li> <li>• clarifying the project task and defining the need or opportunity to be resolved</li> </ul>
<b>critical</b>	analysis or evaluation of an issue or information in order to form a critical judgment, especially in a detailed way, and involving skilful judgment as to truth or merit and is informed by evidence
<b>critique; critiquing</b>	a careful judgement in which opinions are given about the positive and negative aspects of something; considers good as well as bad performances, the individual parts, relationships of the individual parts and the overall performance; see also <a href="#">evaluating</a>
<b>data</b>	<p>in Digital Technologies, <i>data</i> refers to the discrete representation of information using number codes;</p> <p>may include characters (alphabetic, numbers, symbols), images (still and moving), sounds and instructions that can be manipulated, stored and communicated by <a href="#">digital systems</a></p>
<b>decompose; decomposing</b>	<p>in Technologies, <i>decompose</i> means to separate a complex problem into parts to allow it to be more easily understood;</p> <p>see also <a href="#">computational thinking</a></p>
<b>description; describe</b>	give an account of characteristics or features
<b>detailed</b>	meticulous; including many of the parts

Term	Description
<b>digital solution; digital solutions</b>	<p>the result (or output) of transforming data into information or action using <a href="#">digital systems</a>, skills, techniques and processes to meet a need or opportunity; in Digital Technologies:</p> <ul style="list-style-type: none"> <li>students create solutions that will use data, require interactions with users and within systems, and will have impacts on people, the economy and environments</li> <li>solutions may be developed using combinations of readily available hardware and software applications, and/or specific instructions provided through programming (e.g. instructions for a robot, an adventure game, products featuring interactive multimedia including digital stories, animations and websites)</li> </ul> <p>in Years 7 and 8, students create a range of digital solutions (e.g. interactive web applications, programmable multimedia assets, simulations of relationships between objects in the real world)</p>
<b>digital systems; (knowledge and understanding strand)</b>	<p>digital hardware and software components (internal and external) used to transform data into <a href="#">digital solutions</a>; when digital systems are connected they form a network; for example:</p> <ul style="list-style-type: none"> <li>a smartphone is a digital system that has software (apps, an operating system), input components (e.g. touch screen, keyboard, camera and microphone), output components (e.g. screen and speakers), memory components (e.g. silicon chips, solid state drives), communication components (e.g. SIM card, wi-fi, bluetooth or mobile network antennas), and a processor made up of one or more silicon chips</li> <li>a desktop computer with specific software and hardware components for dairy farming; the computer is connected via cables to milking equipment and via wi-fi to sensors that read tags on the cows; through these hardware components the software records how much milk each cow provides; such systems can also algorithmically control attaching milking equipment to each cow, providing feed and opening gates</li> </ul>
<b>digital technologies</b>	<p>any technologies controlled using digital instructions, including computer hardware and software, digital media and media devices, digital toys and accessories, and contemporary and emerging communication technologies; these technologies are based on instructions given using <i>binary</i> (0 or 1) code that invariably mean one or more processors are present to respond to these instructions;</p> <p>computers, smartphones, digital cameras, printers and robots are all examples of digital technologies</p>
<b>discerning</b>	<p>showing good judgment to make thoughtful choices; in Technologies, <i>discerning</i> includes <a href="#">informed</a></p>
<b>distinguish; distinction</b>	<p>recognise points of difference</p>
<b>effective</b>	<p>meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result</p>
<b>enterprise</b>	<p>a project or activity that may be challenging, requires effort and initiative and may have risks</p>

Term	Description
<b>evaluate;</b> <b>evaluation;</b> <b>evaluating</b> <b>(technologies process)</b>	examine and judge the merit or significance of something; in Technologies, <i>evaluate</i> means measures performance against established criteria; estimates the nature, quality, ability, extent or significance to make a judgment determining the value; see also <a href="#">critiquing</a> ; in Digital Technologies, <i>evaluating</i> includes: <ul style="list-style-type: none"> <li>• solutions that have been developed by students</li> <li>• examining how well existing information systems meet different needs</li> </ul> in Years 7 and 8, students evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability
<b>explanation;</b> <b>explain</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>file transfer protocol (FTP)</b>	a set of rules or standards for transmitting files between digital systems on the internet; see <a href="#">protocols</a>
<b>fragmented</b>	disjointed, incomplete or isolated
<b>functional</b>	design of products, services or environments to ensure they are fit for purpose and meet the intended need or market opportunity and identified criteria for success
<b>general-purpose programming languages</b>	programming languages in common use designed to solve a wide range of problems. They include procedural, functional and object-oriented programming languages, including scripting and/or dynamically typed languages. They do not include declarative programming languages such as Prolog or structured query language (SQL), or languages designed for solving domain-specific problems or for pedagogical reasons.
<b>generating and designing</b> <b>(technologies process)</b>	states what is required of the solution; in Years 7 and 8, students: <ul style="list-style-type: none"> <li>• design the user experience of a digital system, generating, evaluating and communicating alternative designs; and</li> <li>• design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors</li> </ul>
<b>hypertext transfer protocol (HTTP)</b>	a set of rules or standards for transferring files and messages on the world wide web, specifically to allow linking of files and text; provides a standard for web browsers to render pages (i.e. present them in an intended form) and servers to communicate; see <a href="#">protocols</a>
<b>identification;</b> <b>identify</b>	to establish or indicate who or what someone or something is
<b>implement;</b> <b>implementing;</b> <b>implementation</b>	to put into effect by means of a plan or procedure; in Digital Technologies, <i>implementing</i> a solution involves using specific software functions and items of hardware
<b>information systems</b>	the combination of digital hardware and software components ( <a href="#">digital systems</a> ), <a href="#">data</a> , processes and people that interact to create, control and communicate information

Term	Description
<b>informed</b>	having relevant knowledge; being conversant with the topic; in Technologies, <i>informed</i> refers to the underpinning knowledge, understanding and skills of <a href="#">processes and production skills</a> when solving problems and creating solutions
<b>innovation</b>	something new or different introduced; a creation (a new device or process) resulting from study and experimentation
<b>interactive; interaction</b>	the back-and-forth dialog between the user and the computer; computer games are always interactive, and most computer applications are interactive (i.e. the user selects a task and the computer carries it out; then the user selects another); many web pages are interactive and increasingly function like locally installed applications
<b>investigating and defining (technologies process)</b>	describes the problem and/or opportunity and states what is required of the solution; in Years 7 and 8, students define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints
<b>iteration</b>	repetition of a process or set of instructions in computer programming, where each repeated cycle builds on the previous; typically this uses a FOR loop command with a counter , e.g. <pre>for   number = 1 to 9       sum = sum + number</pre>
<b>model</b>	a representation that describes, simplifies, clarifies or provides an explanation of the workings, structure or relationships within an object, system or idea
<b>modification; modify</b>	change, alter or adapt in order to improve quality or add clarity; in Technologies, <i>modify</i> means to make a small change or adjustment
<b>partial</b>	attempted; incomplete evidence provided
<b>plan; planning</b>	a scheme of action or procedure; a detailed proposal for doing something
<b>processes and production skills</b>	the skills needed to create <a href="#">digital solutions</a> ; see <a href="#">technologies process</a>
<b>producing and implementing; (technologies process)</b>	actively realising (making) digital solutions using appropriate resources and means of production; in Years 7 and 8, students implement and modify programs with user interfaces involving branching, iteration and functions in a <a href="#">general-purpose programming language</a>
<b>product; products</b>	one of the outputs of <a href="#">technologies processes</a> , the end result of processes and production; <i>products</i> are the tangible end results of natural, human, mechanical, manufacturing, electronic or digital processes to meet a need or want
<b>proficient</b>	competent or skilled in doing or using something; in Digital Technologies, <i>proficient</i> means consistently in all digital solutions

Term	Description
<b>project</b>	<p>the set of activities undertaken by students to address specified content, involving:</p> <ul style="list-style-type: none"> <li>• understanding the nature of a problem, situation or need</li> <li>• creating, designing and producing a solution to the project task</li> <li>• documenting the process;</li> </ul> <p>a project has:</p> <ul style="list-style-type: none"> <li>• a benefit, purpose and use</li> <li>• a user or audience who can provide feedback on the success of the solution</li> <li>• limitations to work within</li> <li>• a real-world technologies context influenced by social, ethical and environmental issues</li> <li>• <a href="#">criteria for success</a> to judge its success</li> </ul>
<b>protocols</b>	<p>a set of generally accepted standards or 'rules' that govern relationships and interactions between and within <a href="#">information systems</a>;</p> <p>useful protocols include:</p> <ul style="list-style-type: none"> <li>• <a href="#">file transfer protocol (FTP)</a></li> <li>• <a href="#">hypertext transfer protocol (HTTP)</a></li> <li>• <a href="#">social protocols</a></li> </ul>
<b>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>reliable</b>	constant and dependable or consistent and repeatable
<b>representation of data; (knowledge and understanding strand)</b>	<p>how <a href="#">data</a> are represented and structured symbolically for use by <a href="#">digital systems</a>;</p> <p>in Years 7 and 8, students investigate how digital systems represent text, image and audio data in <a href="#">binary</a></p>
<b>risk management practices</b>	the practice of identifying potential risks in advance, analysing them and taking precautionary steps to reduce/curb the risk; involves risk identification, analysis, response planning, monitoring, controlling and reporting
<b>social protocols</b>	generally accepted rules or behaviours for when people interact in online environments (e.g. using language that is not rude or offensive to particular cultures, not divulging personal details about people without their permission); see <a href="#">protocols</a>
<b>statement</b>	a sentence or assertion
<b>sustainability</b>	supports the needs of the present without compromising the ability of future generations to support their needs
<b>systematic</b>	methodical, organised and logical

Term	Description
<b>technologies processes; (processes and production skills strand)</b>	<p>the processes that allow the creation of a solution for an audience (end user, client or consumer) and involve the purposeful use of <b>technologies</b> and other resources and appropriate consideration of impact when creating and using solutions;</p> <p>typically require critical and creative thinking, such as computational, design or systems thinking;</p> <p>in Technologies, the <i>technologies processes</i> involve:</p> <ul style="list-style-type: none"> <li>• <b>investigating and defining</b></li> <li>• <b>generating and designing</b></li> <li>• <b>producing and implementing</b></li> <li>• <b>evaluating</b></li> <li>• <b>collaborating and managing</b></li> </ul>
<b>technologies</b>	<p>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</p>