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| Years 3–4 standard elaborations —  Australian Curriculum v9.0: Digital Technologies |

## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

* make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
* develop task-specific standards (or marking guides) for individual assessment tasks
* quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Digital Technologies describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

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 where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

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| Years 3–4 Australian Curriculum: Digital Technologies achievement standard |
| By the end of Year 4 students create simple digital solutions and use provided design criteria to check if solutions meet user needs. Students process and represent data for different purposes. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. 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 recognise the risks. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Digital Technologies for Foundation–10* <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/digital-technologies/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0> |

## Years 3–4 Digital Technologies standard elaborations

|  | | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  | | The folio of student work contains evidence of the following: | | | | |
| Knowledge and understanding | Digital systems | secure access and proficient use of digital systems and their peripherals for a range of purposes, including transmitting data | secure access and effective use of digital systems and their peripherals for a range of purposes, including transmitting data | secure access and use of digital systems and their peripherals for a range of purposes, including transmitting data | secure access and guided use of digital systems and their peripherals | secure access and directed use of digital systems |
| Data representation | proficient:   * processing of data for different purposes * representation of data for different purposes | effective:   * processing of data for different purposes * representation of data for different purposes | * processing of data for different purposes * representation of data for different purposes | * guided processing of data for different purposes * partial representation of data for different purposes | * directed processing of data for different purposes * fragmented representation of data for different purposes |
| Processes and production skills | Investigating and defining\* |  |  |  |  |  |
| Generating  and designing | following and comprehensively describing simple algorithms involving branching and iteration | following and effectively describing simple algorithms involving branching and iteration | following and describing simple algorithms involving branching and iteration | following and identifying simple algorithms involving branching and/or iteration | directed following and identifying simple algorithms |
| Producing and implementing | proficient implementation of simple algorithms involving branching and iteration as visual programs | effective implementation of simple algorithms involving branching and iteration as visual programs | implementation of simple algorithms involving branching and iteration as visual programs | guided implementation of simple algorithms involving branching and/or iteration as visual programs | directed implementation of simple algorithms |
| considered creation of simple digital solutions | effective creation of simple digital solutions | creation of simple digital solutions | guided creation of simple digital solutions | directed creation of simple digital solutions |
| Collaborating and managing | proficient use of the core features of common digital tools to:   * plan, create, locate and share content * collaborate   following agreed behaviours | effective use of the core features of common digital tools to:   * plan, create, locate and share content * collaborate   following agreed behaviours | use of the core features of common digital tools to:   * plan, create, locate and share content * collaborate   following agreed behaviours | variable use of the core features of common digital tools to partially:   * plan, create, locate and/or share content * collaborate   following agreed behaviours | directed use of the core features of common digital tools |
| Evaluating | reasoned use of provided design criteria to check if solutions meet user needs | informed use of provided design criteria to check if solutions meet user needs | use of provided design criteria to check if solutions meet user needs | guided use of provided design criteria to check if solutions meet user needs | directed use of provided design criteria to check if solutions meet user needs |
| Privacy and security | discerning identification of their personal data stored online and recognition of the risks. | informed identification of their personal data stored online and recognition of the risks. | identification of their personal data stored online and recognition of the risks. | guided identification of their personal data stored online and/or recognition of the risks. | directed identification of their personal data stored online. |

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

\*sub-strand not assessed for this level

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