|  |
| --- |
| Prep standard elaborations —  Australian Curriculum v9.0: 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 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 working with (WW) 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.

In Prep the Learning area achievement standard may be used to assess within and across the Technologies subjects.

|  |
| --- |
| **Prep Australian Curriculum: Technologies achievement standard** |
| By the end of Foundation[[1]](#footnote-2) 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. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Technologies for Foundation–10* <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/design-and-technologies_digital-technologies/foundation-year?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0> |

## Prep Technologies standard elaborations

|  | | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
| --- | --- | --- | --- | --- | --- | --- |
|  | | The folio of student work contains evidence of the following: | | | | |
| Knowledge and understanding | Technologies and society | applying knowledge when identifying familiar products, services and environments | making connections when identifying familiar products, services and environments | identifying familiar products, services and environments | exploring familiar products, services and environments | becoming aware of familiar products, services and environments |
| Digital systems | developing familiarity with digital systems and applying knowledge when using them for a purpose | developing familiarity with digital systems and making connections when using them for a purpose | developing familiarity with digital systems and using them for a purpose | developing familiarity with digital systems and exploring using them | becoming aware of digital systems |
| Data representation | applying knowledge when representing data using objects, pictures and symbols | making connections when representing data using objects, pictures and symbols | representing data using objects, pictures and symbols | exploring representing data using objects, pictures and/or symbols | becoming aware of using objects, pictures and/or symbols |
| **Processes and production skills** | **Designing and making** | applying knowledge when:   * creating design ideas * communicating design ideas * choosing design ideas | making connections when:   * creating design ideas * communicating design ideas * choosing design ideas | * creating design ideas * communicating design ideas * choosing design ideas | exploring:   * creating design ideas * communicating design ideas * choosing design ideas | becoming aware of:   * creating design ideas * communicating design ideas * choosing design ideas |
| following steps and applying knowledge when using materials and equipment to safely make a designed solution for a school-selected context | following steps and making connections when using materials and equipment to safely make a designed solution for a school-selected context | following steps and using materials and equipment to safely make a designed solution for a school-selected context | following steps and exploring using materials and equipment to safely make a designed solution for a school-selected context | following steps and becoming aware of using materials and equipment for a school-selected context |
| **Privacy and security** | applying knowledge when identifying examples of data that is owned by them. | making connections when identifying examples of data that is owned by them. | identifying examples of data that is owned by them. | exploring data that is owned by them. | becoming aware of data that is owned by them. |

| Key | Shading identifies the qualities or discernible differences in the AP–BA descriptors: |
| --- | --- |
| **AP** | Applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations |
| **MC** | Makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and begins to transfer skills to new situations |
| **WW** | Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them |
| **EX** | Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them |
| **BA** | Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them |

[](https://www.qcaa.qld.edu.au/copyright) © State of Queensland (QCAA) 2023

**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. **|** **Attribution:** (include the link): © State of Queensland ([QCAA](http://www.qcaa.qld.edu.au/copyright)) 2023

Unless otherwise indicated material from Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](https://www.australiancurriculum.edu.au/) and its [copyright notice](http://www.australiancurriculum.edu.au/copyright-and-terms-of-use/).

1. Prep in Queensland is the Foundation year of the Australian Curriculum and refers to the year before Year 1. [↑](#footnote-ref-2)