



Design and Technologies: Scope and sequence ABLEWA Stages A–D

Knowledge and understanding				
	Stage A	Stage B	Stage C	Stage D
Technologies and society	Experience how people create familiar designed solutions to meet their needs	Explore the use of familiar designed solutions to meet their needs	Match familiar designed solutions to the personal needs they meet	Explore how people create familiar designed solutions and identify their ability to meet personal and local community needs
Technologies contexts	Experience the characteristics and properties of familiar designed solutions in at least one technologies context	Explore the characteristics and properties of familiar designed solutions in at least one technologies context	Examine and indicate the characteristics and properties of familiar designed solutions in at least two technologies contexts	Explore and communicate the characteristics and properties of familiar designed solutions in at least two technologies contexts
Processes and production skills				
	Stage A	Stage B	Stage C	Stage D
Creating designed solutions	React to a designed solution that has been created and produced safely to meet their needs	Experience and explore how designed solutions are created and produced safely to meet personal needs	Examine and indicate how designed solutions are created and produced safely to meet needs	Explore and communicate how designed solutions are generated and produced to meet needs
Achievement standard				
Stage A	<p>By the end of Stage A, students react to significant designed solutions that meet their needs.</p> <p>With guidance, students experience designed solutions in at least one technologies context. They begin to communicate their needs and indicate a choice or preference through accept and reject actions.</p> <p>Students react to the use of tools and equipment and experience the sequenced steps involved in producing a designed solution.</p>			

Achievement standard	
Stage B	<p>By the end of Stage B, students are using some familiar designed solutions appropriately to meet their needs. With guidance, students explore designed solutions in at least one technologies context. They experience designed solution ideas and select materials and components based on personal preferences.</p> <p>Students follow a design process step by step and use tools safely when prompted.</p>
Stage C	<p>By the end of Stage C, students use and identify the purpose of familiar designed solutions. They match some designed solutions to a need.</p> <p>Students use designed solutions in at least two technologies contexts. With guidance, students reflect on created and produced designed solutions, developing ideas based on personal preferences. They begin to follow simple sequenced steps and teacher direction to use tools and equipment safely when producing designed solutions.</p>
Stage D	<p>By the end of Stage D, students describe the purpose of familiar designed solutions and what needs they meet.</p> <p>Students use designed solutions in at least two technologies contexts, identifying significant features.</p> <p>With guidance, students create designed solutions evaluating their ideas based on personal preferences. They select materials based on some understanding of their properties and characteristics. They follow simple sequenced steps to create a designed solution and demonstrate safe use of tools and equipment.</p>

Digital Technologies: Scope and sequence ABLEWA Stages A–D

Knowledge and understanding				
	Stage A	Stage B	Stage C	Stage D
Digital systems	React to the use of some common digital systems, (hardware and software components), as they experience their purpose	Explore the purpose and use of some common digital systems (hardware and software components)	Initiate some basic functions on common digital systems (hardware and software components) to meet a purpose	Carry out some key functions on digital systems (hardware and software components) to meet a purpose
Data and information	React to patterns and different types of data and experience how data is sorted and represented as images using digital systems	Collect and sort familiar data, and with assistance use digital systems to represent the findings as images	Collect, sort and recognise simple patterns in data, and assist with the use of digital systems to represent data as pictures and symbols	Collect, sort, and recognise, with assistance, different types of patterns in data, and use digital systems to represent data as pictures, symbols and diagrams
Processes and production skills				
	Stage A	Stage B	Stage C	Stage D
Creating digital solutions	Experience steps involved in completing a routine task	Follow a sequence of steps and decisions needed to solve simple problems	Follow, and with assistance, represent a sequence of steps and decisions (algorithms) needed to solve simple problems	Follow and represent a sequence of steps and decisions (algorithms) needed to solve simple problems
Achievement standard				
Stage A	By the end of Stage A, students recognise common digital systems that are used to meet specific everyday purposes. Students react to different types of data and how digital systems can be used to represent data as images. Students recognise that routine tasks involve completing a set of steps.			
Stage B	By the end of Stage B, students explore some common digital systems for a purpose. Students collect data, sort them based on given characteristics and with assistance use digital systems to display findings as images. Students follow a sequence of steps and decisions needed to solve simple problems.			

Achievement standard	
Stage C	<p>By the end of Stage C, students explore alternative digital systems to meet a purpose.</p> <p>Students collect and sort different data and identify patterns in data through matching. With assistance, they use digital systems to display findings with pictures and symbols.</p> <p>Students represent a sequence of steps that could be followed to solve a simple problem.</p>
Stage D	<p>By the end of Stage D, students use key functions of digital systems and indicate their purpose.</p> <p>Students collect, sort and recognise, with assistance different types of patterns in data. They use digital systems to display results using pictures, symbols and diagrams.</p> <p>Students use a sequence of steps and decision-making processes to solve a simple problem.</p>

Copyright

© School Curriculum and Standards Authority, 2020

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](https://creativecommons.org/licenses/by/4.0/).

The Authority acknowledges the development of the ABLES Assessment Tool by the University of Melbourne and the Department of Education and Training, Victoria and the Victorian Curriculum and Assessment Authority for their development and publication of the ABLES Curriculum and Support Materials.