**Western Australian Curriculum**

Technologies| Digital Technologies

ABLE*WA* Stages A–D

**Content Descriptions, Elaborations and Achievement Standards**

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The School Curriculum and Standards 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.

**Stage A | Content descriptions**

**Knowledge and understanding**

|  |  |
| --- | --- |
| **Digital systems** | **Elaborations** |
| React to the use of some common digital systems, (hardware and [software](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/software) [components](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/components)), as they experience their purpose [(VCDTDS001)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-a/vcdtds001) | * experiencing digital systems used within everyday life and school programs, for example phones, printers, cameras, multimedia presentations, tablets, games
* using voice and body movements to make sounds in a microphone
* experiencing cause and effect devices, for example touch keys on a banana keyboard
* experiencing and playing with switches, for example a jelly bean switch
* experiencing changes in a program due to the activation/deactivation of a switch by another, co-actively or through individual exploration
 |
| **Data and information** | **Elaborations** |
| React to patterns and different types of data and experience how data is sorted and represented as images using digital systems [(VCDTDI002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI002) | * experiencing how their movements can create sounds and visual effects
* using numeric data and displaying them as images, for example selecting and displaying photos of classmates who are present at school on a given day
* experiencing the use of visual data, for example searching through a school-based digital photo library to select an image of themselves and significant people in their life
* experiencing different types of data processing by digital systems, for example images, sound, text and numbers
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**Processes and production skills**

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| **Creating digital solutions** | **Elaborations** |
| Experience steps involved in completing a routine task [(VCDTCD003)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-a/vcdtcd003) | * watching the presentation of an event in a series of slides or screens accompanied by text and pictures
* carrying out a simple step-by-step procedure such as cleaning teeth
* showing how everyday tasks can be broken down through displays and visual schedules
 |

**Stage A | Achievement standard**

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](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/data) and how digital systems can be used to represent [data](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/data) as images.

Students recognise that routine tasks involve completing a set of steps.

**Stage B | Content descriptions**

**Knowledge and understanding**

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| **Digital systems** | **Elaborations** |
| Explore the purpose and use of some common digital systems (hardware and software components) [(VCDTDS004)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-b/vcdtds004) | * observing the use of basic digital systems in everyday routines and copying them, for example using a tablet or phone to take a photograph
* mimicking the use of various digital devices and assistive systems, for example using touch and reaction-linked devices that are in close proximity, using a voice-activated device
* practising hand gestures to resize an image or text, or swipe to navigate
* copying how to carry out an instruction, for example tapping an icon or swiping a screen
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| **Data and information** | **Elaborations** |
| Collect and sort familiar [data](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/data), and with assistance use digital systems to represent the findings as images [(VCDTDI005)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-b/vcdtdi005) | * experimenting with devices to capture and record data such as taking a photo (image data) and recording the results from a structured data-sorting activity
* assisting to sort objects and events in structured shared experiences based on teacher-defined characteristics and using digital systems to represent the findings
* sorting data by size and displaying the objects from tallest to smallest
* assisting to sort data through structured learning experiences, for example sorting classroom objects into categories based on them being ‘the same’
* using software to select images and sounds to represent the findings of sorted data
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**Processes and production skills**

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| **Creating digital solutions** | **Elaborations** |
| Follow a sequence of steps and decisions needed to solve simple problems [(VCDTCD006)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-b/vcdtcd006) | * following a sequence strip to complete the steps in an everyday event, such as morning circle, unpacking their bag
* using problem-solving skills to explore cause and effect programs or activities that have a clear action/consequence, such as dropping a ball, turning on a screen
* following a simple single step instruction (step-by-step using verbal and visual prompts) to complete everyday routine activities
* following a sequence of instructions or events presented as pictures or images for familiar routine activities and commonly experienced events
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**Stage B | Achievement standard**

By the end of Stage B, students explore some common digital systems for a purpose.

Students collect [data](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/data), sort them based on given [characteristics](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/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.

**Stage C | Content descriptions**

**Knowledge and understanding**

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| **Digital systems** | **Elaborations** |
| Initiate some basic functions on common digital systems (hardware and [software](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/software) [components](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/components)) to meet a purpose [(VCDTDS007)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-c/vcdtds007) | * developing motor skills to slide, double tap and beginning to use a mouse to activate or manipulate a game
* using two switches for two functions
* exploring various digital systems to operate a program, for example using a keyboard to type, a mouse or stylus to draw and using appropriate pressure to activate a key
* using devices purposefully, for example scanning and selecting a program or adjusting the volume
 |
| **Data and information** | **Elaborations** |
| Collect, sort and recognise simple patterns in data, and assist with the use of digital systems to represent data as pictures and symbols [(VCDTDI008)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-c/vcdtcd009) | * pairing identical objects from a small collection
* copying a pattern associated with a familiar activity, for example repeating a movement pattern
* matching, sorting and organising objects in practical situations
* sorting objects and events based on easily identified characteristics and using digital systems to represent data, for example sorting objects based on colour or shape and creating a digital drawing
* assisting to collect and sort data in a structured situation, for example questioning friends about their favourite animal or football team and selecting an image of the most popular response
* assisting in using common software to present data creatively such as a slideshow, movie or sounds
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**Processes and production skills**

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| **Creating digital solutions** | **Elaborations** |
| Follow, and with assistance, represent a sequence of steps and decisions (algorithms) needed to solve simple problems [(VCDTCD009)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-c/vcdtcd009) | * re-sequencing a known everyday activity using visual images or verbal cues
* experimenting with very simple, visual step-by-step procedures to explore using a device or completing a task, for example printing a picture or starting a game
* identifying sequences of instructions or events that are commonly experienced such as the sequence of traffic lights or instructions for making a sandwich
* following two to three-step series of instructions to use a piece of hardware or software, for example locating a website by keying in its URL or inserting an image in a file
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**Stage C | Achievement standard**

By the end of Stage C, students explore alternative digital systems to meet a purpose.

Students collect and sort different [data](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/data) and [identify](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/identify) patterns in [data](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/data) through matching. With assistance, they use digital systems to display findings with pictures and symbols.

Students represent a sequence of steps that could be followed to solve a simple problem.

**Stage D | Content descriptions**

**Knowledge and understanding**

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| --- | --- |
| **Digital systems** | **Elaborations** |
| Carry out some key functions on digital systems (hardware and [software](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/software) [components](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/components)) to meet a purpose [(VCDTDS010)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-d/vcdtds010) | * identifying and using different techniques to carry out an instruction, for example a control key or mouse to close a file, or a mouse or hand movement to resize an image, or a stylus or selecting an existing object to create a shape
* using some features of a computer to carry out a number of functions, for example saving work, moving the cursor and scrolling within a file
* using icons to operate familiar software such as Save, Favourites, Home
 |
| **Data and information** | **Elaborations** |
| Collect, sort, and recognise, with assistance, different types of patterns in [data](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/data), and use digital systems to represent [data](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/data) as pictures, symbols and diagrams [(VCDTDI011)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-d/vcdtdi011) | * collecting, sorting and displaying data in a personally meaningful way, for example collecting leaves, sorting them into groups based on size, shape or colour and using a drawing program to represent the findings
* sorting like objects based on a given classification, for example group shoes based on colour or size and presenting the findings
* examining and continuing a simple repeated pattern with given objects, movement or sounds
* using common software to present ideas creatively, for example creating a slideshow, poster, drawing or image about a wishful holiday destination
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**Processes and production skills**

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| --- | --- |
| **Creating digital solutions** | **Elaborations** |
| Follow and represent a sequence of steps and decisions (algorithms) needed to solve simple problems [(VCDTCD012)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/technologies/digital-technologies/ablewa-stage-d/vcdtcd012) | * taking and using photos to represent the sequence of events, for example placing in order photos of buildings/rooms that need to be passed when getting from the classroom to the front school gate
* viewing a game and listing the number of levels within it
* writing a simple set of instructions to sequence events, for example the processes involved in making toast with jam
* recognising sequences of instructions or events that are commonly experienced such as crossing a road that has traffic lights
 |

**Stage D | Achievement standard**

By the end of Stage D, students use key functions of digital systems and indicate their purpose.

Students collect, sort and recognise, with assistance different types of patterns in [data](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/data). They use digital systems to display results using pictures, symbols and diagrams.

Students use a sequence of steps and decision making processes to solve a simple problem.