



# Curriculum comparison

## Foundation to Level 2

Victorian Curriculum	Australian Curriculum
Foundation - Level 2	Foundation
identify and explore digital systems including hardware and software components for a purpose VC2TDI2S01	AC9TDIFK01 recognise and explore digital systems (hardware and software) for a purpose
identify some data that is personal and access their school account with a recorded username and password VC2TDI2S02	AC9TDIFK02 represent data as objects, pictures and symbols
explore patterns in data and represent data as objects, pictures, symbols, numbers and words VC2TDI2D01	AC9TDIFP01 identify some data that is personal and owned by them
explore and use the basic features of common digital tools to create, locate and communicate content for a diverse audience VC2TDI2D02	
explore and use the basic features of common digital tools to share content and collaborate, demonstrating agreed behaviours and supported by trusted adults VC2TDI2D03	
recognise and discuss that some websites and apps store their personal data online VC2TDI2D04	
investigate simple problems for known users that can be solved with digital systems VC2TDI2C01	
follow, describe and represent algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) needed to solve simple problems VC2TDI2C02	
discuss how existing digital systems satisfy identified needs for known users VC2TDI2C03	

Achievement Standards	Achievement Standards
<p>By the end of Level 2, students access and show familiarity with digital systems and use them for a purpose. Students identify patterns and represent data in different ways. They use the basic features of common digital tools to create, locate and share content for an audience. Students share content and collaborate following agreed behaviours. They recognise and explain how digital tools may store their personal data online. Students explain and solve simple problems. They follow and represent basic algorithms involving a sequence of steps, branching and iteration. Students explain how digital systems meet the needs of known users.</p>	<p><b>Learning Area Achievement Standard</b>            By the end of Foundation 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.</p> <p><b>Subject Achievement Standard</b>            By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them.</p>



# Curriculum comparison

## Foundation to Level 2

Victorian Curriculum	Australian Curriculum
Foundation to Level 2	Years 1 and 2
identify and explore digital systems including hardware and software components for a purpose VC2TDI2S01	AC9TDI2K01 identify and explore digital systems and their components for a purpose
identify some data that is personal and access their school account with a recorded username and password VC2TDI2S02	AC9TDI2K02 represent data as pictures, symbols, numbers and words
explore patterns in data and represent data as objects, pictures, symbols, numbers and words VC2TDI2D01	AC9TDI2P01 investigate simple problems for known users that can be solved with digital systems
explore and use the basic features of common digital tools to create, locate and communicate content for a diverse audience VC2TDI2D02	AC9TDI2P02 follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition)
explore and use the basic features of common digital tools to share content and collaborate, demonstrating agreed behaviours and supported by trusted adults VC2TDI2D03	AC9TDI2P03 discuss how existing digital systems satisfy identified needs for known users
recognise and discuss that some websites and apps store their personal data online VC2TDI2D04	AC9TDI2P04 use the basic features of common digital tools to create, locate and communicate content
investigate simple problems for known users that can be solved with digital systems VC2TDI2C01	AC9TDI2P05 use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults
follow, describe and represent algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) needed to solve simple problems VC2TDI2C02	
discuss how existing digital systems satisfy identified needs for known users VC2TDI2C03	
Achievement Standards	Achievement Standards
By the end of Level 2, students access and show familiarity with digital systems and use them for a purpose. Students identify patterns and represent data in different ways. They use the basic features of common digital tools to create, locate and share content for an audience. Students share content and collaborate following agreed behaviours. They recognise and explain how digital tools may store their personal data online. Students explain and solve simple problems. They follow and represent basic algorithms involving a sequence of steps, branching and iteration. Students explain how digital systems meet the needs of known users.	<p><b>Learning Area Achievement Standard</b> By the end of Foundation 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.</p> <p><b>Subject Achievement Standard</b> By the end of Foundation students show familiarity with digital systems and use them for a purpose. They represent data using objects, pictures and symbols and identify examples of data that is owned by them.</p>



# Curriculum comparison

Levels 3 and 4

Victorian Curriculum	Australian Curriculum
Levels 3 and 4	Years 3 and 4
explore and describe a range of digital systems and their peripherals for a variety of purposes VC2TDI4S01	AC9TDI4K01 explore and describe a range of digital systems and their peripherals for a variety of purposes
explore transmitting different types of data between digital systems VC2TDI4S02	AC9TDI4K02 explore transmitting different types of data between digital systems
access their school account using a memorised password and explain why it should be easy to remember, but hard for others to guess VC2TDI4S03	AC9TDI4K03 recognise different types of data and explore how the same data can be represented differently depending on the purpose
recognise different types of data and explore how the same data can be represented differently depending on the purpose VC2TDI4D01	AC9TDI4P01 define problems with given design criteria and by co-creating user stories
collect, organise and present different types of data using software tools to create information and solve problems VC2TDI4D02	AC9TDI4P02 follow and describe algorithms involving sequencing, comparison operators (branching) and iteration
use the core features of common digital tools to create, locate and communicate content, following agreed conventions for a diverse audience VC2TDI4D03	AC9TDI4P03 generate, communicate and compare designs
use the core features of common digital tools to share content, plan tasks and collaborate, demonstrating agreed behaviours, supported by trusted adults VC2TDI4D04	AC9TDI4P04 implement simple algorithms as visual programs involving control structures and input
identify what personal data is stored and shared in their online accounts and discuss any associated risks VC2TDI4D05	AC9TDI4P05 discuss how existing and student solutions satisfy the design criteria and user stories
define simple problems with teacher-provided requirements VC2TDI4C01	AC9TDI4P06 use the core features of common digital tools to create, locate and communicate content, following agreed conventions
follow, describe and represent algorithms involving sequencing, comparison operators (branching) and iteration VC2TDI4C02	AC9TDI4P07 use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults
design a simple user interface, generate, communicate and compare the designs VC2TDI4C03	AC9TDI4P08 access their school account using a memorised password and explain why it should be easy to remember, but hard for others to guess
implement simple algorithms as visual programs involving control structures and input VC2TDI4C04	AC9TDI4P09 identify what personal data is stored and shared in their online accounts and discuss any associated risks
discuss how existing and student-created solutions satisfy the given requirements VC2TDI4C05	



# Curriculum comparison

## Levels 3 and 4

### Achievement Standards

By the end of Level 4, students securely access and use digital systems and their peripherals for a range of purposes. They explain how data is transmitted between digital systems.

Students represent different types of data for different purposes. They organise and present different types of data using software tools. Students use the core features of common digital tools to create, locate and communicate content for an audience. They use digital tools to plan tasks, share content and collaborate following agreed behaviours. Students identify and recognise the risks to their personal data in online accounts.

Students describe simple problems and list requirements. They describe and represent simple algorithms involving branching and iteration. Students design simple user interfaces and compare their designs. They implement simple algorithms as visual programs. Students describe how student-created solutions meet the provided requirements

### Achievement Standards

#### **Learning area achievement standard**

By the end of Year 4 students describe how people design products, services and environments to meet the needs of people, including sustainability. They process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs. For each of the 2 prescribed technologies contexts they describe the features and uses of technologies and create designed solutions. Students select design ideas against design criteria. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They communicate design ideas using models and drawings including annotations and symbols. Students plan and sequence steps and use technologies and techniques to safely produce designed solutions. 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 its risks.

#### **Subject 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.



# Curriculum comparison

Levels 5 and 6

Victorian Curriculum	Australian Curriculum
Levels 5 and 6	Years 5 and 6
investigate the main internal components of common digital systems and their function VC2TDI6S01	AC9TDI6K01 investigate the main internal components of common digital systems and their function
examine how digital systems form networks to transmit data VC2TDI6S02	AC9TDI6K02 examine how digital systems form networks to transmit data
access multiple personal accounts using unique passphrases and explain the risks of password re-use VC2TDI6S03	AC9TDI6K03 explain how digital systems represent all data using numbers
explain how digital systems represent all data using numbers and explore how data can be represented using binary VC2TDI6D01	AC9TDI6K04 explore how data can be represented by off and on states (zeros and ones in binary)
acquire and manipulate different types of data from a range of sources using software tools, including spreadsheets VC2TDI6D02	AC9TDI6P01 define problems with given or co-developed design criteria and by creating user stories
analyse and visualise data using a range of software, including spreadsheets to create information and solve problems VC2TDI6D03	AC9TDI6P02 design algorithms involving multiple alternatives (branching) and iteration
select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions for a diverse audience VC2TDI6D04	AC9TDI6P03 design a user interface for a digital system
select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours, supported by trusted adults VC2TDI6D05	AC9TDI6P04 generate, modify, communicate and evaluate designs
explain the creation and permanence of their personal digital footprint and consider privacy when collecting personal data VC2TDI6D06	AC9TDI6P05 implement algorithms as visual programs involving control structures, variables and input
define problems with teacher-provided or co-developed functional requirements VC2TDI6C01	AC9TDI6P06 evaluate existing and student solutions against the design criteria and user stories and their broader community impact
design and represent algorithms involving multiple alternatives (branching) and iteration VC2TDI6C02	AC9TDI6P07 select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions
design and modify a user interface for a digital system, and generate, communicate and evaluate the designs VC2TDI6C03	AC9TDI6P08 select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours
implement algorithms as visual programs involving control structures, variables and input VC2TDI6C04	AC9TDI6P09 access multiple personal accounts using unique passphrases and explain the risks of password re-use
evaluate existing and student-created solutions against the requirements and their broader community impact VC2TDI6C05	AC9TDI6P10 explain the creation and permanence of their digital footprint and consider privacy then collecting user data



# Curriculum comparison

Levels 5 and 6

## Achievement Standards

By the end of Level 6, students securely access and use multiple digital systems and accounts, and describe their components. They describe how data is transmitted within networks.

Students describe how digital systems represent data. They acquire and manipulate data using spreadsheets. Students interpret and visualise data using spreadsheets. They select and use appropriate digital tools to create, locate and communicate content, applying common conventions. Students use digital tools to plan tasks, share content online and collaborate on projects, following agreed behaviours. They identify their digital footprint, recognise its permanence and consider privacy when collecting data.

Students define problems with functional requirements. They design algorithms involving complex branching and iteration. Students design and modify user interfaces and evaluate the designs. They implement algorithms as visual programs including variables and input. Students explain how student-created digital solutions meet the functional requirements of users.

## Achievement Standards

### Learning area achievement standard

By the end of Year 6 students explain how people design products, services and environments to meet the needs of communities, including sustainability. For each of the 3 prescribed technologies contexts students explain how the features of technologies impact on design decisions and they create designed solutions. They process data and show how digital systems represent data, design algorithms involving complex branching and iteration, and implement them as visual programs including variables. They select and justify design ideas and solutions against design criteria. Students share and communicate ideas or content to an audience using technical terms, graphical representation techniques and appropriate digital tools. They develop project plans, including production processes, and select technologies and techniques to safely produce designed or digital solutions. Students securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. They identify their digital footprint and recognise its permanence.

### Subject achievement standard

By the end of Year 6 students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence.