Curriculum comparison
Foundation to level 2

Victorian Curriculum 2.0	Victorian Curriculum
Digital Systems and security	**Digital Systems**
identify and explore digital systems including hardware and software components for a purpose VC2TDI2S01	Identify and explore digital systems (hardware and software components) for a purpose (VCDTDS013)
identify some data that is personal and access their school account with a recorded username and password VC2TDI2S02	
Data, information and privacy	**Data and information**
explore patterns in data and represent data as objects, pictures, symbols, numbers and words VC2TDI2D01	Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (VCDTDI014)
explore and use the basic features of common digital tools to create, locate and communicate content for a diverse audience VC2TDI2D02	Collect, explore and sort data, and use digital systems to present the data creatively (VCDTDI015)
explore and use the basic features of common digital tools to share content and collaborate, demonstrating agreed behaviours and supported by trusted adults VC2TDI2D03	Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments (VCDTDI016)
recognise and discuss that some websites and apps store their personal data online VC2TDI2D04	
Creating Digital Solutions	**Creating Digital Solutions**
investigate simple problems for known users that can be solved with digital systems VC2TDI2C01	Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (VCDTCD017)
follow, describe and represent algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) needed to solve simple problems VC2TDI2C02	Explore how people safely use common information systems to meet information, communication and recreation needs (VCDTCD018)
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.	By the end of Level 2, students identify how common digital systems are used to meet specific purposes. Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning. Students design solutions to simple problems using a sequence of steps and decisions. They create and organise ideas and information using information systems and share these in safe online environments.

Victorian Curriculum 2.0	Victorian Curriculum
Digital Systems and security	**Digital Systems**
explore and describe a range of digital systems and their peripherals for a variety of purposes VC2TDI4S01	Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data (VCDTDS019)
explore transmitting different types of data between digital systems VC2TDI4S02	
access their school account using a memorised password and explain why it should be easy to remember, but hard for others to guess VC2TDI4S03	
Data, information and privacy	**Data and information**
recognise different types of data and explore how the same data can be represented differently depending on the purpose VC2TDI4D01	Recognise different types of data and explore how the same data can be represented in different ways (VCDTDI020)
collect, organise and present different types of data using software tools to create information and solve problems VC2TDI4D02	Collect, access and present different types of data using simple software to create information and solve problems (VCDTDI021)
use the core features of common digital tools to create, locate and communicate content, following agreed conventions for a diverse audience VC2TDI4D03	Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols (VCDTDI022)
use the core features of common digital tools to share content, plan tasks and collaborate, demonstrating agreed behaviours, supported by trusted adults VC2TDI4D04	
identify what personal data is stored and shared in their online accounts and discuss any associated risks VC2TDI4D05	
Creating Digital Solutions	**Creating Digital Solutions**
define simple problems with teacher-provided requirements VC2TDI4C01	Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them (VCDTCD023)
follow, describe and represent algorithms involving sequencing, comparison operators (branching) and iteration VC2TDI4C02	Develop simple solutions as visual programs (VCDTCD024)
design a simple user interface, generate, communicate and compare the designs VC2TDI4C03	Explain how student-developed solutions and existing information systems meet common personal, school or community needs (VCDTCD025)
implement simple algorithms as visual programs involving control structures and input VC2TDI4C04	
discuss how existing and student-created solutions satisfy the given requirements VC2TDI4C05	

Curriculum comparison
Levels 3 and 4

Achievement Standards	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	By the end of Level 4, students describe how a range of digital systems and their peripheral devices can be used for different purposes. Students explain how the same data sets can be represented in different ways. They collect and manipulate different data when creating information and digital solutions. They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols. Students define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input. They explain how their developed solutions and existing information systems meet their purposes.

Curriculum comparison
Levels 5 and 6

Victorian Curriculum 2.0	Victorian Curriculum
Digital Systems and security	**Digital Systems**
investigate the main internal components of common digital systems and their function VC2TDI6S01	Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data (VCDTDS026)
examine how digital systems form networks to transmit data VC2TDI6S02	
access multiple personal accounts using unique passphrases and explain the risks of password re-use VC2TDI6S03	
Data, information and privacy	**Data and information**
explain how digital systems represent all data using numbers and explore how data can be represented using binary VC2TDI6D01	Examine how whole numbers are used as the basis for representing all types of data in digital systems (VCDTDI027)
acquire and manipulate different types of data from a range of sources using software tools, including spreadsheets VC2TDI6D02	Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information (VCDTDI028)
analyse and visualise data using a range of software, including spreadsheets to create information and solve problems VC2TDI6D03	Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols (VCDTDI029)
select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions for a diverse audience VC2TDI6D04	
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	
explain the creation and permanence of their personal digital footprint and consider privacy when collecting personal data VC2TDI6D06	

Curriculum comparison
Levels 5 and 6

Creating Digital Solutions	Creating Digital Solutions
define problems with teacher-provided or co-developed functional requirements VC2TDI6C01	Define problems in terms of data and functional requirements, drawing on previously solved problems to identify similarities (VCDTCD030)
design and represent algorithms involving multiple alternatives (branching) and iteration VC2TDI6C02	Design a user interface for a digital system, generating and considering alternative design ideas (VCDTCD031)
design and modify a user interface for a digital system, and generate, communicate and evaluate the designs VC2TDI6C03	Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iteration (VCDTCD032)
implement algorithms as visual programs involving control structures, variables and input VC2TDI6C04	Develop digital solutions as simple visual programs (VCDTCD033)
evaluate existing and student-created solutions against the requirements and their broader community impact VC2TDI6C05	Explain how student-developed solutions and existing information systems meet current and future community and sustainability needs (VCDTC034)

Achievement Standards	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.	By the end of Level 6, students explain the functions of digital system components and how digital systems are connected to form networks that transmit data. Students explain how digital systems use whole numbers as a basis for representing a variety of data types. They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account.