|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Technologies/Design Technologies** | | |
| **Context:** Students explore how plants and animals are used for food and identify their use in food products. They follow instructions to safely grow their own plant from a seedling. The technologies context in the teaching and learning plan is Food and fibre production.  **Content Descriptions:**   * Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs [(VCDSTS013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS013) * Explore how plants and animals are grown for food, clothing and shelter [(VCDSTC015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC015) * Sequence steps for making designed solutions [(VCDSCD022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022) | | |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Design Technologies Level 2 Achievement Standard** |
| In **Design Technologies**, indicative progression towards the Level 2 achievement standard may be when students:   * Through teacher guidance, can identify common environmental considerations in food and plant production. * List a range of everyday food products and identify the original plant or animal source. * With teacher direction, safely follow the steps to plant and grow a seedling. | By the end of Level 2:   * Students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. * They identify the features and uses of some technologies for each of the prescribed technologies contexts. * With guidance, students create designed solutions for each of the prescribed technologies contexts. * They describe given needs or opportunities. * Students create and evaluate their ideas and designed solutions based on personal preferences. * They communicate design ideas for their designed solutions, using modelling and simple drawings. * Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Technologies/Design Technologies** | | |
| **Context:** Students explore foods for healthy eating and learn that discretionary foods are those that should be eaten only sometimes and in small amounts. Students design healthy snack that could be eaten every day. The technologies context in the teaching and learning plan is Food specialisations.  **Content Descriptions:**   * Explore how food is selected and prepared for healthy eating [(VCDSTC016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC016) * Explore needs or opportunities for designing, and the technologies needed to realise designed solutions[(VCDSCD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018) | | |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Design Technologies Level 2 Achievement Standard** |
| In **Design Technologies**, indicative progression towards the Level 2 achievement standard may be when students:   * List foods from the five food groups (Australian Guide to Healthy Eating). * List healthy snacks that could be eaten everyday and explain why discretionary foods should only be eaten sometimes * Explain why their snack can be eaten everyday. | By the end of Level 2:   * Students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. * They identify the features and uses of some technologies for each of the prescribed technologies contexts. * With guidance, students create designed solutions for each of the prescribed technologies contexts. * They describe given needs or opportunities. * Students create and evaluate their ideas and designed solutions based on personal preferences. * They communicate design ideas for their designed solutions, using modelling and simple drawings. * Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Technologies/Design Technologies** | | |
| **Context:** Studentsexplore different materials that enable movement (eg: sliding or floating) in a playground. They create a digital collage of play equipment, which identifies the different types of materials that enable movement. They also explore how playgrounds meet the needs of the community. The technologies context in the teaching and learning plan is Engineering principles and systems and Materials and technologies specialisations.  **Content Descriptions:**   * Explore how technologies use forces to create movement in designed solutions [(VCDSTC014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC014) * Visualise, generate, and communicate design ideas through describing, drawing and modelling [(VCDSCD019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019) * Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment [(VCDSCD021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021) | | |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Design Technologies Level 2 Achievement Standard** |
| In **Design Technologies**, indicative progression towards the Level 2 achievement standard may be when students:   * List materials that enable movement * With teacher direction, suggest how the school playground could be improved to better meet the needs of students. * Digitally display and label materials that enable movement. | By the end of Level 2:   * Students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. * They identify the features and uses of some technologies for each of the prescribed technologies contexts. * With guidance, students create designed solutions for each of the prescribed technologies contexts. * They describe given needs or opportunities. * Students create and evaluate their ideas and designed solutions based on personal preferences. * They communicate design ideas for their designed solutions, using modelling and simple drawings. * Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Technologies/Design Technologies** | | |
| **Context:**  Students design and make a toy using at least two moving parts. The technologies context in the teaching and learning plan are Engineering principles and systems, and Materials and technologies specialisations.  **Content Descriptions:**   * Investigate how forces and the properties of materials affect the behaviour of a designed solution[(VCDSTC024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC024) * Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes [(VCDSTC027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC027) * Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to create designed solutions [(VCDSCD028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD028) | | |
| **Design Technologies Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Design Technologies Level 4 Achievement Standard** |
| By the end of Level 2:   * Students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. * They identify the features and uses of some technologies for each of the prescribed technologies contexts. * With guidance, students create designed solutions for each of the prescribed technologies contexts. * They describe given needs or opportunities. * Students create and evaluate their ideas and designed solutions based on personal preferences. * They communicate design ideas for their designed solutions, using modelling and simple drawings. * Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions. | In **Design Technologies**, indicative progression towards the Level 4 achievement standard may be when students:   * Identify the characteristics of popular toys with moving parts and how these meet the needs of the user. * Identify what is causing the moving parts on a toy * Use words or labelled sketches to communicate why they have selected their materials for the design. | By the end of Level 4:   * Students explain how solutions are designed to best meet needs of the communities and their environments. * They describe contributions of people in design and technologies occupations. * Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts. * They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. * They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. * Students plan and sequence major steps in design and production. * They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Technologies/Design Technologies** | | |
| **Context:** Students investigate food systems (growing, production, manufacturing, distribution, retailing and consumption) with a focus on vegetables. The technologies context in the teaching and learning plan are food and fibre production, and food specialisations.  **Content Descriptions:**   * Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs [(VCDSTS023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS023) * Investigate food and fibre production used in modern or traditional societies [(VCDSTC025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC025) * Investigate food preparation techniques used in modern or traditional societies [(VCDSTC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC026) | | |
| **Design Technologies Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Design Technologies Level 4 Achievement Standard** |
| By the end of Level 2:   * Students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. * They identify the features and uses of some technologies for each of the prescribed technologies contexts. * With guidance, students create designed solutions for each of the prescribed technologies contexts. * They describe given needs or opportunities. * Students create and evaluate their ideas and designed solutions based on personal preferences. * They communicate design ideas for their designed solutions, using modelling and simple drawings. * Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions. | In **Design Technologies**, indicative progression towards the Level 4 achievement standard may be when students:   * List occupations and people involved at the different stages of the food system. * With teacher assistance, identify three methods used to package vegetables and explain the reason why these methods are used. * Contribute to an explanation of why eating vegetables is important for health and list ways to include vegetables in a healthy diet.   \* The Achievement Standards are expanded from 7 at Level 2, to 8 at Level 4. That is, the first two Level 4 Achievement Standards align with the first Level 2 Achievement Standards. | By the end of Level 4:   * Students explain how solutions are designed to best meet needs of the communities and their environments. * They describe contributions of people in design and technologies occupations. * Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts. * They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. * They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. * Students plan and sequence major steps in design and production. * They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Technologies/Design Technologies** | | |
| **Context:** Students follow a design brief to make a healthy meal that includes at least three vegetables. One healthy meal is chosen for the class to produce together. The technologies context in the teaching and learning plan is Food specialisations.  **Content Descriptions:**   * Investigate food preparation techniques used in modern or traditional societies [(VCDSTC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC026) * Select and use materials, components, tools and equipment using safe work practices to produce designed solutions [(VCDSCD030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD030) * Plan a sequence of production steps when making designed solutions [(VCDSCD032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD032) | | |
| **Design Technologies Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Design Technologies Level 4 Achievement Standard** |
| By the end of Level 2:   * Students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. * They identify the features and uses of some technologies for each of the prescribed technologies contexts. * With guidance, students create designed solutions for each of the prescribed technologies contexts. * They describe given needs or opportunities. * Students create and evaluate their ideas and designed solutions based on personal preferences. * They communicate design ideas for their designed solutions, using modelling and simple drawings. * Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions. | In **Design Technologies**, indicative progression towards the Level 4 achievement standard may be when students:   * In groups, refer to a design brief and generate ideas for a healthy meal that includes at least three vegetables * Contribute to a class-developed sequence of the major steps and equipment required to prepare a healthy meal that contains at least three vegetables such as a frittata. * With teacher guidance, safely use familiar equipment and simple techniques when preparing a healthy meal with at least three vegetables such as a frittata. | By the end of Level 4:   * Students explain how solutions are designed to best meet needs of the communities and their environments. * They describe contributions of people in design and technologies occupations. * Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts. * They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. * They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. * Students plan and sequence major steps in design and production. * They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Technologies/Design Technologies** | | |
| **Context:** Students investigate methods of irrigation when growing plants. As a class, they design a simple irrigation system for a school garden. The technologies context in the teaching and learning plan is Food and fibre production, and Engineering principles and systems.  **Content Descriptions**   * Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use [(VCDSTS033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS033) * Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques [(VCDSCD039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD039) | | |
| **Design Technologies Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Design Technologies Level 6 Achievement Standard** |
| By the end of Level 4:   * Students explain how solutions are designed to best meet needs of the communities and their environments. * They describe contributions of people in design and technologies occupations. * Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts. * They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. * They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. * Students plan and sequence major steps in design and production. * They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. | In **Design Technologies**, indicative progression towards the Level 6 achievement standard may be when students:   * Explain the different types of irrigation and identify environmental sustainability issues. * Contribute to group research on what types of irrigation will best met future needs. * In groups, refer to a design brief related to irrigating a school garden to identify possible materials and processes using models and drawings. | By the end of Level 6:   * Students describe some competing considerations in the design of solutions taking into account sustainability. * They describe how design and technologies contribute to meeting present and future needs. * Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. * They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. * They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. * Students record project plans including production processes. * They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Technologies/Design Technologies** | | |
| **Context:** Students modify an existing recipe to make it healthier based on the Australian Guide to Healthy Eating. In groups they produce their modified recipe. The technologies context in the teaching and learning plan is Food specialisations.  **Content Descriptions**   * Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene [(VCDSTC036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC036) * Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions[(VCDSCD040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD040) * Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions [(VCDSCD041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD041) * Develop project plans that include consideration of resources when making designed solutions[(VCDSCD042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD042) | | |
| **Design Technologies Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Design Technologies Level 6 Achievement Standard** |
| By the end of Level 4:   * Students explain how solutions are designed to best meet needs of the communities and their environments. * They describe contributions of people in design and technologies occupations. * Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts. * They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. * They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. * Students plan and sequence major steps in design and production. * They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. | In **Design Technologies**, indicative progression towards the Level 6 achievement standard may be when students:   * In groups groups to research and negotiate criteria for success based on the Australian Guide to Healthy Eating. * Sequence the major steps to prepare a healthy meal and include a list of equipment required at each step. * Safely and hygienically use familiar equipment and simple techniques, with teacher guidance for unfamiliar techniques. | By the end of Level 6:   * Students describe some competing considerations in the design of solutions taking into account sustainability. * They describe how design and technologies contribute to meeting present and future needs. * Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. * They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. * They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. * Students record project plans including production processes. * They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Technologies/Design Technologies** | | |
| **Context:** Students follow a design brief to produce a felt toy that incorporates a simple soft circuit. The technologies context in the teaching and learning plan are Materials and technologies specialisations, and Engineering principles and systems.  **Content Descriptions**   * Investigate how forces or electrical energy can control movement, sound or light in a designed product or system [(VCDSTC034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC034) * Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use [(VCDSTC037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC037) * Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions[(VCDSCD040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD040) | | |
| **Design Technologies Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Design Technologies Level 6 Achievement Standard** |
| By the end of Level 4:   * Students explain how solutions are designed to best meet needs of the communities and their environments. * They describe contributions of people in design and technologies occupations. * Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts. * They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. * They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. * Students plan and sequence major steps in design and production. * They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. | In **Design Technologies**, indicative progression towards the Level 6 achievement standard may be when students:   * Explain how a soft circuit will be incorporated into the design of a felt toy. * Produce an annotated sketch of a design highlighting the key features of a soft circuit. * Follow a teacher demonstration to safely use appropriate production and finishing techniques. | By the end of Level 6:   * Students describe some competing considerations in the design of solutions taking into account sustainability. * They describe how design and technologies contribute to meeting present and future needs. * Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. * They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. * They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. * Students record project plans including production processes. * They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. |

|  |  |  |
| --- | --- | --- |
| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Technologies/Design Technologies** | | |
| **Context:** Students respond to a design brief to design their own felt toy that incorporates parallel circuit and/or an on/off switch. The technologies context in the teaching and learning plan are Materials and technologies specialisations, and Engineering principles and systems.  **Content Descriptions:**   * Analyse how motion, force and energy are used to manipulate and control electromechanical systems when creating simple, engineered solutions[(VCDSTC045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC045) * Analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment [(VCDSTC048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC048) * Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques [(VCDSCD050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD050) | | |
| **Design Technologies Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Design Technologies Level 8 Achievement Standard** |
| By the end of Level 6:   * Students describe some competing considerations in the design of solutions taking into account sustainability. * They describe how design and technologies contribute to meeting present and future needs. * Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. * They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. * They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. * Students record project plans including production processes. * They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. | In **Design Technologies**, indicative progression towards the Level 8 achievement standard may be when students:   * Produce a detailed annotated sketch explaining key features of a design. * Develop a prototype to test and communicate a design including modifications that may need to be made. | By the end of Level 8:   * Students explain factors that influence the design of solutions to meet present and future needs. * They explain the contribution of design and technology innovations and enterprise to society. * Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. * Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. * They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. * They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. * Students apply project management skills to document and use project plans to manage production processes. * They independently and safely produce effective designed solutions for the intended purpose. |