**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
If you need help completing the template view the curriculum mapping instructions document.

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|  | **Strand** | **Technologies and Society** | **Technologies Contexts** | **Creating Designed Solutions** |
|  | **Sub-strand** | **Not applicable** | Engineering principles and systems | Food and fibre production | Food specialisations | Materials and technologies specialisations | Investigating | Generating | Producing | Evaluating | Planning and managing |
|  | **Content Description** | 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) | 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 how and why food and fibre are produced in managed environments [(VCDSTC035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC035) | 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) | 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) | Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions [(VCDSCD038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD038) | 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) | 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) |
| **Unit** | **Semester/ Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 7 and 8 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.
 | By the end of Level 6* Students describe some competing considerations in the design of solutions taking into account sustainability. (1)
* They describe how design and technologies contribute to meeting present and future needs. (2)
* Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. (3)
* Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. (4)
* They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. (5)
* They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. (6)
* Students record project plans including production processes. (7)
* They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.(8)
 | 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.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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