**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** | Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures [(VCDSTS043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS043) | Investigate the ways in which designed solutions evolve locally, nationally, regionally and globally through the creativity, innovation and enterprise of individuals and groups [(VCDSTS044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS044) | 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 how food and fibre are produced when creating managed environments and how these can become more sustainable [(VCDSTC046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC046) | Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating[(VCDSTC047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC047) | 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) | Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas [(VCDSCD049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD049) | 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) | Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions [(VCDSCD051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD051) | Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability [(VCDSCD052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD052) | Use project management processes to coordinate production of designed solutions [(VCDSCD053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD053) |
| **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 # | CD  | Achievement standard # |
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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 9 and 10 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.
 | By the end of Level 8* Students explain factors that influence the design of solutions to meet present and future needs. (1)
* They explain the contribution of design and technology innovations and enterprise to society. (2)
* Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. (3)
* Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. (4)
* They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. (5)
* 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. (6)
* Students apply project management skills to document and use project plans to manage production processes. (7)
* They independently and safely produce effective designed solutions for the intended purpose. (8)
 | By the end of Level 10 * Students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions.
* They identify the changes necessary to designed solutions to realise preferred futures they have described.
* When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.
* Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities.
* They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes.
* They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences.
* They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.
* They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable 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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