**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** | | |  |  | | |
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