**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** | Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved  [(VCDSTS054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS054) | | Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions  [(VCDSTS055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS055) | | Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions  [(VCDSTC056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC056) | | Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre  [(VCDSTC057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC057) | | Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating  [(VCDSTC058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC058) | | Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions  [(VCDSTC059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC059) | | Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas  [(VCDSCD060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD060) | | Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication  [(VCDSCD061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD061) | | Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions  [(VCDSCD062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD062) | | Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability  [(VCDSCD063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD063) | | Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes  [(VCDSCD064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD064) | |
| **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 7 and 8 Achievement Standard** | **Levels 9 and 10 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. |
| 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. | 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. (1) * They identify the changes necessary to designed solutions to realise preferred futures they have described. (2) * 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. (3) * Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. (4) * They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. (5) * 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. (6) * They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. (7) * They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose. (8) |

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| **Assessments** | | |  |  | | |
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