

# Digital Technologies - Below satisfactory - Foundation to Year 2

## Portfolio summary

This portfolio of student work shows that the student can identify how common digital systems (hardware and software) are used to meet specific purposes (WS4). The student uses digital systems to represent simple patterns in data in different ways (WS1, WS2).

The student designs solutions to simple problems using a sequence of steps and decisions (WS3). The student collects familiar data and displays them to convey meaning (WS1). The student creates and organises ideas and information using information systems and shares information (WS1) in safe online environments (WS2).

## Digital project: The beach

### Sample summary

Students collected data about what they found on the beach and presented the data as an information product.

### Achievement standard

#### Subject

#### Learning Area

By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.

Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.

#### Beach poster



## Annotations

- 1 **Annotation 1**  
With support, captures image using a digital device
- 2 **Annotation 2**  
With support, inserts digital image into poster
- 3 **Annotation 3**  
Collects and sorts data into categories
- 4 **Annotation 4**  
Uses software to present data as a graph

## Digital project: Organising ideas

### Sample summary

Students generated a digital mind map as a way to display pictorial data. They collected data about known places around the school in the form of digital photos taken using a tablet computer. They used an app to create a mind map to represent these data. They used the software features to represent the data in different ways. They analysed their data and explored ways to group and display them creatively. Student mind maps were uploaded to the class blog.

### Achievement standard

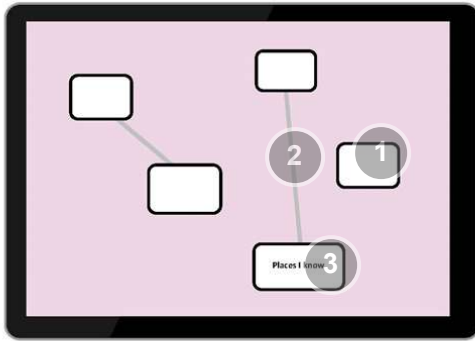
#### Subject

#### Learning Area

By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.

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#### Mind map



## Annotations

- 1 Annotation 1**  
 Creates individual text boxes
- 2 Annotation 2**  
 Begins to link text boxes
- 3 Annotation 3**  
 Inserts text into text boxes

## Digital project: Bee-Bot activity

### Sample summary

Students explored the concept of sequencing steps and decisions using Bee-Bots. They worked in groups to solve progressively more complex routes using grids on paper. Students then programmed the Bee-Bots to navigate grids created on the floor using masking tape. The base level was a 4 x 4 grid. Some students progressed to the more complex 8 x 10 grid of a community including a range of obstacles. Students reflected on their understanding of the activity.

### Achievement standard

#### Subject

#### Learning Area

By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.

Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.

#### Bee-Bot demonstration

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AC Digital F2 WS3 B

Watch later Share

*Please note:  
Annotations of below satisfactory achievement in this task have been provided in the place of an actual student sample to respect the privacy of students.*

Annotations:

1. Identifies the functions on the Bee-Bot
2. Describes in basic terms the purpose of programming the Bee-Bot
3. Programs a Bee-Bot to follow a simple path with limited success

## Presentation: Systems

### Sample summary

Throughout the term, students were introduced to various digital systems and their use. Students were asked to identify software and hardware then demonstrate how to use a digital system for a specific purpose at school.

### Achievement standard

#### Subject

#### Learning Area

By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.

Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.



*Please note:*

*Annotations of below satisfactory achievement in this task have been provided in the place of an actual student sample to respect the privacy of students.*

**Annotations:**

1. Identifies software and uses it with assistance to demonstrate some functions, such as adding text and changing the font size
2. Identifies peripheral device (printer) and, with prompting, demonstrates its use