

# Digital Technologies - 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, WS2). 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

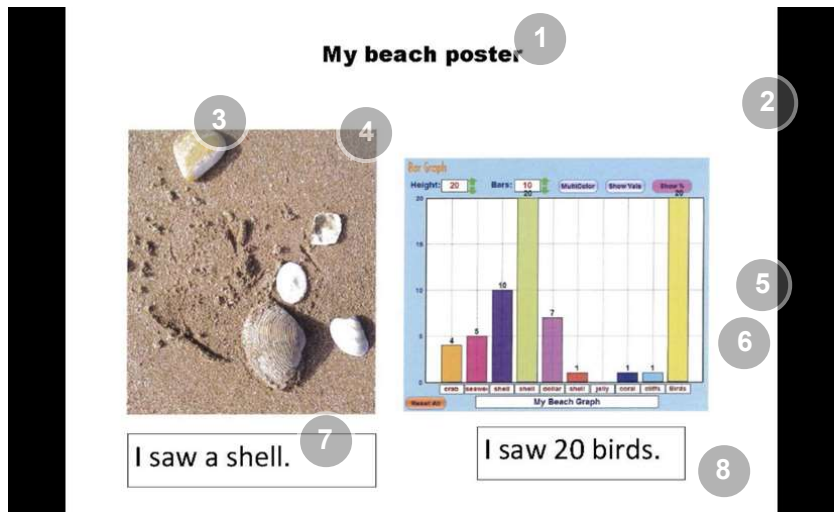
#### Subject

#### 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**  
Inserts appropriate title
- 2 **Annotation 2**  
Changes page orientation to landscape
- 3 **Annotation 3**  
Captures images using a digital device
- 4 **Annotation 4**  
Inserts digital images into poster
- 5 **Annotation 5**  
Collects and sorts data into categories
- 6 **Annotation 6**  
With some support, uses software to present data as a graph
- 7 **Annotation 7**  
Inserts text boxes and text into poster
- 8 **Annotation 8**  
Makes a simple statement about the data in the 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

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### Mind map



### Annotations

- 1 **Annotation 1**  
Photographs some places of interest using a tablet computer
- 2 **Annotation 2**  
Uploads images to application
- 3 **Annotation 3**  
Groups images and links them appropriately to create a digital mind map
- 4 **Annotation 4**  
Exports mind map as a jpeg

## 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

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### Bee-Bot demonstration



## 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

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### Demonstration

