

Digital Technologies - Above 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 (WS1) and shares information 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

The image shows a digital poster titled "My beach poster". It contains several elements:

- A photograph of two crabs on a beach, with a person's hands holding one of them. This is annotated with a '4'.
- A bar graph titled "My beach Graph" showing the count of various beach items. The y-axis ranges from 0 to 20. The x-axis categories and their values are: crab (8), weed (1), shell (16), dollar (12), shell (2), rock (1), coral (1), cliff (7), and sand (5). This is annotated with a '3'.
- A text box containing the sentence: "I SAW a REAL CRAB at the beach and we hold the crab." and "We saw more shells than sea dollars." This is annotated with a '9'.
- Other annotations include '1' at the top right, '2' at the top left, '5' at the bottom right of the graph, '6' at the bottom right of the photo, '7' at the bottom left of the photo, '8' at the bottom right of the text box, and '10' at the bottom left of the text box.

Annotations

- 1 **Annotation 1**
Changes page orientation to landscape
- 2 **Annotation 2**
Inserts appropriate title
- 3 **Annotation 3**
Collects and sorts data into categories
- 4 **Annotation 4**
Captures images using a digital device
- 5 **Annotation 5**
Uses software to present data as a graph
- 6 **Annotation 6**
Inserts digital images into poster
- 7 **Annotation 7**
Formats digital image by adding a border
- 8 **Annotation 8**
Formats text box by removing border
- 9 **Annotation 9**
Makes a statement about the data in the graph
- 10 **Annotation 10**
Inserts text boxes and text into poster

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

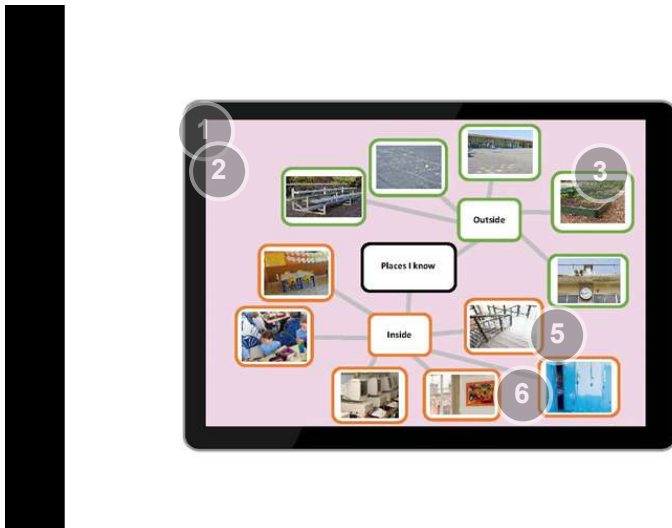
Subject

Learning Area

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Mind map



Annotations

- 1 **Annotation 1**
Embeds mind map into class blog
- 2 **Annotation 2**
Exports mind map as a jpeg
- 3 **Annotation 3**
Photographs places of interest with a tablet computer
- 4 **Annotation 4**
Groups text together with images and links them appropriately to create a tiered digital mind map
- 5 **Annotation 5**
Uses colour to delineate each tier in the mind map
- 6 **Annotation 6**
Uploads images to application

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

AC Digital F2 WS4 AB

Watch later Share



Watch on YouTube