Exact national authority and partial opportunities

Complete text · original source wording with native layout

Exact Foundation authority · partial design opportunity
The retained national ACARA v9 canonical import (https://www.australiancurriculum.edu.au/) and official-workbook download URL (https://www.australiancurriculum.edu.au/content/dam/en/curriculum/ac-version-9/downloads/curriculum-workbook.xlsx) underlie the complete six-record snapshot (source-snapshot.json). Root directly read the retained workbook XML on 3 October 2026; the import/retrieval date is 29 September 2026, not a new remote download claim. Retained workbook: 2,049,917 bytes, SHA db446882d2c00cf7c085a03e250e2442fda6c44011fc114680c46c1dc7a822c3; canonical: 18,074,483 bytes, SHA 15fbbef5283a4b48b8a8e00ae3c7c635377cea2175afc1f2f12d12f9d5453e60.

National content description	Learning areas XML row	Exact core text
AC9TDEFK01	19725	explore how familiar products, services and environments are designed by people
AC9TDEFP01	19733	generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose

For these rows, A/B/C are Technologies / Design and Technologies / Foundation Year; E is the code and J the exact description. The full level description at row19722 describes opportunities for designed products, services or environments, playful material/equipment exploration, communicated ideas and school-selected context. Illustrative elaborations at rows19736 and19737 concern personal-preference evaluation and available/reused construction-play materials. They are examples, not substitute outcomes. All selected present cells, including empty cells, are preserved in the snapshot rather than mislabelled populated.

The complete national achievement-standard record is separately held from the Achievement standards sheet, row246: six present cells A–F, including empty pathway C and sequence D; A Technologies, B Design and Technologies, E Foundation Year, F full exact standard. Its end-year scope includes familiarity across products/services/environments, a school-selected designed solution, created/communicated/chosen ideas and actual safe steps/material/equipment use. This fortnight offers partial evidence opportunities; it does not establish that whole standard.

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Exact national authority and partial opportunities · continued

Complete text continues

Current QCAA one-page Prep Design alignment (https://www.qcaa.qld.edu.au/downloads/aciqv9/technologies/curriculum/ac9_tech_design_prep_as_cd_alignment.pdf), 230311 © State of Queensland (QCAA) 2023, was opened as primary indexed PDF text on 3 October 2026. The two descriptions and standard scope agree with the national record. No new QCAA remote-byte, layout or classroom-approval claim is made. State/territory enactment, school programme/reporting and other states remain separate work; this is national authority plus a Queensland Prep check.

Where a teacher might observe components

Day	P01 opportunity, only at actually observed scope	K01 opportunity and boundary
131	Purpose, first part/material/action choice; actual make or plan identified.	Own first idea alone is not a familiar-place source account.
132	Borrow/change/reject a sourced feature for an own purpose.	Actual already familiar environment, specific people-choice account and own response. New Museum fact is not familiarity.
133	Two distinct communicated ideas and a chosen idea.	Model comparisons are ordinary practice, not familiar actual designs.
134	Material/steps, specific actual child action and safe local procedure if observed.	A material choice alone does not prove people-design knowledge.
135	First held purpose/ideas/choice/steps/evaluation plan; later actual making separately.	Familiarity/source unit only if actually evidenced; blank/unknown remains unknown.
136	Actual toy marker use or personal-preference evaluation.	Toy-scale result does not prove real people’s access or needs.
137	Chosen neutral question; actual optional response can inform a design.	Actual staff/design account only if genuine; imagined visitor testimony is not evidence.
138	Keep/change decision, actual revision/retrial if it occurs.	No manufactured prior product or learner-progress result.
139	New purpose, alternatives, actual reuse if present.	Additional product/service breadth remains separately needed.
140	Later original ideas/steps/evaluation and separately actual actions.	Actual source/familiarity remains necessary; no whole-code/whole-year score.

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Complete text continues

A child-direction/adult-action route can show ideas/communication/steps while the actual maker is the adult. Drawing/digital/spoken routes show plans unless actual physical actions are observed. No learner outcomes were collected during authoring. Component guide (in the separately selected educator collection) and rights/attribution (SOURCE-AND-RIGHTS.md) stay attached.

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