

# Student ICT expectation for years 4-9

Information regarding information communications technology (ICT) learning outcomes for years 4-5, 6-7 and 9-9 is based on the Queensland Studies Authorities Cross-curriculum priority key learning areas for ICT available at <http://www.qsa.qld.edu.au/7300.html>

	ICT learning outcomes	How does Young ICT Explorers apply
Years 4-5	<ul style="list-style-type: none"> <li>Develop simple plans to create imaginative responses.</li> </ul>	<ul style="list-style-type: none"> <li>As part of their project development students demonstrate their planning by following a report structure either provided by Young ICT Explorers or their teachers.</li> </ul>
	<ul style="list-style-type: none"> <li>Express and represent ideas, information and thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to provide research on their project idea.</li> </ul>
	<ul style="list-style-type: none"> <li>Create imaginative responses that demonstrate required features.</li> </ul>	<ul style="list-style-type: none"> <li>The wide range of possible projects and topics encourage teams to develop creative responses but their project must also meet the criteria outlined in the information pack.</li> </ul>
	<ul style="list-style-type: none"> <li>Reflect on their use of ICTs as creative tools and evaluate their choice of ICTs, their ICT responses, and the effectiveness of the ICT features in meeting requirements.</li> </ul>	<ul style="list-style-type: none"> <li>In the structure of their project report students are required to reflect on their use of ICT tools and evaluate the choices made during the project.</li> </ul>
Years 6-7	<ul style="list-style-type: none"> <li>Develop plans and proposals, considering common ICT design feature.</li> </ul>	<ul style="list-style-type: none"> <li>Students must submit a report detailing the design of their project.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop criteria to evaluate responses, plans and processes.</li> </ul>	<ul style="list-style-type: none"> <li>The judging criteria provide specific requirements that all projects must meet. This allows students to evaluate their response and receive feedback on their performance.</li> </ul>
	<ul style="list-style-type: none"> <li>Express and creatively represent ideas, information and thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to research topics they are interested in and develop solutions to problems they see in their interest area.</li> </ul>
	<ul style="list-style-type: none"> <li>Reflect on their use of ICTs as creative tools and evaluate the quality of their ICT responses, plans and processes against criteria.</li> </ul>	<ul style="list-style-type: none"> <li>A reflection is required as part of the teams project report and requires students to evaluate the quality of their ICT responses</li> </ul>
Years 8-9	<ul style="list-style-type: none"> <li>Analyse and evaluate creative opportunities to apply ICT</li> </ul>	<ul style="list-style-type: none"> <li>The competition allows students to be creative in their responses but also requires them to clearly show their thinking through documenting their planning process and reflecting on their work.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop plans for innovative and creative responses, processes and simple system</li> </ul>	<ul style="list-style-type: none"> <li>Plans are required to be submitted with the team report and should demonstrate the creativity of their responses.</li> </ul>
	<ul style="list-style-type: none"> <li>Express and creatively represent ideas, information and thinking in innovative way</li> </ul>	<ul style="list-style-type: none"> <li>Creativity is promoted as an important part of the competition with teams encouraged to represent ideas, information and thinking in innovative way.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyse ICT-related problems to identify process, response or system changes required to meet need</li> </ul>	<ul style="list-style-type: none"> <li>Students can work on projects relating to a particular problem they have experienced. Their reason for selecting a specific problem and a description of how they have addressed it should be documented in their project report.</li> </ul>
	<ul style="list-style-type: none"> <li>Establish criteria to assess and select ICT</li> </ul>	<ul style="list-style-type: none"> <li>During the planning stage it is important that students develop a criteria that they can use while developing their project to. This should be aligned with the project requirements but also take into account what teams want to achieve.</li> </ul>
	<ul style="list-style-type: none"> <li>Creatively and effectively document and present their planning, thinking and learning, using a combination of media</li> </ul>	<ul style="list-style-type: none"> <li>While working on their project students also need to be spending time creating their project report. The project report demonstrates how teams have managed their time and also includes a reflection on what they have learnt.</li> </ul>
<ul style="list-style-type: none"> <li>Reflect on the use of ICTs as creative tools and apply established criteria to evaluate ICT response</li> </ul>	<ul style="list-style-type: none"> <li>As part of their project report students reflect upon the work they have done and critically assess their approach</li> </ul>	

# Student ICT expectation for year 10

Information regarding ICT learning outcomes for year 10 is based on education Queensland student ICT Expectations available at [www.education.qld.gov.au/smartclassrooms/ictstudents/10.html](http://www.education.qld.gov.au/smartclassrooms/ictstudents/10.html)

	ICT learning outcomes	How does Young ICT Explorers apply
Creating with ICTs	<ul style="list-style-type: none"> <li>Use digital concept mapping and project management tools to plan complex multiphase projects, to manage timelines, to represent and explain thinking, to document ideas and to organise tasks and resources</li> </ul>	<ul style="list-style-type: none"> <li>Concept maps and other management tools can be used by teams to coordinate their work. When entering their project teams are required to submit a project plan as part of their documentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use electronic organisers and online calendars to plan and develop schedules when creating products</li> </ul>	<ul style="list-style-type: none"> <li>The competition provides a downloadable ICAL file compatible with all major time management tools. The file contains all key dates and can be used by students to see all entry deadlines.</li> </ul>
	<ul style="list-style-type: none"> <li>Design and create digital products for personal, class or community use, for example 3D objects, animations, games, music, artworks and media products</li> </ul>	<ul style="list-style-type: none"> <li>Projects give students the opportunity to demonstrate their ability to create digital products.</li> </ul>
	<ul style="list-style-type: none"> <li>Use industry standard design software where appropriate to communicate designs for products, concepts and simulations</li> </ul>	<ul style="list-style-type: none"> <li>When developing their project students can use any software they have access to. A list of industry standard software available for free to students can be found under the resources section of the competition website.</li> </ul>
	<ul style="list-style-type: none"> <li>Design and create interactive digital products (such as virtual worlds, suites of images, drawings, sound/media bytes, video and animation) that adhere to specific criteria and demonstrate the extent of their design knowledge and capability</li> </ul>	<ul style="list-style-type: none"> <li>When entering a project that is interactive teams must ensure it has clear documentation and a well designed user interface. While this is required for ease of judging it also gives the students the ability to show an understanding of good design practice.</li> </ul>
	<ul style="list-style-type: none"> <li>Design and create a website or part of a website following design conventions and standards</li> </ul>	<ul style="list-style-type: none"> <li>There are no specific requirements for websites other than ease of use. Students need to make their project compatible with the computers used to screen submissions. Testing computer specifications are available in the information pack.</li> </ul>
	<ul style="list-style-type: none"> <li>Use online communication tools to communicate with others and collaboratively plan, design, create and refine products</li> </ul>	<ul style="list-style-type: none"> <li>Teams can use collaboration tools to better manage their ICT project.</li> </ul>

# Student ICT expectation for year 11-12

Information regarding ICT learning outcomes for year 10 is based on education Queensland QLD ICT Curriculum for High School Years 11-12 ISBN 978-1-920749-92-7

	ICT learning outcomes	How does Young ICT Explorers apply
Solving problems	<ul style="list-style-type: none"> <li>Performing critical analysis of a functioning information system in an industrial, commercial or educational setting</li> <li>Observing, analysing and modifying existing solutions to problems</li> <li>Developing partial or complete solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>Entry specifications require students to demonstrate critical analysis by identifying a problem or opportunity and developing a solution using what they have learnt as part of their ICT educations. This development must be documented as part of a project roadmap submitted with the project.</li> </ul>
Extended writing	<ul style="list-style-type: none"> <li>Using data from a wide variety of physical, human and electronic sources in both text based and digital formats</li> <li>Evaluating collected information and selecting the elements relevant for a given task</li> <li>Processing information to add cognitive value</li> <li>Using appropriate methods of presentation, referencing and citation.</li> </ul>	<ul style="list-style-type: none"> <li>Projects will require the sourcing of data from a range of literature, to allow students to determine the feasibility of their ideas. While working on their project students will also need to collect information in a range of formats to solve problems they encounter as they develop their prototype</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>Developing and publishing a planning document</li> <li>Collecting, summarising and analysing information for a particular purpose</li> <li>Developing non-linear presentations such as hyperlinked documents or web pages</li> <li>Take the part of characters that may have opinions that differ from their own.</li> </ul>	<ul style="list-style-type: none"> <li>To take part in the competition students must submit documents including their project summary and project reports with there entry. Students also need to critically reflect on their work focusing on identifying the strengths and weaknesses of the way they chose to approach the task. While the report structure is set students can present them in a non-linear format.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>Encourage teamwork so that students gain experience in working collaboratively,</li> <li>Planning enterprises and taking into consideration cultural and other issues</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to work in teams of up to four members to encourage collaboration and brainstorming. This promotes division of tasks, an appreciation of viewpoints and a more inclusive working environment. The judging event promotes equality and diversity.</li> </ul>