# Digital Technologies – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students identify how common digital systems are used to meet specific purposes.Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning.Students design solutions to simple problems using a sequence of steps and decisions. They create and organise ideas and information using information systems and share these in safe online environments. | By the end of Level 2, students access and show familiarity with digital systems and use them for a purpose. Students identify patterns and represent data in different ways. They use the basic features of common digital tools to create, locate and share content for an audience. Students share content and collaborate following agreed behaviours. They recognise and explain how digital tools may store their personal data online.Students explain and solve simple problems. They follow and represent basic algorithms involving a sequence of steps, branching and iteration. Students explain how digital systems meet the needs of known users. | Improved clarity and teachability to enable better progression across the continuum of learning |
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### Content descriptions

#### VC2 strand: Digital Systems and Security

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and explore digital systems (hardware and software components) for a purpose (VCDTDS013) | identify and explore digital systems including hardware and software components for a purposeVC2TDI2S01 | Refined  |
|  | identify some data that is personal and access their school account with a recorded username and passwordVC2TDI2S02 | New content description |

#### VC2 strand: Data, Information and Privacy

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (VCDTDI014) | explore patterns in data and represent data as objects, pictures, symbols, numbers and wordsVC2TDI2D01 | Refined for clarity |
| Collect, explore and sort data, and use digital systems to present the data creatively (VCDTDI015) |  | Content removed from Foundation to Level 2; however, content has been retained at Levels 3 and 4 and Levels 5 and 6 in VC2 |
| Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments (VCDTDI016) | explore and use the basic features of common digital tools to create, locate and communicate content for a diverse audienceVC2TDI2D02 | VC1 content description (VCDTDI016) split into 2 content descriptions (VC2TDI2D02 and VC2TDI2D03) to improve clarity  |
| explore and use the basic features of common digital tools to share content and collaborate, demonstrating agreed behaviours and supported by trusted adultsVC2TDI2D03 | VC1 content description (VCDTDI016) split into 2 content descriptions (VC2TDI2D02 and VC2TDI2D03) to improve clarity |
|  | recognise and discuss that some websites and apps store their personal data onlineVC2TDI2D04 | New content description |

#### VC2 strand: Creating Digital Solutions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | investigate simple problems for known users that can be solved with digital systemsVC2TDI2C01 | New content description  |
| Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (VCDTCD017) | follow, describe and represent algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) needed to solve simple problemsVC2TDI2C02 | Content description has been updated for improved clarity and teachability |
| Explore how people safely use common information systems to meet information, communication and recreation needs (VCDTCD018) | discuss how existing digital systems satisfy identified needs for known usersVC2TDI2C03 | Content description has been updated to improve clarity |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students describe how a range of digital systems and their peripheral devices can be used for different purposes.Students explain how the same data sets can be represented in different ways. They collect and manipulate different data when creating information and digital solutions. They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols.Students define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input. They explain how their developed solutions and existing information systems meet their purposes. | By the end of Level 4, students securely access and use digital systems and their peripherals for a range of purposes. They explain how data is transmitted between digital systems.Students represent different types of data for different purposes. They organise and present different types of data using software tools. Students use the core features of common digital tools to create, locate and communicate content for an audience. They use digital tools to plan tasks, share content and collaborate following agreed behaviours. Students identify and recognise the risks to their personal data in online accounts.Students describe simple problems and list requirements. They describe and represent simple algorithms involving branching and iteration. Students design simple user interfaces and compare their designs. They implement simple algorithms as visual programs. Students describe how student-created solutions meet the provided requirements. | Refined to improve clarity and teachability to enable better progression across the continuum of learning |

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### Content descriptions

#### VC2 strand: Digital Systems and Security

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data (VCDTDS019) | explore and describe a range of digital systems and their peripherals for a variety of purposesVC2TDI4S01 |  VC1 content description (VCDTDS019) split into 2 content descriptions (VC2TDI4S01 and VC2TDI4S02) to improve clarity |
| explore transmitting different types of data between digital systemsVC2TDI4S02 |  VC1 content description (VCDTDS019) split into 2 content descriptions (VC2TDI4S01 and VC2TDI4S02) to improve clarity |
|  | access their school account using a memorised password and explain why it should be easy to remember, but hard for others to guessVC2TDI4S03 | New content description |

#### VC2 strand: Data, Information and Privacy

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise different types of data and explore how the same data can be represented in different ways (VCDTDI020) | recognise different types of data and explore how the same data can be represented differently depending on the purposeVC2TDI4D01 | Refined for clarity |
| Collect, access and present different types of data using simple software to create information and solve problems(VCDTDI021) | collect, organise and present different types of data using software tools to create information and solve problemsVC2TDI4D02 | No change |
| Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols (VCDTDI022) | use the core features of common digital tools to create, locate and communicate content, following agreed conventions for a diverse audienceVC2TDI4D03 | VC1 content description (VCDTDI022) split into 2 content descriptions (VC2TDI4D03 and VC2TDI4D04) to improve clarity and teachability |
| use the core features of common digital tools to share content, plan tasks and collaborate, demonstrating agreed behaviours, supported by trusted adultsVC2TDI4D04 | VC1 content description (VCDTDI022) split into 2 content descriptions (VC2TDI4D03 and VC2TDI4D04) to improve clarity and teachability |
|  | identify what personal data is stored and shared in their online accounts and discuss any associated risksVC2TDI4D05 | New content description |

#### VC2 strand: Creating Digital Solutions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them (VCDTCD023) | define simple problems with teacher-provided requirementsVC2TDI4C01 | VC1 content description (VCDTCD023) split into 2 content descriptions (VC2TDI4C01 and VC2TDI4C02) to improve clarity and teachability  |
| follow, describe and represent algorithms involving sequencing, comparison operators (branching) and iterationVC2TDI4C02 | VC1 content description (VCDTCD023) split into 2 content descriptions (VC2TDI4C01 and VC2TDI4C02) to improve clarity and teachability  |
|  | design a simple user interface, generate, communicate and compare the designsVC2TDI4C03 | New content description |
| Develop simple solutions as visual programs (VCDTCD024) | implement simple algorithms as visual programs involving control structures and inputVC2TDI4C04 | Refined for clarity and specificity |
| Explain how student-developed solutions and existing information systems meet common personal, school or community needs (VCDTCD025) | discuss how existing and student-created solutions satisfy the given requirementsVC2TDI4C05 | Refined for clarity |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students explain the functions of digital system components and how digital systems are connected to form networks that transmit data.Students explain how digital systems use whole numbers as a basis for representing a variety of data types. They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols.Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account. | By the end of Level 6, students securely access and use multiple digital systems and accounts, and describe their components. They describe how data is transmitted within networks.Students describe how digital systems represent data. They acquire and manipulate data using spreadsheets. Students interpret and visualise data using spreadsheets. They select and use appropriate digital tools to create, locate and communicate content, applying common conventions. Students use digital tools to plan tasks, share content online and collaborate on projects, following agreed behaviours. They identify their digital footprint, recognise its permanence and consider privacy when collecting data.Students define problems with functional requirements. They design algorithms involving complex branching and iteration. Students design and modify user interfaces and evaluate the designs. They implement algorithms as visual programs including variables and input. Students explain how student-created digital solutions meet the functional requirements of users. | Improved clarity and teachability to enable better progression across the continuum of learning |

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### Content descriptions

#### VC2 strand: Digital Systems and Security

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data (VCDTDS026) | investigate the main internal components of common digital systems and their functionVC2TDI6S01 | VC1 content description (VCDTDS026) split into 2 content descriptions (VC2TDI6S01 and VC2TDI6S02) to improve clarity and teachability |
| examine how digital systems form networks to transmit dataVC2TDI6S02 | VC1 content description (VCDTDS026) split into 2 content descriptions (VC2TDI6S01 and VC2TDI6S02) to improve clarity and teachability  |
|  | access multiple personal accounts using unique passphrases and explain the risks of password re-useVC2TDI6S03 | New content description |

#### VC2 strand: Data, Information and Privacy

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine how whole numbers are used as the basis for representing all types of data in digital systems (VCDTDI027) | explain how digital systems represent all data using numbers and explore how data can be represented using binaryVC2TDI6D01 | Refined to improve clarity and teachability |
| Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information (VCDTDI028) | acquire and manipulate different types of data from a range of sources using software tools, including spreadsheetsVC2TDI6D02 | Refined to improve clarity and progression to Levels 7 and 8 |
|  | analyse and visualise data using a range of software, including spreadsheets to create information and solve problemsVC2TDI6D03 | New content description to improve progression to Levels 7 and 8 |
| Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols (VCDTDI029) | select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions for a diverse audienceVC2TDI6D04 | VC1 content description (VCDTDI029) split into 2 content descriptions (VC2TDI6D04 and VC2TDI6D05) to improve clarity and teachability |
| select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours, supported by trusted adultsVC2TDI6D05 | VC1 content description (VCDTDI029) split into 2 content descriptions (VC2TDI6D04 and VC2TDI6D05) to improve clarity and teachability |
|  | explain the creation and permanence of their personal digital footprint and consider privacy when collecting personal dataVC2TDI6D06 | New content description  |

#### VC2 strand: Creating Digital Solutions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Define problems in terms of data and functional requirements, drawing on previously solved problems to identify similarities (VCDTCD030) | define problems with teacher-provided or co-developed functional requirementsVC2TDI6C01 | Refined to improve clarity |
| Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iteration (VCDTCD032) | design and represent algorithms involving multiple alternatives (branching) and iterationVC2TDI6C02 | Refined to improve clarity |
| Design a user interface for a digital system, generating and considering alternative design ideas (VCDTCD031) | design and modify a user interface for a digital system, and generate, communicate and evaluate the designsVC2TDI6C03 | Refined to improve clarity |
| Develop digital solutions as simple visual programs (VCDTCD033) | implement algorithms as visual programs involving control structures, variables and inputVC2TDI6C04 | Refined to improve clarity and provide more detail |
| Explain how student-developed solutions and existing information systems meet current and future community and sustainability needs (VCDTCD034) | evaluate existing and student-created solutions against the requirements and their broader community impactVC2TDI6C05 | Refined to improve clarity and teachability |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students distinguish between different types of networks and their suitability in meeting defined purposes.Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They analyse and evaluate data from a range of sources to model solutions and create information. They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online.Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. | By the end of Level 8, students select appropriate hardware for particular tasks. They explain how data is transmitted and secured in networks. Students identify and describe cyber security threats.Students represent data using integers and binary. They acquire, manipulate and validate data using spreadsheets and single-table databases. Students interpret, model and visualise data using spreadsheets and database queries to draw conclusions. They select and use a range of digital tools to create, locate and communicate content, applying common conventions. Students use a range of digital tools to plan tasks, share content online, and manage individual and collaborative iterative projects. They manage their digital footprint and privacy when collecting data.Students define and decompose real-world problems, and determine functional requirements and constraints. They design and trace algorithms using flowcharts and pseudocode. Students design and modify user interfaces and user experiences, and evaluate alternative designs. They implement algorithms and debug programs using a general-purpose programming language. Students evaluate digital solutions against the functional requirements. | Refined to improve clarity and teachability and to enable better progression across the continuum of learning |

### Content descriptions

#### VC2 strand: Digital Systems and Security

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate how data is transmitted and secured in wired, wireless and mobile networks (VCDTDS035) | explain how hardware specifications affect performance and select appropriate hardware for particular tasks and workloadsVC2TDI8S01 | VC1 content description (VCDTDS035) split into 2 content descriptions (VC2TDI8S01 and VC2TDI8S02) to improve clarity and provide more detail |
| investigate how data is transmitted and secured in wired and wireless networks including the internetVC2TDI8S02 | VC1 content description (VCDTDS035) split into 2 content descriptions (VC2TDI8S01 and VC2TDI8S02) to improve clarity and provide more detail |
|  | explain how multi-factor authentication protects an account when the password is compromised and identify phishing and other cyber security threatsVC2TDI8S03 | New content description |

#### VC2 strand: Data, Information and Privacy

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate how digital systems represent text, image and sound data in binary (VCDTDI036) | investigate how digital systems represent text, image and audio data using integers and binaryVC2TDI8D01 | Refined |
| Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness (VCDTDI037) | acquire, store, manipulate and validate data from a range of sources using software tools, including spreadsheets and single-table databasesVC2TDI8D02 | Refined |
| Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (VCDTDI038) | analyse and visualise data using a range of software, including spreadsheets and simple database queries, draw conclusions and make predictions by identifying trendsVC2TDI8D03 | Refined |
| Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account (VCDTDI039) | select and use a range of digital tools effectively, including unfamiliar features, to create, locate and communicate content, consistently applying common conventions for a diverse audienceVC2TDI8D04 | VC1 content description (VCDTDI039) split into 2 content descriptions (VC2TDI8D04 and VC2TDI8D05) to improve clarity and teachability |
| select and use a range of digital tools effectively and responsibly to share content online, and plan and manage individual and collaborative iterative projectsVC2TDI8D05 | VC1 content description (VCDTDI039) split into 2 content descriptions (VC2TDI8D04 and VC2TDI8D05) to improve clarity and teachability  |
|  | investigate and manage the digital footprint that existing systems and student solutions collect, and assess if the data is essential to their purposeVC2TDI8D06 | New content description |

#### VC2 strand: Creating Digital Solutions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints (VCDTCD040) | define and decompose real-world problems by taking into account functional requirements and constraintsVC2TDI8C01 | Refined for improved clarity and teachability |
| Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors (VCDTCD042) | design algorithms involving nested control structures and represent them using flowcharts and pseudocode, and use tracing techniques to test and identify errorsVC2TDI8C02 | Refined for improved clarity and teachability |
| Design the user experience of a digital system, generating, evaluating and communicating alternative designs (VCDTCD041) | design and modify the user interface and user experience of a digital system; generate, communicate and evaluate the alternative designsVC2TDI8C03 | Refined for improved clarity and teachability |
| Develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language (VCDTCD043) | implement, modify and debug programs involving control structures and functions in a general-purpose programming languageVC2TDI8C04 | Refined for improved clarity |
| Evaluate how well student-developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability (VCDTCD044) | evaluate existing and student-created solutions against the requirements, constraints and possible future impactsVC2TDI8C05 | Refined for improved clarity |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students explain the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users.Students explain simple data compression, and why content data are separated from presentation. They take account of privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise and model salient aspects of data. Students share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects.Students define and decompose complex problems in terms of functional and non-functional requirements. They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation. | By the end of Level 10, students explain how digital systems manage, control and secure access to data in networks. They model and evaluate cyber security threats and vulnerabilities.Students describe a range of data compression techniques. They represent documents as content, structure and markup. Students acquire, manipulate and validate data using spreadsheets and relational databases. They interpret, model and visualise data using spreadsheets, and relational databases using queries, to draw conclusions and identify trends. Students use advanced features of digital tools to create and communicate interactive content for an audience. They use project management tools to plan and manage individual and collaborative iterative projects. Students identify and apply privacy principles to manage digital footprints.Students decompose real-world problems, identify needs, and determine functional and non-functional requirements. They design, validate and test algorithms using flowcharts and pseudocode. Students design and prototype user interfaces and user experiences, and evaluate alternative designs against design criteria. They implement algorithms and debug programs using an object-oriented programming language. Students critically evaluate digital solutions against user needs and the functional and non-functional requirements. | Refined to improve clarity and teachability and to enable better progression across the continuum of learning |

### Content descriptions

#### VC2 strand: Digital Systems and Security

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (VCDTDS045) | investigate how hardware and software manage, control and secure access to data in networked digital systemsVC2TDI10S01 | Refined for improved clarity |
|  | develop cyber security threat models, and explore a software, user or software supply chain vulnerabilityVC2TDI10S02 | New content description |

#### VC2 strand: Data, Information and Privacy

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse simple compression of data and how content data are separated from presentation (VCDTDI046) | investigate simple data compression techniquesVC2TDI10D01 | VC1 content description (VCDTDI046) split into 2 content descriptions (VC2TDI10D01 and VC2TDI10D02) to improve clarity and teachability |
| represent documents online as content (text), structure (markup) and presentation (styling) and explain why such representations are importantVC2TDI10D02 | VC1 content description (VCDTDI046) split into 2 content descriptions (VC2TDI10D01 and VC2TDI10D02) to improve clarity and teachability |
| Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (VCDTDI047) | develop techniques to acquire, store, manipulate and validate data from a range of sources using software tools, including spreadsheets and relational databasesVC2TDI10D03 | Refined |
| Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (VCDTDI048) | analyse and visualise data interactively using a range of software, including spreadsheets and relational databases and queries, to draw conclusions and make predictions by identifying trends and outliersVC2TDI10D04 | Refined |
| Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities (VCDTDI049) | select and use emerging digital tools and advanced features to create and communicate interactive content for a diverse audienceVC2TDI10D05 |  VC1 content description (VCDTDI049) split into 2 content descriptions (VC2TDI10D05 and VC2TDI10D06) to improve clarity and teachability |
| use simple project management tools to plan and manage individual and collaborative iterative projects, accounting for risks and responsibilitiesVC2TDI10D06 | VC1 content description (VCDTDI049) split into 2 content descriptions (VC2TDI10D05 and VC2TDI10D06) to improve clarity and teachability |
|  | apply the Australian Privacy Principles to critique and manage the digital footprint that existing systems and student solutions collectVC2TDI10D07 | New content description |

#### VC2 strand: Creating Digital Solutions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (VCDTCD050) | define and decompose real-world problems, taking into account functional and non-functional requirements and by interviewing and surveying stakeholders to identify needsVC2TDI10C01 | Refined for improved clarity and teachability |
| Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases (VCDTCD052) | design algorithms involving logical operators and represent them as flowcharts and pseudocode, and validate algorithms and programs by comparing their output against a range of test casesVC2TDI10C02 | Refined for improved clarity and teachability |
| Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics (VCDTCD051) | design, modify and prototype the user interface and user experience of a digital system; generate, communicate and critically evaluate alternative designs against design criteriaVC2TDI10C03 | Refined for improved clarity and teachability |
| Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language (VCDTCD053) | implement, modify and debug modular programs, applying selected algorithms and data structures, including in an object-oriented programming languageVC2TDI10C04 | Refined for improved clarity |
| Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation (VCDTCD054) | evaluate existing and student-created solutions against the requirements and design criteria, user needs, possible future impact and opportunities for enterprise and innovationVC2TDI10C05 | Refined for improved clarity |