Introducing Digital Technologies Version 2.0

The revised Victorian Curriculum F–10 Digital Technologies will give Victorian students the best opportunity to actively contribute to the current and future needs of an increasingly complex and changing world. Digital Technologies Version 2.0 reflects the expertise and feedback from Victorian teachers, with the revised curriculum making it easier for teachers to plan, assess and report on student learning.

Digital Technologies Version 2.0 includes all the content and skills students require for success in the VCE Applied Computing Study Design.

A simplified and more manageable structure

* **Content is organised into 3 strands: Digital Systems and Security; Data, Information and Privacy; and Creating Digital Solutions**.
* Digital Systems is renamed as Digital Systems and Security.
* Data and Information is now renamed as Data, Information and Privacy.
* Creating Digital Solutions remains the same.
* **Grouping of related content descriptions** in each strand improves teachability and provides teachers with greater scope to make connections between content descriptions.

Clearer content descriptions, elaborations and better aligned achievement standards

* **The overall number of content descriptions has been reduced**, combining and refining content descriptions where appropriate.
* **Clarity of the achievement standards has been improved** by more closely aligning the language with the content descriptions.
* **Refined achievement standards are presented in a consistent structure** to better represent progression along the continuum of learning.
* **Revised and new elaborations provide a range of quality and fit-for-purpose suggestions** that contextualise the content for teachers.
* **Elaborations are ordered to improve the flow of the suggestions** so that they better relate to the content descriptions.
* **A clear progression of knowledge across the bands** (as evidenced in the scope and sequence charts) is offered through the combination of content descriptions, elaborations and achievement standards, helping teachers to engage with and track student learning across all bands.

Better progression towards VCE

* **Revised language of content descriptions, elaborations and achievement standards** provides consistent, subject-specific language and terminology across all bands from Foundation to Level 10.
* **Links have been strengthened between the revised curriculum and the VCE Applied Computing Study Design** by providing a clear and consistent progression of knowledge and skills from Prep to Year 12.
* **The definition of computational thinking has been revised** to include decomposition, pattern recognition, abstraction, modelling and algorithms, to better align with the VCE Applied Computing Study Design.

Other key revisions

* **Content descriptions relating to cyber security** are introduced in the Digital Systems and Security strand.
* **Content descriptions relating to privacy** are introduced in the Data, Information and Privacy strand.
* **Elaborations relating to artificial intelligence** are introduced in Levels 3 to 10.

Foundation to Level 6

* Alignment with the Victorian Early Years Learning and Development Framework is improved.
* Four additional content descriptions at Foundation to Level 6 – including 3 in the Data, Information and Privacy strand and one in the Creating Digital Solutions strand – improve the progression of student knowledge into Levels 7 and 8.
* Alignment of the study-specific language and terminology, as well as the content descriptions, elaborations and achievement standards at Foundation to Level 6, ensures a clear and consistent progression of knowledge and skills into Levels 7 to 10.

**►** For more detailed revisions, see the[Digital Technologies – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/technologies/digital-technologies/resources)document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.