Field Agent

Australia Standards Correlation

Alignment to the Australian Curriculum, Version 9.0: Digital Technologies, Years 3-6, with Years 7-8 extension connections.

This standards correlation helps curriculum leaders, educators, instructional designers, and reviewers understand how the Field Agent Minecraft Education lesson and student workbook connect to the Australian Curriculum: Digital Technologies.

The document maps the opening activity, gameplay, facilitated discussion, reflection, and student workbook activities to relevant content descriptions and achievement standards. Each table identifies the code, summarises the curriculum expectation, and explains the lesson evidence supporting the correlation.

Use this correlation when reviewing curriculum fit, planning instruction, supporting internal approvals, or adapting Field Agent for an Australian programme. Because this is an independent analysis rather than an official endorsement, verify mappings against the current Australian Curriculum and relevant state or territory requirements before formal use.

Note: Field Agent is a simulated AI-literacy experience. No artificial intelligence or machine-learning model is used during gameplay. The Agent follows programmed game rules that represent selected ideas about data, patterns, testing, and human review. The simulation simplifies how real AI systems are developed and used.

Standards Correlation

Field	Detail
Scope	Australian Curriculum, Version 9.0, Technologies: Digital Technologies. Primary alignment: Years 3-4 and Years 5-6. Extension alignment: Years 7-8.
Year bands	Field Agent is intended for ages 8-12. Years 3-4 and 5-6 are the closest curriculum bands. Years 7-8 outcomes are included only where they provide a useful extension for older or advanced learners.
Source materials	Minecraft Education Field Agent Educator Guide; Minecraft Education Field Agent Student Workbook.
Nature of this document	An independent alignment analysis inferred from observable student actions and explicit lesson content. It is not formal validation or endorsement by ACARA or a state or territory authority. Field Agent is a simulated AI-literacy experience. No artificial intelligence or machine-learning model is used during gameplay; learners do not use an AI tool or train a live model. The Agent follows programmed game rules that represent selected ideas about data, patterns, testing, and human review.

1. Frameworks referenced

The core alignment is to Digital Technologies knowledge and understanding and processes and production skills.

Framework	Focus in this correlation
Years 3-4 Digital Technologies	Different types and representations of data; transmission of data; algorithms; inputs; evaluating simple digital solutions; personal data and risk.
Years 5-6 Digital Technologies	How systems represent data using numbers and binary states; algorithms with branching, iteration, variables, and input; evaluation of digital solutions and broader impact; digital footprints.
Years 7-8 Digital Technologies	Representation of text, image, and audio using integers; binary representation; data acquisition, validation, analysis, modelling, and prediction. Used as extension only.

Achievement standards	Processing and representing data, explaining how systems represent data, designing and evaluating solutions, and describing how systems process and transmit data.

How to read the activity tables: Each row gives the year band and code, a concise curriculum statement, and the exact Field Agent evidence supporting the correlation.

2. Pre-game activities

Essential Question and The Confused Robot

Students compare vague, overly narrow, and clear step-by-step instructions, then connect results to AI inputs, training data, and human responsibility.

Band · Code / Area	Standard / competency	How the activity addresses it
Years 3-4 · AC9TDI4P02	Follow and describe algorithms involving sequencing, comparison operators, and iteration.	Partial supporting connection only: students follow and compare sequences of instructions, but the activity does not explicitly require branching or iteration.
Years 3-4 · AC9TDI4P05	Discuss how existing and student solutions satisfy design criteria and user stories.	Students evaluate whether each instruction set achieves the intended outcome and suggest revisions.
Years 5-6 · AC9TDI6P02	Design algorithms involving multiple alternatives and iteration.	Not directly addressed in the core activity. Students compare and refine instructions, but do not design an algorithm with multiple alternatives and iteration.
Years 5-6 · AC9TDI6P06	Evaluate solutions against design criteria, user stories, and broader community impact.	Students use the desired outcome as a criterion and discuss human responsibility for checking results.

Vocabulary Review

Students learn and apply key terms used throughout gameplay and reflection.

Band · Code / Area	Standard / competency	How the activity addresses it

Years 3-6 · Digital Technologies terminology	Communicate about data, systems, algorithms, inputs, outputs, solutions, evaluation, and impact.	Students use the key vocabulary artificial intelligence (AI), data, debug, input, output, train, and test. Model, predict, and prompt are additional vocabulary.

3. While-playing activities

Barn Raising

Students create examples for differently sized animal gates, observe the Agent, train it, and evaluate the result.

Band · Code / Area	Standard / competency	How the activity addresses it
Years 3-4 · AC9TDI4K03	Recognise different types of data and explore how the same data can be represented differently depending on purpose.	Students use examples involving animal size and connect the examples provided to the Agent's gate decisions. This supports discussion of data types but does not require students to represent data in multiple forms.
Years 3-4 · Achievement standard	Process and represent data for different purposes.	Students select examples for a purpose, observe the output, and identify whether the examples are sufficient.
Years 5-6 · Achievement standard	Process data and show how digital systems represent data.	Students examine how examples are used by a simulated digital system to produce decisions.
Years 5-6 · AC9TDI6P06	Evaluate existing and student solutions against criteria and broader impact.	Students test Agent performance and propose improved examples when the result does not meet the goal.

Fence Building

Students provide examples for animals with different jumping abilities and examine how overly narrow data affects performance.

Band · Code / Area	Standard / competency	How the activity addresses it
Years 3-4 · AC9TDI4K03	Recognise data types and purpose-dependent representations.	Students use examples of animals with different jumping abilities and observe how limited examples

		affect results. This is a conceptual data connection, not a formal data-representation task.
Years 3-4 · AC9TDI4P05	Discuss whether solutions satisfy design criteria.	Students determine whether the fence solution works across animal types and identify missing examples.
Years 5-6 · AC9TDI6P06	Evaluate solutions and their broader community impact.	Older learners consider accuracy, incomplete data, bias, and the consequences of a system that works for only some cases.
Years 7-8 · AC9TDI8P01 (extension)	Acquire, store, and validate data from a range of sources using software.	Partial conceptual connection only: students consider whether examples cover varied cases, but they do not acquire, store, or validate data using software.

Crop Harvesting

Students distinguish crop growth stages, train the Agent using examples, and review its decisions.

Band · Code / Area	Standard / competency	How the activity addresses it
Years 3-4 · AC9TDI4K03	Recognise different data types and representations.	Crop stages function as visual categories used to support a decision.
Years 3-4 · AC9TDI4P05	Discuss how solutions satisfy criteria.	Students compare the Agent's choices with the correct crop stage and identify mistakes.
Years 5-6 · Achievement standard	Process data and show how digital systems represent data.	Students interpret examples and outputs in the simulation. This is a supporting connection to processing data, but students do not demonstrate how digital systems represent data numerically.
Years 7-8 · AC9TDI8P02 (extension)	Analyse and visualise data to draw conclusions and make predictions by identifying trends.	Partial conceptual connection only: students identify patterns in observed outcomes, but do not analyse or visualise data using software.

4. Post-game and student workbook activities

Facilitated Reflection and Lesson Review

Students explain how AI learns, why data quality matters, how humans are involved, and how AI can support problem-solving.

Band · Code / Area	Standard / competency	How the activity addresses it
Years 3-4 · Achievement standard	Create simple digital solutions and check whether they meet user needs.	Students explain whether the Agent met the intended need and how better information improved the outcome.
Years 5-6 · AC9TDI6P06	Evaluate solutions against criteria and broader community impact.	Students connect human choices about data to accuracy, fairness, reliability, and responsible use.
Technologies rationale and aims	Consider the impacts of technologies, including equity, unconscious bias, ethics, and personal and social values.	Reflection explicitly addresses bias, limitations, benefits, consequences, and human responsibility.

AI Output Review Checklist

Students evaluate an AI output for accuracy, completeness, clarity, usefulness, and trustworthiness, with fairness considered when applicable.

Band · Code / Area	Standard / competency	How the activity addresses it
Years 3-4 · AC9TDI4P05	Discuss how solutions satisfy design criteria and user stories.	The checklist provides clear criteria for deciding whether an output meets the intended need.
Years 5-6 · AC9TDI6P06	Evaluate solutions against criteria, user stories, and broader community impact.	Students check quality, fairness, usefulness, and possible impact before deciding whether to use or share an output.
Years 7-8 · Achievement standard (extension)	Evaluate alternative solutions against user stories and design criteria.	Older learners can compare possible corrections and justify which output is most suitable.

Knowledge Check and Exit Tickets

Students explain training, data quality, bias, inputs, outputs, human checks, and how better examples improve decisions.

Band · Code / Area	Standard / competency	How the activity addresses it
Years 3-4 · AC9TDI4K03	Recognise data types and purpose-dependent representation.	Students explain how the examples selected influence the resulting decision.
Years 5-6 · Achievement standard	Process data and show how digital systems represent data.	Students use domain language to describe the relationship among data, system behaviour, output, review, and improvement.
Years 5-6 · AC9TDI6P06	Evaluate solutions and broader impact.	Students justify why a result should be checked and what should change when it is inaccurate or unfair.

Optional Extension: Code Yard

Students may use Code Builder to create, build, customise, and decorate the farm.

Band · Code / Area	Standard / competency	How the activity addresses it
Years 3-4 · AC9TDI4P04	Implement simple algorithms as visual programs involving control structures and input.	A teacher-defined Code Builder task can directly address this code if students create and test a visual program.
Years 5-6 · AC9TDI6P05	Implement algorithms as visual programs involving control structures, variables, and input.	Direct coverage requires a specific programming task that includes these features.
Years 7-8 · Programming outcomes	Design, trace, and implement algorithms in a general-purpose programming language.	The open-ended extension alone is insufficient; a separate task-specific correlation is required.

5. Coverage summary

Strongly covered

AC9TDI4K03: recognising different types of data and considering how representation depends on purpose.
Years 3-4 and 5-6 achievement-standard expectations related to processing and representing data.

AC9TDI4P05 and AC9TDI6P06: evaluating whether digital solutions meet intended criteria, including broader impact at Years 5-6.
Conceptual connections among data, inputs, outputs, algorithms, testing, evaluation, and improvement.
The Technologies focus on discerning decisions about emerging technologies, ethics, equity, unconscious bias, and personal and social values.

Partially covered

AC9TDI4P02 and AC9TDI6P02: students reason about sequences, decisions, and repeated testing, but the core lesson does not require them to design complete formal algorithms.
AC9TDI4K02: gameplay illustrates information moving through a digital system, but it does not explicitly teach data transmission between systems.
AC9TDI6K03 and AC9TDI6K04: the lesson establishes that digital systems depend on represented data, but it does not directly teach numeric or binary representation.
Years 7-8 data acquisition, analysis, modelling, and prediction: learners infer patterns from examples and outputs, but do not use spreadsheets or databases to complete the specified processes.
Privacy and digital footprint expectations: responsible use is discussed, but personal data, permanence, security, and privacy practices are not central to Field Agent.

Not directly addressed - plan accordingly

AC9TDI6K01: internal components of common digital systems and their functions. This is not a data-representation code.
Networks, hardware specifications, transmission security, cybersecurity threats, passwords, and account security.
Binary representation of integers, text, image, and audio data.
Direct programming requirements unless a defined Code Yard task is added and assessed.
Formal data collection, storage, validation, spreadsheet analysis, database use, and data visualisation.
Documentation: Field Agent does not cite these curriculum descriptions; all mappings are independent and should be verified before formal adoption.

Appendix A - Australian Curriculum references used

Band	Code	Official curriculum wording
Years 3-4	AC9TDI4K02	Explore transmitting different types of data between digital systems.
Years 3-4	AC9TDI4K03	Recognise different types of data and explore how the same data can be represented differently depending on the purpose.
Years 3-4	AC9TDI4P02	Partial supporting connection only: students follow and compare sequences of instructions, but the activity does not explicitly require branching or iteration.

Years 3-4	AC9TDI4P04	Implement simple algorithms as visual programs involving control structures and input.
Years 3-4	AC9TDI4P05	Discuss how existing and student solutions satisfy the design criteria and user stories.
Years 5-6	AC9TDI6K03	Explain how digital systems represent all data using numbers.
Years 5-6	AC9TDI6K04	Explore how data can be represented by off and on states (zeros and ones in binary).
Years 5-6	AC9TDI6P02	Not directly addressed in the core activity. Students compare and refine instructions, but do not design an algorithm with multiple alternatives and iteration.
Years 5-6	AC9TDI6P05	Implement algorithms as visual programs involving control structures, variables, and input.
Years 5-6	AC9TDI6P06	Evaluate existing and student solutions against the design criteria and user stories and their broader community impact.
Years 7-8	AC9TDI8K03	Investigate how digital systems represent text, image, and audio data using integers.
Years 7-8	AC9TDI8K04	Explain how and why digital systems represent integers in binary.
Years 7-8	AC9TDI8P01	Partial conceptual connection only: students consider whether examples cover varied cases, but they do not acquire, store, or validate data using software.
Years 7-8	AC9TDI8P02	Partial conceptual connection only: students identify patterns in observed outcomes, but do not analyse or visualise data using software.

Source links

- Australian Curriculum v9.0 Digital Technologies F-6 curriculum content
- Australian Curriculum v9.0 Digital Technologies scope and sequence F-10
- Australian Curriculum Technologies overview
- QCAA Years 3-4 alignment resource
- QCAA Years 5-6 alignment resource

Prepared as an independent correlation analysis of the Field Agent lesson materials. Verify against the current Australian Curriculum and state or territory implementation before formal use.

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