Enterprise Computing Stage 6 (Year 12) – sample assessment task 3 notification

Enterprise project

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# About this resource

## Purpose of resource

This sample assessment task unpacks how teachers can assess students in the area of the Enterprise project for Year 12 Enterprise Computing.

## Target audience

This resource can be used to support teachers with effective syllabus implementation of Enterprise Computing 11–12.

## When and how to use

This resource is designed for assessing students in the area of their Enterprise project. The resource can be adapted to suit the context of the school. This is sample assessment 3 of 4. Teachers can also refer to the sample scope and sequence and assessment schedule. The task is weighted at 30% and requires students to create documentation, a system and a presentation.

# Task description

**Type of task**: develop an enterprise project containing a solution, project documentation and a presentation.

**Outcomes being assessed**:

A student:

* analyses how innovative technologies have influenced enterprise computing systems  
  **EC-12-06**
* explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment **EC-12-07**
* justifies the selection and use of tools and resources to design and develop an enterprise computing system **EC-12-08**
* selects and applies methods to record the management and evaluate the development of an enterprise computing system **EC-12-09**
* evaluates the effectiveness of an enterprise computing system **EC-12-10**
* communicates an enterprise computing solution to a specific audience **EC-12-11**

[Enterprise Computing 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/tas/enterprise-computing-11-12-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

**Suggested weighting**: 30%

Students identify a real-world problem or opportunity that can be addressed through developing an enterprise project. Students create an innovative and user-friendly system that uses appropriate technologies and tools. Students test and evaluate the system, document the project process, and present the system and project documentation to an audience simulating a client handover. The project adheres to the ethical and legal standards of enterprise computing practice.

Students:

* demonstrate skills and knowledge in Enterprise Computing by applying the principles of design thinking, data science, artificial intelligence and user experience
* document and report the project process and outcomes using industry standard formats and styles
* use appropriate tools and resources from enterprise computing to create a functional and user-friendly system
* test and evaluate the system according to criteria and present the system to a specific audience using appropriate visual aids
* consider the social, ethical, and legal implications of enterprise computing for the project.

# Submission details

Students submit:

**Component A** – **project documentation**

Project documentation that describes the project development in detail using clear, concise language, appropriate structure and format.

**Component B – enterprise system**

A system that allows users to interact with the enterprise project that includes data, visualisations and feedback.

**Component C – presentation**

A presentation that showcases the system features, benefits and challenges using appropriate visual aids such as video, slides, diagrams, screenshots and demonstrations.

# Steps to success

Table 1 – assessment preparation schedule

|  |  |
| --- | --- |
| Steps | What I need to do |
| Component A:  Project documentation | * Brainstorm and investigate several ideas and select one enterprise project to complete. * Complete the project documentation using the enterprise project documentation template provided that involves 4 key stages.  1. Identifying and defining 2. Research and planning 3. Producing and implementing 4. Testing and evaluating |
| 1. Identifying and defining  1.1. Tools and processes for enterprise systems  These include:   * problem definition * requirements and limitations * tools and processes. | For your enterprise project:   * describe the problem (or opportunity) and why you have selected it for this project * analyse the problem (or opportunity) to determine the system requirements including the scale and scope * establish criteria to evaluate the success of this project * explain how these requirements were determined including the use of research, discussion and feedback * outline the tools and processes required for the development of this new system. |
| 1.2. Justify tools and resources | * Identify and predict the skills required to use these tools and processes and training needed. * Justify the selection and use of tools and resources to design and develop an enterprise computing system. |
| 2. Research and planning  2.1. Development of online collaboration tools for an enterprise system | * Explain the role of online collaboration tools as relevant to this project. * Develop a Gantt chart to see tasks and the plan on when to complete these tasks. * Develop a budget to understand and demonstrate the cost of the system creation. |
| 2.2. Collaboration and management of the enterprise project | Investigate how key criteria could positively or adversely affect this project. Including:   * designing for ease of operation and maintenance * designing for working collaboratively * allowing for negotiation of user/client needs and wants * role of informatics for example IT used in the project * role of participants, data and components in the new system. |
| 2.3. Systems modelling | * Demonstrate the use of modelling tools such as Level 0 and 1 data flow diagrams, schemas, storyboards, decision trees and system flowcharts. |
| 3. Producing and implementing  3.1. Implementation plan   * Hardware and software integration * Training * Systems implementation method * Testing methodology * Risk analysis | * Explain how the hardware and software needed for this new enterprise system will be integrated into existing hardware and software. * Select and explain the type of training most appropriate for the staff for example, in-built software tutorials and help files, videos, in-person workshops, online tutorials and a hybrid model of training. * Select and describe how either direct, phased, parallel or pilot implementation are used in this new enterprise system. * Select and describe the role of how either functional testing, acceptance testing, live data, simulated data, beta testing and volume testing are used in the new enterprise system. * Explain the impact of cyber risks and cybersecurity breaches on the new enterprise system. |
| 3.2. Enterprise project | * Develop the enterprise project solution. * Create a process diary of the enterprise project development. * Collect screenshots of the final developed solution to annotate for the project documentation. * Consider the alignment of the system to the problem definition and tools/resources established in previous steps. * Questions to guide you include: * How well does your project align with the identified problem? * Did you select and use tools and resources effectively to develop your system? * Consider the functionality and user experience of the enterprise system. * Questions to guide you include: * Does the system function as intended? * How is the user experience when interacting with the system? |
| 4. Testing and evaluating  4.1. Verification and validation   * Evaluating test data * Training, operation and maintenance documentation | * Place the results of testing using the method identified in Section 3.1. * Evaluate the performance of the new enterprise system against the problem definition and needs of Section 1.1 and the data generated as a result of the chosen testing method. * Explain how well the training, operation and maintenance documentation (where applicable) affected the take-up of the system and alignment with the problem definition and needs of Section 1.1. |
| 4.2. Maintenance | * Explain any modifications needed based on feedback from Section 4.1. |
| Component B:  Enterprise project | * Design, where relevant, a front end and back end for the enterprise project. * Design, develop and test interface elements. * Refine the system. * Develop a working enterprise system. |
| Component C:  Presentation | * Develop a presentation which demonstrates the functionality of the system and its alignment with the requirements as listed in Section 1 of the project documentation. |
| * Explain how the system meets the project requirements and the user needs. * System features, benefits, and challenges. * System functionality. | * Develop presentation slides with screenshots of the main components of the enterprise project that directly correlate with project requirements and user needs from Section 1.1 of the project documentation. * Develop presentation slides which link the evaluation from Section 4 directly to both the system and improvements to be made in the future. * Demonstrate the system running in real-time to a live audience. * Respond to questions and comments as required. |

# What is the teacher looking for?

Students are required to submit 3 components by the end of this project:

**Component A** – **project documentation**

The project documentation comprises of the 4 sections listed below, based on the Enterprise Computing syllabus:

1. Identifying and defining
2. Research and planning
3. Producing and implementing
4. Testing and evaluating

The content of the project documentation should follow the template provided.

**Component B** – **enterprise system**

Students can choose the tool or tools with which their system is developed.

Examples of tools could include databases, spreadsheets or web page creation tools.

The enterprise project should solve a real-world problem or meet a real-world opportunity that could be related to one of the following domains: health, education, business, entertainment or social. Note that this list is not exhaustive.

**Component C** – **presentation**

Students are to develop a 4-minute presentation in the appropriate format (for example PowerPoint) that demonstrates their system to a specific audience using appropriate language, style, format and receive feedback from your audience.

The presentation **must** have:

* **Presentation slides** –a set of slides in the appropriate format (for example PowerPoint) that showcases your system features, benefits and challenges using appropriate visual aids such as slides, diagrams or screenshots.
* **System demonstration** – a live demonstration of your system that allows your teacher and peers to see how you interact with the system and provide feedback.

# Marking guidelines

Table 2 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * A student demonstrates extensive knowledge and understanding of the application of data, tools and resources in developing enterprise computing solutions. * A student demonstrates extensive knowledge and understanding of the social, ethical and legal implications of the application of enterprise computing solutions on the individual, society and the environment. * A student applies comprehensive skills in developing, managing and documenting enterprise computing projects. * A student communicates logically and effectively using a range of terms, conventions and methods. |
| B | * A student demonstrates thorough knowledge and understanding of the application of data, tools and resources in developing enterprise computing solutions. * A student demonstrates thorough knowledge and understanding of the social, ethical and legal implications of the application of enterprise computing solutions on the individual, society and the environment. * A student demonstrates high-level skills in developing, managing and documenting enterprise computing projects. * A student communicates logically using appropriate terms, conventions and methods. |
| C | * A student demonstrates sound knowledge and understanding of the application of data, tools and resources. * A student demonstrates sound understanding of the influence of technologies on the development of enterprise computing solutions. * A student demonstrates sound knowledge and understanding of the social, ethical and legal implications of the application of enterprise computing solutions. * A student demonstrates sound skills in developing, managing and documenting enterprise computing projects. * A student communicates using relevant terms, conventions and methods. |
| D | * A student demonstrates basic knowledge and understanding of the application of data, tools and resources. * A student demonstrates basic knowledge and understanding of the application of data, tools and resources. * A student displays basic skills in developing enterprise computing projects. * A student communicates with limited use of terms. |
| E | * A student displays limited skills in developing enterprise computing projects. * A student communicates with limited use of terms. |

# Student-facing rubric

Table 3 – rubric for Component A – project documentation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Limited | Basic | Sound | High | Outstanding |
| 1. Identifying and defining  EC-12-11 | Minimal identification of the project’s problem and needs, requirements and limitations and applicable tools and processes. | Basic definition and understanding of the project’s scope including problem and needs, requirements and limitations and applicable tools and processes. | Sound description of the project’s requirements and chosen opportunity including problem and needs, requirements and limitations and applicable tools and processes. | Clear explanation and rationale behind the project’s selection including problem and needs, requirements and limitations and applicable tools and processes. | Comprehensive analysis of the problem and insightful detail of the project’s needs, requirements and limitations, and applicable tools and processes. |
| 2. Researching and planning  EC-12-09  EC-12-11 | Minimal understanding of the role of collaboration tools and planning in project development. | Basic creation of a project plan and understanding of collaboration tools. | Sound planning using Gantt charts and budgets with a defined role for collaboration tools. A data flow diagram, database schema, storyboards and decision tree are provided where necessary. | Detailed project planning with well-designed Gantt charts and budgets. A data flow diagram, database schema, storyboards and decision trees are provided in detail and accurately where necessary. | Advanced development of project plans, demonstrating excellent use of all planning tools. Gantt charts, budget, key criteria, a data flow diagram, database schema, storyboards and decision trees have been included. |
| 3. Producing and implementing  EC-12-08  EC-12-09 | Minimal inclusion of hardware/software integration and system implementation methods. | Identifies aspects of implementation, including basic hardware/software integration. | Outlines key implementation strategies and training methodologies.  Students include reference to their system development using screenshots. | Defines comprehensive training and implementation methods for the system.  Students use screenshots with descriptive annotations. | Describes in detail the integration and implementation process, including risk analysis and system testing methods.  Students clearly explain, through the use of screenshots, their system development. |
| 4. Testing and evaluating  EC-12-10  EC-12-11 | Identifies limited testing outcomes with little insight. | Describes effectiveness of the system with some evaluation. | Describes the system’s effectiveness with reference to problem definition and needs. | Explains the system’s effectiveness and necessary improvements based on testing. | Evaluates system performance thoroughly, providing detailed feedback for future modifications. |

Table 4 – rubric for Component B – enterprise system

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | Limited | Basic | Sound | High | Outstanding |
| Alignment of enterprise system to problem definition and appropriate tools and resources  EC-12-08 | The project shows minimal alignment with the problem; tools and resources are hardly used. | Some alignment is evident, but the integration of needs and tools is superficial. | Sound alignment with the problem; tools and resources are used appropriately. | Strong alignment and integration of project needs; effective use of tools and resources. | Excellent alignment with the problem; tools and resources are used innovatively and effectively. |
| Functionality and user experience of the developed system  EC-12-11 | The system is non-functional or barely operational and has poor user experience. | The system partially functions with significant issues and user experience is poor. | The system is mostly functional with some minor issues and has a sound user experience. | The system functions well and has a good user experience with minor room for improvement. | The system is fully functional and exceeds expectations with an excellent user experience. |

Table 5 – rubric for Component C – presentation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | Limited | Basic | Sound | High | Outstanding |
| System features, benefits and challenges  EC-12-10  EC-12-11 | Minimal to no description of the system's features, benefits or challenges. | Basic description of features, benefits and challenges. | Sound overview of the system’s features, benefits and challenges with examples. | Detailed presentation of the system’s features, benefits and challenges. | Comprehensive and insightful presentation on features, benefits and challenges, with clear links to improvement and future development. |
| How the system meets the project requirements and the user needs  EC-12-11 | Provides limited to no information on how the system meets requirements or user needs. | Provides a basic connection between the system and project/user needs with minimal evidence. | Provides a clear outline addressing how the system meets project requirements and user needs, with some examples. | Effectively demonstrates the system’s alignment with project requirements and user needs, supported by specific examples. | Excellent justification of a comprehensive match between the system and project requirements, and user needs, with detailed evidence. |

# Student support material

## Part A – concepts to apply throughout this project

Enterprise computing systems are powerful tools that can help organisations to improve their performance and achieve their goals. They are used in a wide variety of industries and sectors such as finance, healthcare, education, manufacturing, retail and government. These systems help organisations to improve their productivity, efficiency, quality, customer satisfaction, competitiveness and innovation.

* **Data science** is the use of statistical, mathematical and computational techniques to extract knowledge from data. Enterprise systems use data science to store, process and analyse large amounts of data from various sources. This data can be used to improve decision-making, identify opportunities and predict future trends.
* **Data visualisation** is the use of graphical representations of data to help people understand and interpret it. Enterprise systems use data visualisation to create dashboards, reports and other visual representations of data that can be used to make informed decisions.
* **Intelligent systems** use artificial intelligence (AI) techniques to automate tasks, augment human capabilities and create new value. Enterprise systems use intelligent systems to learn from data, understand natural language, recognise images and sounds and interact with users.
* **Networking systems and social computing** are the technologies that enable the communication and collaboration of people and devices within and across organisations. Enterprise systems use networking systems and social computing to connect people, share information and collaborate on projects.
* **Principles of cybersecurity** are the practices and technologies that are used to protect data, systems and users from unauthorised access, use, disclosure, disruption, modification or destruction. Enterprise systems use principles of cybersecurity to protect sensitive data and ensure the confidentiality, integrity and availability of systems and services.
* **Interactive media and the user experience** are the technologies and techniques that are used to create engaging and user-friendly experiences. Enterprise systems use interactive media to create web pages, mobile apps, games, virtual reality and augmented reality experiences that can influence user behaviour, emotions and preferences.

## Part B – examples of enterprise systems that could be developed for this project

The following are some examples of enterprise systems that you could make for this project:

* A **web-based interactive media system** that uses data driven journalism to inform the public about a social or environmental issue, such as climate change, homelessness or mental health. This system will use data and stories to show the facts and impacts of the issue and to engage the audience. To develop this system, you will need graphic design tools to create a web page or an app that looks nice and easy to use, spreadsheet analysis features to work with data from different sources and formats, presentation software to show your stories in a clear and attractive way and business analytics services to measure how well your system reaches and influences your audience.
* A **network of interconnected devices** that uses IoT (Internet of Things) and ML (Machine Learning) to monitor and optimise the energy consumption and environmental impact of a smart home or a smart building. This type of system will use sensors and actuators to collect and control data from different devices and appliances, such as lights, heaters or cameras. It will also use ML algorithms to analyse the data and find ways to improve the efficiency and sustainability of the home or building. To develop this system, you will need biometrics to identify people who live or work in the home or building, haptics to give feedback to the users or devices, touch and gesture to control the devices or settings, VR/AR to create immersive experiences for the users or devices, voice and sound to communicate with the users or devices, microcontrollers to program the devices or appliances, sensors to measure things like temperature, humidity or motion, actuators and motors to move things like switches, valves or fans.
* A **data visualisation** that uses big data and predictive analytics to identify and communicate trends, patterns and relationships in a specific domain, such as health, education or sports. This system will use large amounts of data from various sources and apply statistical techniques to find and show meaningful insights. It will also use predictive analytics to forecast future outcomes or scenarios based on the data. To develop this system, you will need graphs to show numbers in different ways like bars, lines or pies, infographics to show facts in a visual way like icons, dashboards to show summaries of key metrics or indicators, reports to show details of specific findings or recommendations, network diagrams to show connections or interactions between different entities or variables, maps to show locations or spatial distributions.
* An **intelligent system** that uses expert systems and AI to provide decision support or automation for a specific purpose, such as diagnosis, scheduling, gaming or surveillance. This system will use expert systems to store and apply knowledge from human experts in a specific domain or problem. It will also use AI techniques to learn from data and perform tasks that normally require human intelligence or judgement. To develop this system, you will need flowcharts to show logic or rules of the system or process, data flow diagrams to show data movement or transformation in the system or process, infographics to show information or results of the system or process, decision trees to show choices or outcomes of the system or process, SQL to work with databases or queries in the system or process.

## Part C – course-specific software and tools

The following table outlines tools that help to design and document the structure and behaviour of a system and its data.

Table 6 – course-specific software and tools

|  |  |
| --- | --- |
| Software and tools | Description |
| Data dictionary | A document that defines the data elements, attributes and relationships of a system or database. |
| Data flow diagrams | Diagrams that show how data flows through a system or process. |
| Database software | Software that allows users to create, manage and manipulate databases. |
| Decision trees | Diagrams that show the possible outcomes and decisions of a system or process. |
| Expert system software | Software that uses artificial intelligence to provide solutions or advice for specific domains or problems. |
| Flowcharts | Diagrams that show the sequence of steps or actions in a system or process. |
| Gantt charts | Charts that show the tasks, durations, dependencies and milestones of a project. |
| Graph and network theory | A branch of mathematics that studies the properties and applications of graphs and networks. |
| Graphics software | Software that allows users to create, edit and manipulate images or graphics. |
| Machine Learning and statistical modelling | Techniques that use data and algorithms to learn from patterns and make predictions. |
| Methods for testing a system | Methods that verify and validate the functionality, performance, security, and usability of a system. |
| Network diagram | A diagram that shows the nodes and links of a network. |
| Normalisation | A process of organising data in a relational database to reduce redundancy and improve integrity. |
| Presentation software | Software that allows users to create, display and share slideshows or multimedia presentations. |
| Process diaries/logbooks | Documents that record the progress, challenges and reflections of a project. |
| Schemas | Diagrams or documents that show the structure and relationships of a database. |
| Spreadsheet software | Software that allows users to organise, analyse and visualise data in rows and columns. |
| SQL Syntax | A standard language for querying and manipulating data in a relational database. |
| Storyboards | Visual representations of the layout and flow of a user interface or multimedia product. |
| System flowcharts | Flowcharts that show the components and interactions of a system. |
| System implementation Methods | Methods that describe how to install, test and deploy a system. |

## Part D – NESA key terms

**Note**: the exemplars given here for each key term are a guide for students upon which to model their responses.

Table 7 – NESA key terms

|  |  |  |
| --- | --- | --- |
| NESA key term | Definition | Example |
| Identify | Recognise and name. | The computer has Microsoft Office 365, Chrome and Internet Explorer. |
| Define | State meaning and identify essential qualities. | The computer has Microsoft Office 365, which has programmes such as Word, Excel, Access and PowerPoint. Internet Explorer and Chrome are also there, which serve as the main web browsers. |
| Describe | Provide characteristics and features. | The computer runs Office 365, Chrome, Internet Explorer and so on. They are all applications which are pre-installed on the computer. Chrome and Internet Explorer are web browsers that allow access to Office 365, e-mail, ManageBac and so on. Office 365 is on the computer, though it can also run through a web browser, meaning you can access it at anytime, anywhere. |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how. | The applications Office 365, Internet Explorer and Chrome are on the computers. Office 365 contains applications such as Word, Excel and Access which are available both at school and online through Internet Explorer and Chrome. Internet Explorer and Chrome are both web browsers, which are not only used to provide access to Office 365, but also to information and YouTube videos to help with assessments from anywhere, at any time. |
| Analyse | Identify components and the relationship between them; draw out and relate implications. | Office 365, Internet Explorer and Chrome are on the computers. Internet Explorer and Chrome are both web browsers, which provide a graphical interface to the information and content available online. Some of that content includes, but is not limited to, the Office 365 application suite allowing students to access Word, Excel, PowerPoint and so on anywhere, at any time. These are accessible inside the Office 365 interface through easily identifiable web-based versions of these applications; the computer-based versions of these applications are more powerful. |
| Justify | Support an argument or conclusion. | Office 365, Internet Explorer and Chrome are on the computers. Internet Explorer and Chrome are both web browsers, which provide a graphical interface to the information and content available online. Some of that content includes, but is not limited to, the Office 365 application suite allowing students to access Word, Excel, PowerPoint and so on anywhere, at any time. This easy access allows students to complete school assessments and tasks without being, in any way, shape or form, disadvantaged by needing to have the Office suite installed on their own computers, behaving much like the applications on the desktop machines at school. |
| Evaluate | Make a judgement based on criteria; determine the value of. | Office 365, Internet Explorer and Chrome are on the computers. Internet Explorer and Chrome are both web browsers, which provide a graphical interface to the information and content available online. Some of that content includes, but is not limited to, the Office 365 application suite allowing students to access Word, Excel, PowerPoint and so on anywhere, at any time. This easy access allows students to complete school assessments and tasks without being, in any way, shape or form, disadvantaged by needing to have the Office suite installed on their own computers, behaving much like the applications on the desktop machines at school. The main advantage of this open access is the reduction in gaps between those who have access to the Office suite and those who do not, meaning less excuses for those who may have used this lack of access in the past. However, this also may reduce skill sets or exposure to other application suites such as OpenOffice which some may perceive as a failing of being homogenous. |

[Glossary of key words](https://www.nsw.gov.au/education-and-training/nesa/hsc/student-guide/glossary" \o "https://www.nsw.gov.au/education-and-training/nesa/hsc/student-guide/glossary" \t "_blank) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024.

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the TAS curriculum team by emailing [TAS@det.nsw.edu.au](mailto:TAS@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with**: Curriculum and Reform and subject matter experts.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) **3.1.2, 3.3.2, 3.4.2, 5.1.2.**

**NSW Syllabus**: Enterprise Computing 11–12

**Syllabus outcomes**: EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11

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**Related resources**: further resources to support Enterprise Computing 11–12 can be found on the [TAS curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/tas).

**Professional learning**: relevant professional learning is available through [HSC Professional Learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/hsc-pl) or on the [TAS curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/tas).

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# Evidence base

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[Higher School Certificate Course Specifications – Enterprise Computing (PDF 2.3 MB)](https://library.curriculum.nsw.edu.au/341419dc-8ec2-0289-7225-6db7f2d751ef/1299d565-a98e-4578-a5c6-53262a5ecc08/enterprise-computing-11-12-higher-school-certificate-course-specifications.PDF) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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