Enterprise Computing Stage 6 (Year 12) – sample scope and sequence

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# About this resource

## Purpose of resource

This resource has been designed to support teachers by providing a sample scope and sequence with a range of tasks based on syllabus content. This can be modified to suit individual school contexts and procedures as required.

## Target audience

This resource can be used by school leaders to support teachers with effective syllabus implementation.

## When and how to use

Use the sample scope and sequence to plan the curriculum for Year 12 students. The scope and sequence maps out the content, outcomes, knowledge and skills that will be covered each term. The scope and sequence also indicates assessment tasks that will be undertaken by students.

# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the Education Act 1990 (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards and registration requirements.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Enterprise Computing Stage 6 (Year 12) – sample scope and sequence

Table 1 – Enterprise Computing Stage 6 (Year 12) sample scope and sequence

| **Term** | **Learning overview** | **Outcomes** | **Skills** | **Assessment** |
| --- | --- | --- | --- | --- |
| **Term 4** | **Data science**  Students focus on the collection, storage and analysis of data. | **EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-10, EC-12-11** | * Students assess the quality of data while analysing the types of data required to support the production of meaningful information. * In creating their project, students develop their skills in analysing, processing and presenting data using software tools that are commonly used in enterprises. * Students investigate social and ethical issues associated with collecting, securing, using and visualising data. They also explore patterns that may emerge as a result of processing and analysing data. | Data science project |
| **Term 1** | **Data visualisation**  Students extend their understanding of data and information by exploring the importance of user interface (UI) and user experience (UX) in the effective communication of key messages. | **EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-10, EC-12-11** | * Students use data analysis and interrogate data to create visualisations that inform decisions. * Students interrogate data to support insights, and evaluate data bias and the creation of new conclusions and/or improved decisions. | Data visualisation project |
| **Term 2** | **Enterprise project**  Students develop a project of their choice based on the knowledge and skills developed during the course. | **EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11** | * Students have an opportunity to develop deeper knowledge, understanding and skills in an area of interest as they engage in an enterprise project that addresses an identified real-world problem. * Students refine and apply project management skills as they develop, document, implement and evaluate their project solution. | Individual enterprise project |
| **Term 3** | **Intelligent systems**  Students learn about the design and evolution of intelligent systems, and investigate how they support people and real-world enterprises. | **EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-10, EC-12-11** | * Students study the knowledge, understanding and skills used to support expert systems and explore the data, patterns and processing power of intelligent systems. * Students learn the skills required for modelling and simulating decision support using an intelligent and/or automated system. | HSC trial examination |

[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.

# 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, or to provide feedback, 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, EAL/D 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.

**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 Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 1.2.2, 2.2.2, 2.3.2.

**Creation date: 2024**

# Evidence base

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NESA (NSW Education Standards Authority) (2021) ‘[Advice on scope and sequences](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 20 February 2024.

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