Software Engineering Stage 6 (Year 12) – sample assessment schedule

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# About this resource

## Purpose of resource

This resource has been designed to support teachers by providing a range of tasks based on syllabus content and adhering to the school-based assessment standards.

## Target audience

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

## When and how to use

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

# School-based assessment requirements

The Year 12 school-based assessment schedule is to reflect the following [NESA Assessment](https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-11-12-2022/assessment) requirements:

* a maximum of four assessment tasks
* the minimum weighting for an individual task is 10%
* the maximum weighting for an individual task is 40%
* one task must be an individual project with a weighting of 30%
* only one task may be a formal examination with a maximum weighting of 30%.

# Software Engineering Stage 6 (Year 12) – sample assessment schedule

Table 1 – Software Engineering Stage 6 (Year 12) sample assessment schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Components | Task 1  Programming for the web | Task 2  Secure software architecture | Task 3  Software engineering project | Task 4  HSC trial examination | Component weighting |
| ****Due date**** | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 10 | Term 3 Weeks 5–6 |  |
| ****Outcomes assessed**** | **SE-12-02, SE-12-03, SE-12-06, SE-12-07, SE-12-08** | **SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09** | **SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09** | **SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08** |  |
| ****Knowledge and understanding of course content**** | 10% | 10% | 15% | 15% | 50% |
| ****Knowledge and skills in the practical application of the content**** | 10% | 10% | 15% | 15% | 50% |
| ****Total task weighting**** | 20% | 20% | 30% | 30% | 100% |

[Software Engineering11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-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.

The [Performance band descriptors](https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-11-12-2022/assessment#performance-band-descriptions-for-software-engineering-software_engineering_11_12_2022) should be used to report student achievement.

# 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, 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 7–10 advice](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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Wiliam D (2013) ‘[Assessment: The bridge between teaching and learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning)’, Voices from the Middle, 21(2):15–20, accessed 20 February 2024.

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