# Enterprise Computing Stage 6 (Year 11) – sample assessment task 1 notification

**Interactive media and the user experience (UX)**



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## Task description

**Type of task:** develop an interactive media and user experience (UX) digital product with documentation.

**Outcomes being assessed:**

A student:

* describes how data is used in enterprise computing systems **EC-11-04**
* selects and uses tools and resources to design and develop an enterprise computing system **EC-11-08**
* documents the management and evaluates the development of an enterprise solution **EC-11-09**
* communicates an enterprise computing solution to an intended audience **EC-11-11**

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**Suggested weighting: 25%**

**Teacher note:** students create an interactive media and UX digital product that incorporates data journalism for end users about an issue in the local community.

Students design and develop a digital solution using curated or created assets for a system of information delivery.

Create a digital solution for an issue in your local community. You are encouraged to be creative and use local contacts to develop your own ideas.

Examples of digital solutions could include, but are not limited to:

* an environmental issue in your local community or school
* a school information kiosk and interactive map
* a project to raise awareness of First Nations peoples and their cultures in your local area
* teaching people about the local community groups including diversity or sport or event promotion
* develop a recycling initiative for your school or community group.

The digital solution has many options including:

* a website or app
* media components such as film, animation and music
* a podcast or vodcast
* an augmented reality (AR) or virtual reality (VR) presence
* a social media presence.

## Submission details

Students submit their documentation digitally. Students submit a link to their system of information delivery for this project.

The potentially large file size of their digital solution may make this the most practical way to submit their work. This provides an essential learning opportunity to discuss cloud-based data storage.

The submitted project and accompanying digital documentation should contain the facility for teachers and ‘clients’ to review and make comment.

Students should be provided the opportunity to showcase their work in a class presentation that includes a question-and-answer segment.

Opportunities should also be explored for students to peer assess their classmate’s work. This will enable a forum for the exchange of ideas that may help inform future tasks and projects.

This project may be used to inform the design and development of the student’s Enterprise Project during the Year 12 course.

## Steps to success

Table – assessment preparation schedule

|  |  |
| --- | --- |
| Steps | What I need to do |
| Identifying and definingInvestigate how your proposed interactive media and UX system is used to communicate information to an audience. | * Define your audience.
* Describe the information you wish to communicate to your audience.
* Describe how your project will demonstrate safe and ethical use of online tools.
* Explain how your product will engage, capture and hold the attention of the audience and collect user feedback.
 |
| Researching and planningExplain how your proposed interactive media and UX digital product will be created on a platform and investigate consumer behaviour unique to that platform. | * Outline your research into contemporary and innovative software.
* Identify your digital product and explain what platform or media you will use for your solution.
* Check with your teacher the suitability of the platform or software you are researching and using for the project.
* Investigate how digital marketing techniques influence consumer behaviour.
 |
| Producing and implementingDevelop your interactive media and UX digital product considering design principles, user interaction and data journalism. | * Apply design thinking to develop a front-end, web-based interactive media system incorporating UX and user interface (UI) principles.
* Apply features of user interaction and UX within web-based systems.
* Develop and publish an interactive work of data journalism.
 |
| Testing and evaluatingReview and improve your interactive media and UX digital product. | * Evaluate the performance requirements of hardware for specific interactive media products.
* Self and peer assess the success of the product.
 |

## What is the teacher looking for?

This task will require students to choose an interactive media and UX system to research. This chosen system will be investigated and examined. While completing the steps in the task, students examine user behaviour through the lens of user interaction and data journalism.

Students investigate the effectiveness of a range of applications when communicating information, including the need to design for UX and related social, ethical and legal issues.

Students explore the capture, creation, transmission, storage, analysis, integration, presentation and sharing of interactive media files. They investigate hardware and software including storage, distributed computing, security protocols, the use of intellectual property and the importance of user interfaces.

Students’ understanding of how digital products demonstrate the value of digital design and promote interactive media as a communication tool is developed in this task. Projects should demonstrate the safe and ethical use of online tools and use contemporary and innovative software.

## Marking guidelines

Table – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts.In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts.In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts.In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts.In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance.In addition, the student demonstrates elementary skills in recounting information and communicating ideas. |

[Common Grade Scale for Preliminary Courses](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades/monitoring-grades/common-grade-scale/%21ut/p/z1/xVPLcoIwFP0WFywzuQkIuMQ-pD6qbaVKNk6MQbESEIK2_fqibWe6Udpx0ezu85yTnGCGp5gpvouXXMep4psqDpk9s-58ABNovzP2bfDaDx2_6wM1LRtPjg3UIzbxLdIbdlwC3nhIbNp16DBoYnaYJ7RDiEsH4FAHvMfR1ejav6XQb37Nw4njwe_mzzSw8_yfMcNMKJ3pFQ6z_UykSkulDcjydC2FRns5N0DJghtACCLUgFItZF5orhaxWiK9kkiUeR6LclMmBvA9z4-FZc4XsjAgSVWs0_xnSqRJlf0MUSH4Rh5YZCJe4JDTCFpgz5HbciSyWlETtWyToqhpujIiwrVd-a36tCx2_lInB7yad6vbEVYcnJMcehae7GK5x4FK86Ry0tMfJfq1CORChJr1zoXru3XWq_5WvN5umVcZ8OC6V42n_-jALAmCIHHNN_QSDW5MK-zu3tv3iIVeo_EBWSUHjA%21%21/dz/d5/L2dBISEvZ0FBIS9nQSEh/?urile=wcm%3Apath%3A%2Fpw_content%2Fproject-web%2Fnesa%2F11-12%2FUnderstanding-the-curriculum%2Fawarding-grades%2Fmonitoring-grades%2Fcommon-grade-scale)

## Student-facing rubric

Table – rubric for assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Limited | Basic | Sound | High | Outstanding |
| Criteria 1Use of data in the digital product/enterprise systemEC-11-04 | The student’s documentation of data in the digital product is incomplete. | The student identifies use ofdata in the digital product documentation. | The student outlines use ofdata in the digital product documentation. | The student describes the use of data in the digital product documentation, including aspects such as user feedback and hardware. | The student describes the use of data in the digital product documentation.The student explains how the digital product will collect user feedback and the performance requirements of hardware. |
| Criteria 2Use of tools and resources to design and develop a digital productEC-11-08 | Minimal or no evidence of quality in the **development of a digital product.** | Evidence of basic quality in the application of tools and resources to develop a digital product. | Evidence of high but inconsistent quality in the application of skills and techniques in the planning and production of the project.The student applies tools and resources. | Evidence of high quality in the application of most skills and techniques in the planning and production of the project.The student competently applies tools and processes resources. | Evidence of outstanding quality in the application of a wide range of skills and techniques in the planning and production of the project.The student competently applies a wide range of appropriate tools and processes resources. |
| Criteria 3Document the management and evaluation of systemEC-11-09 | **The student’s management and evaluation of the digital product is incomplete.** | **The student identifies how management and evaluation of the digital product compares with original expectations, including whether it solves the original problem and meets some of the user needs.** | **The student describes how the management and evaluation of the digital product compares with original expectations, including whether it solves the original problem and meets most of the user needs. The student identifies some features that were added.** | **The student evaluates how the management and evaluation of the digital product compares with original expectations, including whether it solves the original problem and meets all of the user needs. The student explains the features that were added and/or whether there were features that could have been implemented.** | **The student clearly and concisely evaluates how the management and evaluation of the digital product compares with original expectations, including whether it solves the original problem and meets all of the user needs. The student explains the features that were added and further potential features that could have been implemented.** |
| Criteria 4Communication to intended audienceEC-11-11 | The local community concept is not clearly communicated throughout the **digital product**. The information given does not relate to the audience. | The local community concept is not clearly communicated to the audience of the **digital product**. Some information given in the documentation relates to the audience. | The local community concept is communicated to the intended audience of the **digital product**.The information given in the documentation demonstrates understanding of the intended audience. | The local community concept of the **digital product** is communicated throughout the system to the intended audience of the **digital product**.The information given in the documentation demonstrates understanding of consumer behaviour, user interaction and data journalism.**The student clearly communicates complex ideas and information.** | The local community concept of the **digital product** is communicated clearly and effectively to the intended audience of the **digital product**.The information given in the documentation clearly demonstrates and links to the overall concept of consumer behaviour, user interaction and data journalism.The student effectively communicates complex ideas and information. |

## Student support material

Resources include:

* Gantt Chart
* Teacher support resource with scaffolds, templates and graphic organisers for completing the task
* Teacher support resource with additional information to support student understanding
* Program of learning.

### Gantt chart

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Items/Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Identifying and definingLearn about interactive media and UX through the content of the syllabus. Investigate how your proposed interactive media and UX system is used to communicate information to an audience. | x | x | x | x |  |  |  |  |  |  |
| Define your audience. |  |  | x | x |  |  |  |  |  |  |
| Describe the information you wish to communicate to your audience. |  |  | x | x |  |  |  |  |  |  |
| Describe how your project will demonstrate safe and ethical use of online tools. |  |  | x | x |  |  |  |  |  |  |
| Explain how your product will engage, capture and hold attention of the audience and collect user feedback. |  |  | x | x |  |  |  |  |  |  |
| Researching and planningExplain how your proposed interactive media and UX digital product will be created on a platform and investigate consumer behaviour unique to that platform. |  |  |  |  | x | x |  |  |  |  |
| Outline your research into contemporary and innovative software. |  |  |  |  | x | x |  |  |  |  |
| Identify your digital product and explain what platform or media you will use for your solution. |  |  |  |  | x | x |  |  |  |  |
| Check with your teacher the suitability of the platform or software you are researching and using for the project. |  |  |  |  | x | x |  |  |  |  |
| Investigate how digital marketing techniques influence consumer behaviour. |  |  |  |  | x | x |  |  |  |  |
| Producing and implementingDevelop your interactive media and UX digital product considering design principles, user interaction and data journalism. |  |  |  |  |  |  | x | x | x |  |
| Apply design thinking to develop a front-end, web-based interactive media system incorporating UX and UI principles. |  |  |  |  |  |  | x | x | x |  |
| Apply features of user interaction and UX within web-based systems. |  |  |  |  |  |  | x | x | x |  |
| Develop and publish an interactive work of data journalism. |  |  |  |  |  |  |  |  | x | x |
| Testing and evaluatingReview and improve your interactive media and UX digital product. |  |  |  |  |  |  | x | x | x | x |
| Evaluate the performance requirements of hardware for specific interactive media products. |  |  |  |  |  | x |  |  |  | x |
| Self and peer assess the success of the product. |  |  |  |  |  |  |  |  |  | x |

## Learning tools

The following learning tools are available to DoE students and teachers via their login portal from the [Digital Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/?UD=ALL&PY=ALL&AG=ALL). Each includes video tutorials on how to use the software.

* [Adobe After Effects](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/59#.ZCIqTRjhVK4.link)
* [Adobe Animate](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/51#.ZCIqTTLVABk.link)
* [Adobe Audition](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/58#.ZCIqTQl_SMI.link)
* [Adobe Bridge](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/48#.ZCIqTV0Yslk.link)
* [Adobe Illustrator](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/43#.ZCIqTcfykug.link)
* [Adobe InDesign](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/46#.ZCIqTWSh6l4.link)
* [Adobe Media Encoder](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/50#.ZCIqTXMXSgs.link)
* [Adobe Photoshop](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/42#.ZCIqTVjlMt8.link)
* [Adobe Photoshop Lightroom](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/61#.ZCIqTYg5uAE.link)
* [Adobe Premiere Pro](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/60#.ZCIqTRWtPbw.link)
* [Apple Clips](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/616#.ZCIqTdFJWCE.link)
* [Apple iMovie](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/617#.ZCIqTXraTBk.link)
* [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653#.ZCIqTRNVcvw.link)
* [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70#.ZCIqTemZmFw.link)
* [Loom](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/623#.ZCIqTQByGjM.link)
* [Microsoft PowerPoint](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/116#.ZCIqTTgntJ8.link) Online
* [Microsoft Stream](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/126#.ZCIqTQ1z-p0.link) (on SharePoint)
* [Pear Deck](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/627#.ZCIqTUGLQvE.link)
* [PowToon Edu](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/115#.ZCIqTR9DTDI.link)
* [TouchCast Studio](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/590#.ZCIqTeWz_aE.link)
* [VideoAnt](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/589#.ZCIqTbc2EiA.link)
* [WeVideo](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/649#.ZCIqTSJAwfs.link).

**Skills in applying knowledge**

The [final report for the NSW Curriculum Review](https://nswcurriculumreform.nesa.nsw.edu.au/pdfs/phase-3/final-report/NSW_Curriculum_Review_Final_Report.pdf) (NESA 2020:xiv) outlines below the skills in applying knowledge.

The second feature of all new syllabuses is their design to give greater attention to skills in using knowledge. This feature applies both to learning areas of the common curriculum that all students undertake and also to subjects that extend and build on subjects of the common curriculum in the later years of school.

New syllabuses are designed not only to develop increasingly sophisticated knowledge and deeper understanding of an area of learning, but also skills in applying that knowledge. No subject is focused solely on developing knowledge or solely on developing skills; theory and the application of theory are seen as intertwined and essential features of every subject.

Skills in applying knowledge include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating, and communicating. New syllabuses specify how students’ skills in applying knowledge are to be developed in parallel with their advancing knowledge and understanding of each subject. Rather than being taught or assessed separately from subjects, such skills are incorporated into new syllabuses and are seen as an integral part of developing competence in each subject.

The development and demonstration of skills depend on opportunities for students to put their subject knowledge and understandings to work, for example, through practical applications, problem solving activities or investigative projects. In these ways, students build and extend their subject knowledge and also develop an important range of skills in using that knowledge.

**2. Design new syllabuses not only to develop increasingly sophisticated knowledge and deeper understandings of a subject, but also skills in applying that knowledge.**

2.1 Make explicit in new syllabuses for every subject that skills in applying knowledge are part of the intended learning, and show how these skills are to be developed over time. These skills include subject-specific skills, but also skills in using technologies, sourcing and analysing information, critical and creative thinking, collaborating and communicating.

## Additional information

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 should be used with timeframes that are created by the teacher to meet the overall schedules of assessment.

For additional support or advice, contact the TAS curriculum team by emailing TAS@det.nsw.edu.au.

### Assessment advice

Assessment is a powerful tool to measure student learning and plan for the next stages in the learning process. Some considerations in using parts of this assessment notification are:

* Consider the skills, knowledge, and understanding students need to complete the task, and see where there are opportunities for them to refine these through ongoing feedback in the learning sequences associated with the assessment task.
* Ensure the language and readability of the task presents an appropriate challenge for the students the task is being used with. Direct, plain English will allow the greatest number of students to access the task independently.
* Marking guidelines should directly reflect the success criteria and outcomes of the task and align with appropriate levels of achievement for the relevant stage.
* When constructing or adjusting the marking guidelines and/or rubric, try to keep active verbs like ‘do’, ‘say’, ‘make’, or ‘write’ in mind to measure student performance at each level. This will help to avoid subjective language.

### Assessment as a learning opportunity

Assessment can provide ways for students to use formal and informal feedback and self-assessment to help them understand where they are in their learning, where they are going, and how they are going to get there. It is essential that students receive feedback on their performance in the task and have opportunity to clarify and plan the next steps in learning.

* Clear and explicit marking rubrics can support effective self-assessment in relation to the learning intentions and success criteria assisting students to become owners of their own learning. Students can then build their capacity for individual goal setting, which includes students asking questions such as, ‘What do I need to improve?’ and ‘What is my next step?’ ([CESE Growth goals setting – what works best in practice](https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators/growth-goal-setting)).
* Greater learning gains may be made when teachers provide explicit descriptive feedback to students in a timely manner. This feedback supports students in forming their learning goals as well as helping the teacher to plan for the next iteration of the teaching and learning cycle.

#### Differentiation advice

Differentiated learning can be enabled by differentiating the assessment approach to content, process, and product. Reasonable adjustments of assessment for students with disability is a legal requirement under the [Disability Standards for Education 2005 (Cth)](https://www.dese.gov.au/disability-standards-education-2005). For students with a disability, adjustment in assessment tasks should be made through the [Collaborative curriculum planning](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning) process. For more information on differentiation, go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation). When using this resource, teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning.

* Some common adjustments are available through the [Inclusive Practice hub assessment and reporting](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/all-resources/secondary-resources/other-pdf-resources/nesa-assessment-and-reporting) site.
* The [HPGE Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) and [Differentiation Package](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx#first-time-access-to-hpge-resources) can assist teachers to decide how to provide extension and additional challenge for High Potential and Gifted (HPG) students.

The steps below may be useful to consider when creating access opportunities for all students:

* remove unnecessary words/images
* simplify any tricky words or make a glossary of subject specific words
* reduce the lexical density of the steps and use student friendly language
* chunk large passages of reading or offer alternate ways of representing the information, such as a visual
* make the task description a checklist with numbered steps
* limit options and/or reduce the number of choices students need to make independently.

### 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.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model.](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) element of assessment (formative assessment, summative assessment, student engagement).

**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) 5.1.2, 5.4.2.

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

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

**Syllabus outcomes**: EC-11-04, EC-11-08, EC-11-09, EC-11-11

**Author**: TAS, Curriculum Secondary Learners, Curriculum Reform

**Publisher**: State of NSW, Department of Education

**Resource**: Assessment task notification

**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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