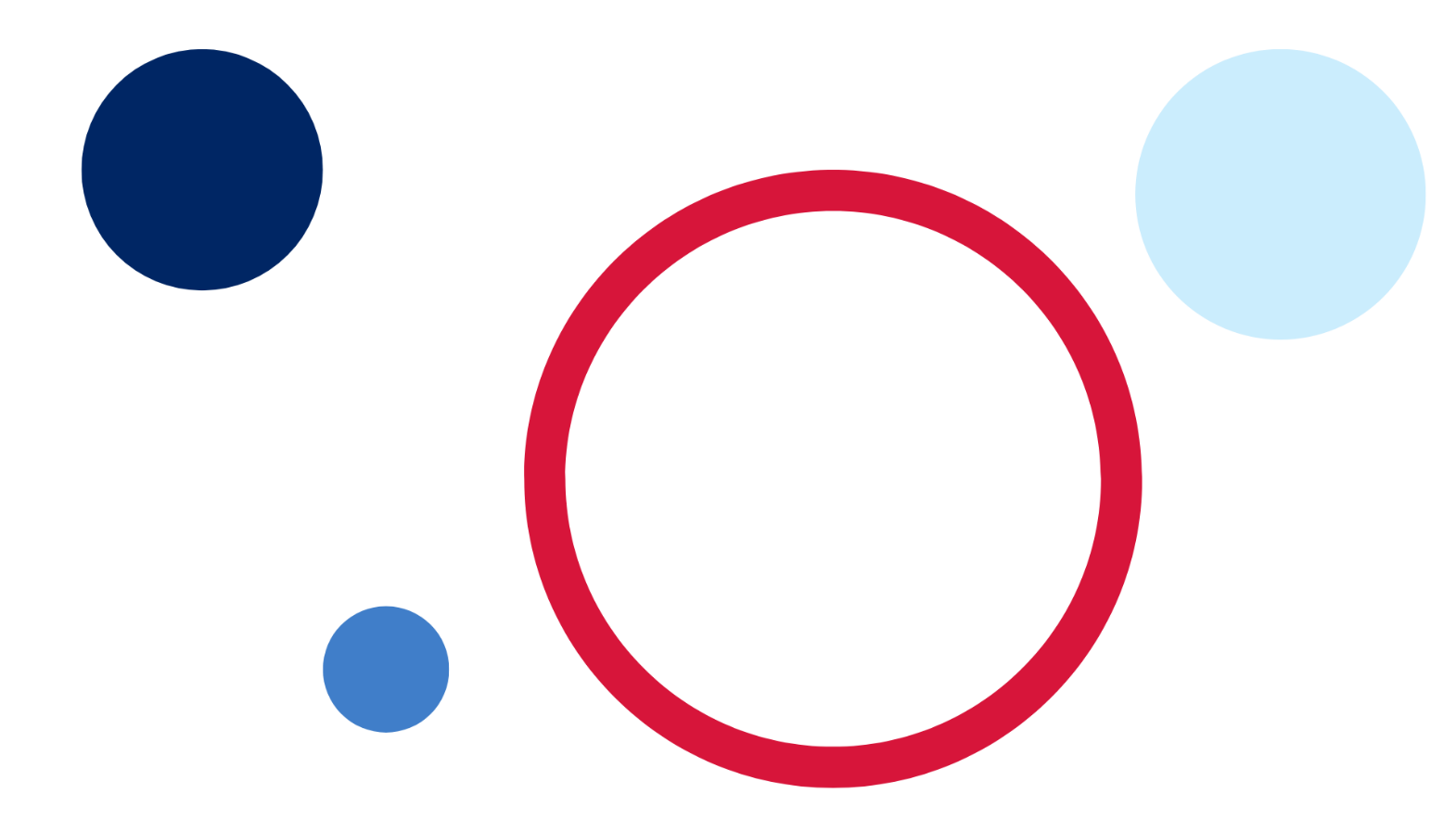
# Enterprise Computing Stage 6 (Year 11) – sample scope and sequence



Contents

[Rationale 2](#_Toc131169485)

[Enterprise Computing Stage 6 (Year 11) – sample scope and sequence 3](#_Toc131169486)

[Support and alignment 8](#_Toc131169487)

[Evidence base 10](#_Toc131169488)

## 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 11) – sample scope and sequence

Table – Stage 6 (Year 11) – Enterprise Computing sample scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term | Learning overview | Outcomes | Skills | Assessment |
| Term 1 | Interactive media and the user experience | **EC-11-01** describes how systems are used in a range of enterprises  **EC-11-02** describes the function of data and information within enterprise computing systems  **EC-11-03** describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems  **EC-11-04** describes how data is used in enterprise computing systems  **EC-11-05** applies tools and resources to analyse datasets  **EC-11-06** explains how innovative technologies have influenced enterprise computing systems  **EC-11-07** explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment  **EC-11-08** selects and uses tools and resources to design and develop an enterprise computing system  **EC-11-09** documents the management and evaluates the development of an enterprise solution  **EC-11-10** investigates the effectiveness of an enterprise computing system  **EC-11-11** communicates an enterprise computing solution to an intended audience | Students apply knowledge and skills to develop digital products that demonstrate the value of digital design and promote interactive media as a communication tool.  Projects should demonstrate the safe and ethical use of online tools and use contemporary and innovative software.  Projects may include the use of collected and/or curated media files to create a system for information delivery, a presentation using animations or an interactive learning system.  Students gain knowledge and skills to understand:   * ubiquity of interactive media * capture, store and integrate data * create interactive media systems. | Interactive media and UX project |
| Term 2 | Networking systems and social computing | **EC-11-01** describes how systems are used in a range of enterprises  **EC-11-02** describes the function of data and information within enterprise computing systems  **EC-11-03** describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems  **EC-11-04** describes how data is used in enterprise computing systems  **EC-11-05** applies tools and resources to analyse datasets  **EC-11-06** explains how innovative technologies have influenced enterprise computing systems  **EC-11-07** explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment  **EC-11-08** selects and uses tools and resources to design and develop an enterprise computing system  **EC-11-09** documents the management and evaluates the development of an enterprise solution  **EC-11-10** investigates the effectiveness of an enterprise computing system  **EC-11-11** communicates an enterprise computing solution to an intended audience | Students apply knowledge and skills to develop a project to understand networks using communication media.  Suitable projects may include building and configuring actual or simulated networks incorporating a range of devices or a simulated or functioning IoT (Internet of Things) solution for a given purpose.  Students gain knowledge and skills to understand:   * human-centric computing * storage and workflow in enterprise networks * network architecture and infrastructure * creating a network. | Networking systems and social computing project |
| Term 3 | Principles of cyber security | **EC-11-01** describes how systems are used in a range of enterprises  **EC-11-03** describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems  **EC-11-04** describes how data is used in enterprise computing systems  **EC-11-06** explains how innovative technologies have influenced enterprise computing systems  **EC-11-07** explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment  **EC-11-11** communicates an enterprise computing solution to an intended audience | Students investigate the current data and information security strategies of an enterprise, examine real and potential threats to the security of data and information, and recommend strategies to improve current practices.  Students gain knowledge and skills to understand:   * privacy and security * security awareness * cyber laws and ethics. | Yearly examination |

## 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:Science7-12@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) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**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) 2.2.2, 3.2.2.

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

**NSW syllabus:** [Enterprise Computing 11–12 Syllabus](https://curriculum.nsw.edu.au/syllabuses/enterprise-computing-11-12-2022)

**Syllabus outcomes:** EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11.

**Author:** TAS Curriculum Support Team

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

**Resource:** scope and sequence

**Related resources:** further resources to support Stage 6 Enterprise Computing can be found on the [[TAS curriculum website](https://education.nsw.gov.au/teaching-and-learning/curriculum/tas).](https://education.nsw.gov.au/teaching-and-learning/curriculum/tas/stage-6)

**Professional learning:** relevant professional learning is available through the [TAS statewide staffroom](https://teams.microsoft.com/l/team/19%3acd41312b69a14cd38a7c429ffd90493a%40thread.tacv2/conversations?groupId=cd5a04e1-7742-47dd-b141-9519486d9e00&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991).

**Universal Design for Learning:** [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

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## Evidence base

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

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 29 August 2022.

State of New South Wales (Department of Education) (2021) [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning), Teaching and learning resources, NSW Department of Education website, accessed 29 August 2022.

State of New South Wales (Department of Education) (2022) ‘[Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning)’, Refining practice, NSW Department of Education website, accessed 29 August 2022.

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