New feature announcement   ✕

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Welcome to the NSW Curriculum website ⌄

≡
Menu

🪷 (/)

🔍
Search

NSW Curriculum
NSW Education Standards Authority

Technological and Applied Studies (TAS) syllabuses (/learning-areas/tas)   Computing Technology 7–10 (2022)

7–10 │ Computing Technology 7–10 Syllabus (2022)

Download ⬇   **Record of changes** → (/resources/record-of-changes?syllabus=computing_7_10_2022)

Overview
(/learning-areas/tas/computing-technology-7-10-2022/overview)

Rationale
(/learning-areas/tas/computing-technology-7-10-2022/rationale)

Aim
(/learning-areas/tas/computing-technology-7-10-2022/aim)

Assessment

The primary role of assessment is to establish where students are in their learning so that teaching can be differentiated and further learning progress can be monitored over time. It provides information that assists teachers to target their teaching at the point of student need. Assessment is most effective when it is an integral part of teaching and learning programs.

Assessment involves:

- establishing where students are in their learning
- ongoing monitoring
- formative and summative tasks
- providing feedback about student progress.

On this page

Common Grade Scale

Course performance descriptors

Assessment of Life Skills outcomes

Common Grade Scale

(Stage 1) (Stage 2) (Stage 3) (Stage 4) (Stage 5)

The **common grade scale (/assessment-and-reporting/reporting-and-using-grades#common-grade-scale-years-1-to-10)** can be used to report student achievement in both primary and junior secondary years in all NSW schools.

Course performance descriptors

Stage 5 - Year 10

Course performance descriptors provide holistic descriptions of typical achievement at different grade levels in a specific course. They are used to identify and report a student's level of achievement in a Board Developed Course at the end of Stage 5.

Grade A

A student performing at this grade typically:

- demonstrates an extensive understanding of the influence of enterprise, innovation and automation on the evolution of computing technology
- skilfully applies appropriate iterative processes to produce computing solutions
- develops highly effective computing solutions using computational, design and systems thinking skills
- selects and applies safe, secure and ethical practices in the use of data
- skilfully develops, tests and implements technically concise algorithms in a general-purpose programming language
- demonstrates creativity and innovation in the design and implementation of user interfaces to create engaging user experiences
- selects relevant data, media and processes to effectively communicate information in a range of contexts

Grade B

A student performing at this grade typically:

- demonstrates a thorough understanding of the influence of enterprise, innovation and automation on the evolution of computing technology
- applies appropriate iterative processes to produce computing solutions
- develops effective computing solutions using computational, design and systems thinking skills
- selects and applies safe, secure and ethical practices in the use of data
- develops, tests and implements functional algorithms in a general-purpose programming language
- demonstrates creativity in the design and implementation of user interfaces to create engaging user experiences
- selects relevant data, media and processes to communicate appropriate information in a range of contexts

Grade C

A student performing at this grade typically:

- demonstrates a sound understanding of the influence of enterprise, innovation and automation on the evolution of computing technology
- applies iterative processes to produce computing solutions
- develops sound computing solutions using computational, design and systems thinking skills
- applies safe, secure and ethical practices in the use of data
- develops common algorithms and implements them in a general-purpose programming language
- designs and implements user interfaces to create user experiences
- selects appropriate data, media and processes to communicate information in a range of contexts

Grade D

A student performing at this grade typically:

- demonstrates a basic understanding of the influence of enterprise and innovation on the evolution of computing technology
- uses processes to produce computing solutions
- develops basic computing solutions using computational or design or systems thinking skills
- uses data safely and responsibly
- develops basic algorithms and/or implements them in a general-purpose programming language
- implements basic elements of user interface design to support user experiences
- uses data to communicate basic information

Grade E

A student performing at this grade typically:

- identifies the evolution of, and/or innovations in, computing technology
- identifies processes that may produce a computing solution

- works safely with data

- follows algorithms and/or partially implements them in a general-purpose programming language

- identifies elements of user interfaces that contribute to user experiences

- uses data to communicate information in a very limited way

Assessment of Life Skills outcomes

Stage 4   Stage 5

The syllabus outcomes and content form the basis of learning opportunities for students. Through the **collaborative curriculum planning process** 🔗, teachers select specific Life Skills outcomes which are based on the needs, strengths, goals, interests and prior learning of each student. Students are required to demonstrate achievement of one or more Life Skills outcomes.

Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- **formative (/assessment-and-reporting/formative-assessment)** assessment opportunities

- **summative (/assessment-and-reporting/summative-assessment)** assessment opportunities.

There is no requirement for formal assessment of Life Skills outcomes. Stage 6 Life Skills courses do not have external examinations or mandatory projects.