



Computer Science ATAR – Summary of syllabus changes

As a result of the review, the main differences between the current Years 11 and 12 ATAR course syllabuses and the proposed Years 11 and 12 ATAR syllabuses are summarised below.

Content changes

Overall

- The Rationale has been updated to better reflect the intent of the syllabus.
- Additional clarification of syllabus content provided.
- Syllabus content refined and reduced.
- A greater focus on practical skill development.
- The course Aims replace the course Outcomes.
- The Unit descriptions have been updated to better reflect the revised content for each unit.
- The information related to the *Representation of the general capabilities and cross-curriculum priorities* has been retained.
- Removal of outdated content.
- Content aligns with Digital Technologies Year 7–10 content and progresses logically.
- Python programming language is prescribed for the Year 11 and Year 12 courses. This allows for validity, fairness and accuracy within the course for moderation and standards when creating Assessment Tasks and examination questions that assess skills and knowledge.
- Syllabus Support Document referenced to reduce the need for short term future changes, exemplify expected standards and conventions and give clarity of depth of content for teachers.
- Draft Grade descriptions updated to reflect syllabus content and expectations.

Year 11 specific

- **Unit 1 has been modified in the following ways:**
 - Programming content moved from Unit 2 to Unit 1
 - Programming content reflective of other states and territories expectations
 - Data management content moved from Unit 1 to Unit 2
 - Networking communications included in Unit 1
 - Clarity given to content with the use of sub-headings
 - Greater detail given for each content description to aid teachers in the depth and breadth expected
 - Object-orientated programming (Python) referenced
 - Removal of outdated content.
- **Unit 2 has been modified in the following ways:**
 - Cyber Security added to align with university expectations
 - Clarity has been added to syllabus content to contribute to greater detail given for each content description. This is to aid teachers in the expected depth and breadth that is expected.
 - Data management mainly unchanged
 - Crow's foot notation as standard convention for entity relationship diagrams.

Year 12 specific

- **Unit 3 has been modified in the following ways:**
 - Focuses on the design and development of programming and networking solutions
 - Programming content moved from Unit 4 to Unit 3
 - Data management content moved from Unit 3 to Unit 4
 - Extra sub-headings and sub-points included for clarity and scope of delivery
 - Greater detail given for each content description to aid teachers in the depth and breadth expected
 - Networking communications content added.
- **Unit 4 has been modified in the following ways:**
 - Focuses on design and development of database solutions and cyber security considerations
 - Clarity has been added to content to contribute to greater detail given for each content description. This is to aid teachers in the expected depth and breadth that is expected
 - Data management mainly unchanged
 - Crow's foot notation as standard convention for entity relationship diagrams included.

School-based assessment changes

Overall

- A section titled *Assessment* has been added.

Assessment table – Year 11

- The School-based assessment section has been revised and now includes:
Summative assessments in this course must:
 - be limited in number to no more than eight tasks
 - allow for the assessment of each assessment type at least once for each unit in the unit pair
 - have a minimum value of 5 per cent of the total school assessment mark
 - provide a representative sampling of the syllabus content.

Assessment table – Year 12

- The School-based assessment section has been revised and now includes:
Summative assessments in this course must:
 - be limited in number to no more than eight tasks
 - allow for the assessment of each assessment type at least once for each unit in the unit pair
 - have a minimum value of 5 per cent of the total school assessment mark
 - provide a representative sampling of the syllabus content.

Assessment type weightings – Year 11

- Mainly unchanged.
- Assessment types not changed
- Assessment weightings not changed
- Descriptions changed to remove superseded content.
- Added specificity for Project and Practical assessment types to clarify expectations of these assessment types.

Assessment type weightings – Year 12

- Mainly unchanged.
- Assessment types not changed
- Assessment weightings in Project assessment type has increase by 10%. Decrease in Theory Test.
- Descriptions changed to remove superseded content.
- Added specificity for Project and Practical assessment types to clarify expectations of these assessment types.

Reporting section changes – Overall

- This section title has been revised and is now called Reporting (it was previously Grading).
- Some text has been removed as this information can be located in the *WACE Manual*.

Examination design brief

- Unchanged.