Summary of amendments to the *Software Design and Development Stage 6 Syllabus*

The following is a summary of the amendments made to the above syllabus.

**Course rationale**
The rationale has been reworded to clarify the main focus of the course, including:

- development of computer-based solutions that require the design of computer software
- a traditional structural approach to software development
- development of source code
- flexibility to develop software solutions using available technology and languages in the future.

**Course structure**
The strand topics for Introduction to Software Development, and Software Development Cycle are now consistent, to ensure greater continuity between the Preliminary and HSC Courses. Strand topics for both courses include:

- defining and understanding the problem
- planning and designing software solutions
- implementing software solutions
- testing and evaluating software solutions
- maintaining software solutions.

**HSC**
To better reflect content, option topics have been renamed:

- from *Evolution of Programming Languages* to *Programming paradigms*
- from *The Software Developer’s View of the Hardware* to *The interrelationship between software and hardware*.

**Objectives and outcomes**
The verbs in outcomes H2.1, H6.3 and H6.4 have been modified to strengthen the breadth and depth of the outcomes (from ‘describes’ to ‘explains’, ‘uses’ to ‘uses and describes’ and ‘develops’ to ‘develops and evaluates’).

The focuses of outcomes P6.1 and H6.1 have been modified to focus on the skills (from ‘describes the role of personnel’ to ‘describes the skills involved’ and ‘assesses the relationship between the roles of people’ to ‘assesses the skills required’).

H2.2 has been modified to provide greater clarity (from ‘explains the relationship between’ to ‘explains the interrelationship between’).

**Content**
The descriptions of some strands have been reworded to provide greater clarity and direction particularly with reference to what students will learn to do in practical activities.
Amendments have also been made to various ‘learn about’ and ‘learn to’ statements to make them more contemporary, explicit and detailed, including:

- reordering and renaming of some topics to provide opportunities for students to reflect on a range of existing applications at the beginning of the course
- defining what students will learn to do in practical activities
- adjusting terminology, such as ergonomics, to reflect the focus on software design
- addressing privacy and piracy issues and content
- emphasising reflecting on theory in practical activities
- considering alternative approaches to a solution.