VCE Product Design and Technology: Administrative information for School-based Assessment in 2017

Units 3 and 4 School-assessed Task

The School-assessed Task contributes 50 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score against each criterion that represents an assessment of the student's level of performance for Unit 3 Outcome 3 and Unit 4 Outcomes 2 and 3. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 9–17. This assessment is subject to the VCAA's statistical moderation process.

The 2017 Product Design and Technology assessment sheet on page 20 is to be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. The performance descriptors for the assessment criteria are published annually on the Product Design and Technology study page on the VCAA website and notification of their publication is given in the February *VCAA Bulletin*.

Details of authentication requirements and administrative arrangements for School-assessed Tasks will be updated annually and published in the *VCE and VCAL Administrative Handbook*.

The Authentication Record Form on page 18 along with the Teacher Additional Comment Sheet on page 19 are to be used to record information for each student and must be made available on request by the VCAA.

The School-assessed Task has three components.

- Unit 3 Outcome 3
- Unit 4 Outcomes 2 and 3.

Unit 3

Applying the Product design process

Outcome 3

Present a folio that documents the product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

Nature of task

A design folio comprising:

- a client or end-user profile
- a design brief
- evaluation criteria
- research
- visualisations
- design options with decision matrices and justification of the selected option
- working drawings of final option
- production plan
- record of progress and modifications.

The design folio must include documentation of decisions and acknowledge both the intellectual property (IP) of others and sources of information.

Unit 4

Product development and evaluation

Outcome 2

Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Nature of task

- Production work accompanied by:
  - a record of production progress
  - documentation of decisions and modifications with justification of these changes (text and images should be included)
- A functional product that conforms to standards of quality.

Outcome 3

Evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

Nature of task

- An evaluation report that includes:
  - an evaluation of the product
  - an evaluation of the design, planning and production processes
- An informative presentation to highlight the features of the product in any of the following formats: annotated image of the product, multimedia or image and commentary.
- A care label.

Scope of task

- The design folio should reflect the product design process on page 12 of the study design and must include the following:
  - a client or end-user/s profile that links to their needs and requirements, based on an interview.
  - a design brief that defines the context of the client or end-user/s problem, needs and requirements with reference to the product design factors (page 14, study design). The design brief should include constraints and considerations. It should also identify the expected quality of the finished product.
- Teachers should note that the design brief should be based on the assumption that a minimum of one three-dimensional functional product, that has the potential to include processes with an appropriate degree of difficulty, can be developed in response to the brief. The product to be developed should not include significant mechanical/electrical and control systems components. Teachers should also note that the materials categories and examples of design specialisation areas on page 15 of the study design may influence the content of the design brief.
  - these are the evaluation criteria:
    - Weighted evaluation criteria (based on their degree of importance) to be used within decision matrices to assist in the selection of the preferred design option. These

evaluation criteria should be drawn from the constraints and considerations in the design brief, and therefore show a link to the product design factors.
    - Four-part evaluation criteria, also drawn from the design brief with very clear explanations of their relevance, methods of achieving them during production and checking/testing them on the finished product. The evaluation criteria should be written as questions.
    - Product design process evaluation criteria, including those based on the investigating and defining, design and development and planning and production stages and that will allow for comment on efficiency and effectiveness of the design, planning and production activities.
- a range of research relevant to the design brief and the relevant product design factors listed on page 14 of the study design. Annotations should be used to explain the relevance of the research. This research is primarily based on the use of secondary resources. Students must appropriately acknowledge the intellectual property (IP) of others in the sources of ideas and information used in the research.
- design ideas and visualisations (concept sketches and drawings) of potential ideas for whole or part/s of the product. Annotations should be used to explain the relevance of this developmental work to the design brief and research. Students should use creative and critical thinking techniques and ICT tools as appropriate.
- three to six presentation drawings of potential solutions (design options) showing annotated references to proposed materials, sizes and processes and relevance to the design brief.
- selection and justification of the preferred option using the decision matrix (which includes the application of weighted evaluation criteria to rank the design options), in conjunction with client or end-user/s feedback.
- working drawings (technical drawings) of the preferred option using accepted conventions to establish the product specifications (materials, sizes, construction/production methods). Working drawings may include detail drawings, templates, flats and plans and notations as appropriate. The working drawings should contain adequate details to develop the materials costing list. Students using a commercial pattern must also show pattern modifications.
- production plan including:
    - an overall timeline or Gantt chart showing how the product will be completed within the allocated time frame
    - detailed work plan including sequence of steps in production, showing estimated time to complete processes, including reference to materials, tools, equipment and machines to be used
    - quality-control measures and their timing within the work plan to ensure that standards of quality will be met in the finished product
    - risk assessment including safe use of tools, equipment and machines and processes
    - materials costing list, including fittings and fastenings, drawn from the product specifications (established through the working drawings).

- Teachers note that the working drawings and product specifications should be used when developing the production plan.
- Documentation of researching, testing and trialling materials, fittings and fastenings processes relevant to the design brief.

This primary research should incorporate experimentation and trialling of processes and may include production of a scale model or toile. Judgments and decisions are recorded to show an understanding of the suitability of materials, processes and tools, equipment and machines. Sources of information must be appropriately acknowledged.

- Production work to realise a quality, functional, three-dimensional product that includes appropriate production processes, including some that are complex (have a suitable degree of

difficulty, for example). The product should be the realisation of the preferred option (including modifications approved by the client/end-user/s) that meets the accepted standards and expected quality. While making the product, students should refer to their production plan and demonstrate the safe application and management of processes and safe use of tools, equipment and machines.

- A record of production progress using images and text making reference to decisions made and to client/end-user/s feedback, including documenting any outsourcing or support used.
- A justified explanation of modifications to the design, planning and production plans indicating how these have been negotiated and communicated to the client or end user/s.
- An evaluation report documenting:
  - checking, testing and evaluation of the finished product using evaluation criteria for the finished product, and how well it meets the needs and requirements of the client or end-user/s
  - identification of, and recommendations for areas for improvement in the finished product
  - evaluation of the effectiveness and efficiency of the design, planning and production activities/processes used whilst working through the product design process (investigation and defining, design and development and planning and production stages), using previously established evaluation criteria, client or end-user/s feedback with recommendations for improvements.
- An informative presentation to explain how the product meets the design brief and the relevant product design factors highlighting its features to the client or end-user/s, using either an annotated image of the product, multimedia or image and commentary.
- A care label for the product to communicate to the client or end-user/s ways to prolong the product's life and maintain its appearance and function.

Teachers should note that for the entire School-assessed Task, students must work on their own design and production work. It is not a group project.

Teachers must sight and monitor the development and documentation of the students' work on a regular basis. The Authentication Record Form must be completed at appropriate stages to monitor students' work in progress for authentication purposes. This sheet must be available if requested by the VCAA. The 2017 Product Design and Technology Teacher Additional Comment Sheet on page 19 should be used to document skills, particularly those related to the safe use of tools, equipment and machines and application of production processes. The 2017 Product Design and Technology Teacher Additional Comment Sheet must also be available if requested by the VCAA.

Advice on the use of the Teacher Additional Comment Sheet

The purpose of the 2017 Product Design and Technology Teacher Additional Comment Sheet on page 19 is for the teacher to document student production skills for the purpose of school-based assessment audit and review. Teachers should make ongoing notes of observations of each student during the production of the School-assessed Task on this document.

The sheet provides teachers with the opportunity to present written information that may be required to support the School-based Assessment audit and review program. As the production work for the School-assessed Task occurs over a period of time, it can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the four criteria related to the production work. The criteria related to the production work for Product Design and Technology are Criteria 5, 6, 7 and 8.

The following information and questions are provided to assist teachers with the type of information they should include on the 2017 Product Design and Technology Teacher Additional Comment Sheet. Teachers are not expected to separately address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers should record.

Criterion 5: Ability to document understanding of and judgments about suitability of materials and production processes, tools, equipment and machines

- Did the student undertake relevant research/trialling and testing of materials and processes? (Research and trialling may have been undertaken but the student may not have documented it in the folio.)
- Did the student select suitable materials that are appropriate to the identified needs of client or end-user/s and for the product?
- Were sound judgments made in terms of the appropriateness of correct tools, equipment and machines to carry out research and trialling processes?
- Has the appropriate documentation been included if students used plant items requiring a Student Safe Use Test?
- Has the appropriate documentation been included if students used restricted plant items? http://www.education.vic.gov.au/school/principals/management/Pages/technology.aspx#link67

Criterion 6: Skill in the application of appropriate processes, including risk management and in gaining feedback, recording progress and justifying modifications

- What processes were applied during the production of the product?
- Did the student competently carry out a range of processes, including some that were more complex or had a suitable degree of difficulty?
- Did the student refer to and incorporate risk management when carrying out production processes?

Criterion 7: Skill in project management and justifying modifications and in realising the preferred option as a finished product

- Did the student make and justify modifications?
- Did the student refer to their production plan when producing the product? How frequently?
- Did the student make efficient use of time during production of the product?
- Did the student run on time or out of time?

Criterion 8: Skill in developing a quality functional, creative and innovative product

- Did the student complete the product to the expected standard of quality?
- What impediments prevented the student from achieving the expected quality?

Authentication of VCE Product Design and Technology School-assessed Task (SAT)

Teachers are reminded of the need to comply with the authentication requirements specified in the *VCE and VCAL Administrative Handbook 2017*. This is important to ensure that 'undue assistance [is] not … provided to students while undertaking assessment tasks'.

Teachers must be aware of the following requirements for the authentication of VCE Product Design and Technology School-assessed Tasks:

1. The Product Design and Technology product created for the School-assessed Task (SAT) Unit 4 Outcomes 2 and 3 is based on the design folio completed in Unit 3 Outcome 3 which documents the product design process used while working as a designer to meet the needs of a client or an end-user.
2. Students must work on their own design and production work. It is not a group project. Teachers must sight and monitor the development and documentation of the student's work on a regular basis. The Authentication Record Form VCE Product Design and Technology School-assessed Task must be completed at appropriate stages to monitor the student's work-in-progress for authentication purposes. This sheet must be available if requested by the VCAA.
3. Undue assistance may occur during the design folio and/or production process and teachers need to be vigilant. Students are encouraged to research all aspects of their proposed products in detail, but the work undertaken for their design folio and production must be their own. During the planning stage teachers must make clear to students that the written documentation and visual representations required as part of the design folio form the basis for authentication of their work. For example, students are required to undertake a range of research relevant to the design folio, show the development of design ideas and visualisations (concept sketches and drawings) and use annotations to explain the relevance of the research and developmental work to the client or end-user/s need/s. All annotations should be dated and clearly documented to enable teachers to authenticate the student's work; all student work must acknowledge the intellectual property (IP) of others and the sources of information used in the research.
4. All use of external support and/or equipment must be planned and documented in the student's design folio (for example, if the student uses equipment sourced from outside the school or uses prefabricated material as part of their product). If work has been outsourced, the student must document this thoroughly. Teachers must certify that such support does not constitute undue assistance. All resource materials and assistance used must be acknowledged in the Authentication Record Form VCE Product Design and Technology School-assessed Task.
5. During the production process, teachers must sight and monitor the development and documentation of students' work on a regular basis. Teachers are reminded that it is not appropriate to provide 'detailed advice on, corrections to, or actual reworking of students' drafts or productions or folios'.
6. Application of skills, particularly those related to the safe use of tools, equipment and machines and application of production processes should be documented on the 2017 Product Design and Technology Teacher Additional Comment Sheet. The appropriate documentation must be included if students have used plant items requiring a Student Safe Use Test or restricted plant items.

7. Photographs taken during the production process must be true and accurate representations of a student's work –this should be recorded in the final submission comments section of the Authentication Record Form VCE Product Design and Technology School-assessed Task. Photographs must be dated. This assists in ensuring the product can be authenticated as a realisation of the design folio developed by the student, and that the student is not receiving undue assistance. This, in turn, ensures that all students are assessed equitably.
8. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this School-assessed Task.. School-based audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year. Authentication records will also be required to be forwarded for all works nominated for Seasons of Excellence awards in 2017. Incomplete authentication records will result in an automatic disqualification of the student work from the nomination process.

VCE Product Design and Technology: School-assessed Task Assessment Sheet 2017						
Assessor:		Student:		Student number:		
Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
1. Skill in developing a client or end user(s) profile, a design brief and evaluation criteria with reference to the Product design factors	0 ❑	Through an interview process a very limited profile of the client or end user(s) is presented. Very limited design brief that partially outlines the context, constraints and considerations and very limited identification of expected quality of finished product. Very limited criteria to evaluate the design. Limited criteria questions to evaluate the product design process. Provides four-part evaluation criteria with very limited relevance to the brief, and methods of achieving them during production and checking/testing them on the finished product. 1 ❑ 2 ❑	Through an interview process a limited profile of the client or end user(s) that shows some relationship to their need(s) is presented. Limited design brief that includes an outline of context, constraints and considerations and some identification of expected quality of finished product. Some relevant criteria to evaluate the design options. Some criteria questions to evaluate the product design process. Provides four-part evaluation criteria with limited relevance to the brief, limited methods of achieving them during production and checking/testing them on the finished product. 3 ❑ 4 ❑	Through an interview process an adequate profile of the client or end user(s) that shows appropriate relevance to their need(s) is presented. Clear design brief that includes an outline of context, constraints and considerations, expected quality and reference to relevant product design factors. Range of mostly relevant weighted evaluation criteria questions drawn from the design brief to evaluate the design options. Range of adequate criteria questions to evaluate the product design process. Provides four-part evaluation criteria with some relevance to the brief, and methods of achieving them during production and checking/testing them on the finished product. 5 ❑ 6 ❑	Through an interview process a relevant profile of the client or end user(s) that is highly relevant to their need(s) is presented. Well-structured and clear design brief that includes an outline of context, constraints and considerations, expected quality and reference to relevant product design factors. Relevant and clear range of weighted criteria questions drawn from the design brief to evaluate design options. Relevant and clear range of criteria questions to evaluate the product design process. Provides four-part evaluation criteria with clear explanations of their relevance to the brief, methods of achieving them during production and checking/testing them on the finished product. 7 ❑ 8 ❑	Through an interview process a clear and relevant profile of the client or end user(s) that is highly relevant to their need(s) is presented. Very well-structured and clear design brief that includes an outline of context, constraints and considerations, expected quality and reference to relevant product design factors. Comprehensive and relevant range of weighted criteria questions drawn from the design brief to evaluate design options. Comprehensive and relevant range of criteria questions to evaluate the product design process. Provides comprehensive four-part evaluation criteria as questions drawn from the design brief with very clear explanations of their relevance, methods of achieving them during production and checking/testing them on the finished product. 9 ❑ 10 ❑

VCE Product Design and Technology: School-assessed Task Assessment Sheet 2017						
Assessor:			Student:		Student number:	
Assessment Criteria	**Levels of Performance**					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
2. Skill in conducting research and communicating developmental work	0 ❑	Very limited research that addresses the design brief and a few product design factors. Very limited developmental work and visualisations. Very few annotations to explain the relevance of research and developmental work to the need(s) of the client or end user(s). Very little acknowledgement of intellectual property and sources of information. 1 ❑ 2 ❑	Limited research is provided that addresses the design brief and some product design factors. Limited developmental work and visualisations. Some annotations to explain the relevance of research and developmental work to the need(s) of the client or end user(s). Little acknowledgement of intellectual property and sources of information. 3 ❑ 4 ❑	Satisfactory range of research is provided that addresses the design brief and some relevant product design factors. Some detail in the developmental work and visualisations that show some evidence of creative and critical design thinking. Adequate annotations to explain the relevance of research and developmental work to the need(s) of the client or end user(s). Appropriate acknowledgement of intellectual property and sources of information using accepted conventions. 5 ❑ 6 ❑	Broad range of relevant research is provided that addresses the design brief and relevant product design factors. Highly detailed and clear developmental work and visualisations that show evidence of creative and critical design thinking. Detailed annotations to explain the relevance of research and developmental work to the need(s), including evidence of feedback from the client or end user(s). Detailed acknowledgement of intellectual property and sources of information using accepted conventions. 7 ❑ 8 ❑	Extensive range of relevant research is provided that addresses the design brief and the highly relevant product design factors. Extensive, highly detailed and clear developmental work and visualisations that show evidence of creative and critical design thinking. Comprehensive annotations to explain the relevance of research and developmental work to the need(s), including evidence of feedback from the client or end user(s). Thorough and appropriate acknowledgement of intellectual property and sources of information using accepted conventions. 9 ❑ 10 ❑

VCE Product Design and Technology: School-assessed Task Assessment Sheet 2017						
Assessor:			Student:		Student number:	
Assessment Criteria	**Levels of Performance**					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
3. Skill in developing creative and innovative design options, ability to use a decision matrix and justify preferred option	0 ❑	Very limited presentation drawings using visual, tactile and aesthetic parameters. Design options incorporate very limited annotations in relation to the design brief, with very little identification of intended materials and processes and show very limited innovative and creative design thinking. Very limited justification of the preferred option using a decision matrix or evidence of feedback from the client or end user(s). 1 ❑ 2 ❑	Limited presentation drawings using visual, tactile and aesthetic parameters. Design options incorporate limited annotations in relation to the design brief, with some identification of intended materials and processes and show limited innovative and creative design thinking. Some justification of the preferred option using a decision matrix, with limited reference to client or end-user feedback. 3 ❑ 4 ❑	Adequate presentation drawings using visual, tactile and aesthetic parameters. Design options incorporate annotations relevant to the design brief requirements, identify intended materials and/or processes and show some innovative and creative design thinking. Satisfactory justification of the preferred option by using weighted criteria in a decision matrix in conjunction with client and/or end-user feedback. 5 ❑ 6 ❑	Clear and detailed presentation drawings to convey viable design options using visual, tactile and aesthetic parameters. Design options incorporate annotations relevant to the design brief requirements, identify intended materials and processes and show innovative and creative design thinking. Well-developed justification of the preferred option, selected by using weighted criteria in a decision matrix in conjunction with client or end-user feedback. 7 ❑ 8 ❑	Extremely clear and detailed presentation drawings to convey viable design options using visual tactile and aesthetic parameters. Design options incorporate annotations relevant to the design brief requirements, identify intended materials and processes and show highly innovative and creative design thinking. Extensive and thorough justification of the preferred option, selected by using weighted criteria in a decision matrix in conjunction with client or end-user feedback. 9 ❑ 10 ❑

VCE Product Design and Technology: School-assessed Task Assessment Sheet 2017						
Assessor:			Student:		Student number:	
Assessment Criteria	**Levels of Performance**					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
4. Skill in preparing working drawings and a production plan		Incomplete or very limited working drawings/patterns and identification of any commercial pattern/template and very limited modifications made.	Limited detail in the working drawings/patterns, with minimal use of accepted conventions and identification of any commercial pattern/template and some modifications made.	Adequate working drawings/patterns using some accepted conventions and identification of any commercial pattern/template and modifications made.	Clear and detailed working drawings/patterns using accepted conventions and identification of any commercial pattern/template and modifications made.	Highly detailed and effective working drawings/patterns using accepted conventions and identification of any commercial pattern/template and modifications made.
		Very limited detail provided in the timeline/Gantt chart, very little indication of the sequence of steps in production with limited details of the materials and/or tools, equipment and machines to be used, and few costed materials, with outsourcing acknowledged.	Limited detail provided in the timeline/Gantt chart, some indication of the sequence of steps in production with some details of the materials, tools, equipment and machines to be used, and a list of some costed materials, , with outsourcing acknowledged.	Provides a well-developed overall timeline/Gantt chart, sequence of steps in production with the required materials, tools, equipment and machines to be used, and a costed materials list, , with outsourcing acknowledged.	Provides a clear, well-developed overall timeline/Gantt chart, sequence of steps in production with the required materials, tools, equipment and machines to be used, and an accurate costed materials list, with outsourcing acknowledged.	Provides a comprehensive and precise overall timeline/Gantt chart, sequence of steps in production with the required materials, tools, equipment and machines to be used, and a highly accurate costed materials list, with outsourcing acknowledged.
		Limited explanation of quality measures to ensure that standards of quality will be met in the finished product.	Some explanation of quality measures to ensure that standards of quality will be met in the finished product.	Sound explanation of quality measures to ensure that standards of quality will be met in the finished product.	Clear explanation of quality measures to ensure that standards of quality will be met in the finished product.	Clear and thorough explanation of quality measures to ensure that standards of quality will be met in the finished product.
		Very limited risk assessment for the safe use of tools, equipment, machines, materials and processes to produce the preferred design option.	Some risk assessment for the safe use of tools, equipment, machines, materials and processes to produce the preferred design option.	Satisfactory risk assessment for the safe use of tools, equipment, machines, materials and processes to produce the preferred design option.	Detailed risk assessment for the safe use of tools, equipment, machines, materials and processes to produce the preferred design option.	Comprehensive risk assessment for safe use of tools, equipment, machines, materials and processes to produce the preferred design option.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

VCE Product Design and Technology: School-assessed Task Assessment Sheet 2017						
Assessor:			Student:		Student number:	
Assessment Criteria	**Levels of Performance**					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
5. Ability to document understanding of and judgments about suitability of materials and production processes, tools, equipment and machines	0 ❑	Little documentation of testing and/or trialling materials and/or processes, including risk management. Very little explanation provided for the selection of suitable materials, production processes, tools, equipment and machines. 1 ❑ 2 ❑	Some documentation of testing and/or trialling materials and processes with some relevance to the need(s) of the client or end user(s) as identified in the design brief, including risk management. Some explanation provided for the selection of suitable materials, production processes, tools, equipment and machines. 3 ❑ 4 ❑	Adequate documentation of testing and/or trialling materials and processes relevant to the need(s) of the client or end user(s) as identified in the design brief, including risk management. Satisfactory explanation and adequate reasons provided for the selection of suitable materials, production processes tools, equipment and machines. 5 ❑ 6 ❑	Detailed documentation of testing and/or trialling materials and processes relevant to the needs of the client or end user(s) as identified in the design brief, including risk management. Detailed explanation and thoughtful reasons provided for the selection of suitable materials, production processes tools, equipment and machines. 7 ❑ 8 ❑	Comprehensive documentation of testing and trialling materials and/or processes relevant to the needs of the client or end user(s) as identified in the design brief, including risk management. Thorough explanation and detailed descriptions of the characteristics and properties of materials and insightful reasons provided for the selection of suitable materials, production processes tools, equipment and machines. 9 ❑ 10 ❑

VCE Product Design and Technology: School-assessed Task Assessment Sheet 2017						
Assessor:			Student:		Student number:	
Assessment Criteria	**Levels of Performance**					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
6. Skill in the application of appropriate processes, including risk management, in gaining feedback and recording progress		Demonstrates limited skill in use of tools, equipment and machines to complete a few processes with a very limited degree of difficulty.	Demonstrates some level of skill in the safe use of tools, equipment and machines to complete some processes with a limited degree of difficulty.	Demonstrates a sound level of skill in the safe use of tools, equipment and machines to complete a range of innovative and creative processes, including some that have a satisfactory degree of difficulty.	Demonstrates a high level of skill in the safe use of tools, equipment and machines to complete a range of innovative and creative processes, including some that have a high degree of difficulty.	Demonstrates a very high level of skill in the safe use of tools, equipment and machines to complete a wide range of innovative and creative processes that have a very high degree of difficulty.
		Very little evidence of seeking feedback and documentation of progress.	Little evidence of seeking feedback and documentation of progress.	Evidence of seeking some feedback and provides clear documentation of progress.	Evidence of seeking regular feedback and provides clear and regular visual and written documentation of progress.	Evidence of consistently seeking regular feedback and provides detailed and regular visual and written documentation of progress..
		Applies limited risk management throughout the production.	Applies some risk management throughout the production.	Applies adequate risk management throughout the production.	Applies appropriate risk management throughout the production.	Applies highly appropriate risk management throughout the production, identifying and managing all risks.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

VCE Product Design and Technology: School-assessed Task Assessment Sheet 2017						
Assessor:			Student:		Student number:	
Assessment Criteria	**Levels of Performance**					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
7. Skill in project management and justifying modifications in realising the preferred option	0 ❑	Demonstrates very limited project management skills, including goal setting and time and resource management, in realising the preferred option. Limited documentation of modifications to the preferred option, working drawings/patterns or production plan. 1 ❑ 2 ❑	Demonstrates some levels of project management skills, including goal setting and time and resource management, in realising the preferred option. Some documentation of modifications to the preferred option, working drawings/ patterns or production plan. 3 ❑ 4 ❑	Demonstrates satisfactory level of project management skills, including goal setting and time and resource management, in realising the preferred option. Adequate documentation of modifications to the preferred option, working drawings/ patterns or production plan. 5 ❑ 6 ❑	Demonstrates high level of project management skills, including goal setting and time and resource management, in realising the preferred option. Detailed documentation of modifications to the preferred option, working drawings/ patterns or production plan. 7 ❑ 8 ❑	Demonstrates very high level of project management skills, including goal setting and time and resource management, in realising the preferred option. Thorough explanations and justifications for modifications to the preferred option, working drawings or production plan. 9 ❑ 10 ❑

VCE Product Design and Technology: School-assessed Task Assessment Sheet 2017						
Assessor:			Student:		Student number:	
Assessment Criteria	**Levels of Performance**					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
8. Skill in developing a quality product that is functional, creative and innovative		Limited ability to complete a functional product. Limited ability to complete a product with very limited creative and innovative aspects. Limited quality of finishing processes. Finished product meets some of the requirements of the brief.	Some level of ability to complete a functional product with limited quality aspects. Some ability to complete a product with limited creative and innovative aspects. Inconsistent quality of finishing processes. Finished product meets most of the requirements of the design brief.	Adequate ability to complete a functional product that has some quality aspects, some accuracy and precision. Adequate ability to complete a product with some creative and innovative aspects. Satisfactory quality of finishing processes that meets expected standards. Finished product meets all of the requirements of the design brief.	High level of ability to complete a quality functional product with accuracy and precision. High level of ability to complete a creative and innovative product. High quality of finishing processes that meets expected standards. Finished product meets all of the requirements of the design brief to a high level.	Very high level of ability to complete a quality functional product with a high degree of accuracy and precision. Very high level of ability to complete a highly creative and innovative product. Outstanding quality of finishing processes that meets expected standards. Finished product meets all of the requirements of the design brief to a very high level.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

VCE Product Design and Technology: School-assessed Task Assessment Sheet 2017

Assessor:	Student:	Student no:

Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
9. Skill in evaluating the finished product and the product design process; a presentation to communicate its features and a care label for the client or end user(s)		Limited conclusions documented, with little reference to pre-determined product evaluation criteria or client or end-user feedback. Very brief evaluation of the product design process using limited pre-determined evaluation criteria. Limited recommendations are provided for improvements to the product and to the use of the product design process. Product presentation and care label demonstrates very low level of skill in identifying and communicating how the product satisfies the design brief and incorporates the relevant product design factors and informs the user of very limited care requirements.	Some judgments and conclusions documented with some reference to pre-determined product evaluation criteria and the extent to which the product meets the design brief. Some evaluation of the product design process using some pre-determined evaluation criteria. Some recommendations are provided for improvements to the product and to the use of the product design process. Product presentation and care label demonstrates some level of skill in identifying and communicating how the product satisfies the design brief and incorporates the relevant product design factors and informs the user of some of its care requirements.	Sound judgments and conclusions from some checking or testing of pre-determined product evaluation criteria, using client or end-user feedback to explain how the product meets the design brief. Adequate evaluation of the product design process using pre-determined evaluation criteria. Detailed recommendations are provided for improvements to the product and to the use of the product design process. Product presentation and care label demonstrates adequate level of skill in identifying and communicating how the product satisfies the design brief and incorporates the relevant product design factors and informs the user of its care requirements.	Detailed judgments and conclusions from checking or testing pre-determined product evaluation criteria, using client or end-user feedback to explain how the product meets the design brief. Detailed evaluation of the product design process using pre-determined evaluation criteria. Concise and detailed recommendations are provided for improvements to the product and to the use of the product design process. Product presentation and care label demonstrates high level of skill in identifying and communicating how the product satisfies the design brief and incorporates the relevant product design factors and informs the user of its care requirements.	Comprehensive judgments and extensive conclusions from checking or testing pre-determined product evaluation criteria, using client or end-user feedback to explain how the product meets the design brief. Highly detailed and thorough evaluation of the product design process using pre-determined evaluation criteria. Extensive and detailed recommendations are provided for improvements to the product and to the use of the product design process. Product presentation and care label demonstrates very high level of skill in identifying and communicating how the product satisfies the design brief and incorporates the relevant product design factors and informs the user of its care requirements.
	0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑

Authentication Record Form: VCE Product Design and Technology School-assessed Task 2017

This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment audit.

Student name …….. Student No. | | | | | | | | | |

School: ……

Teacher: ……

Component of School-assessed Task	Date observed/ submitted	Authentication issues/comments	Teacher's initials	Student's initials
Client or end-user/s profile				
Design brief				
Evaluation criteria for design options, finished product and product design process				
Research (Note: all resources used must be acknowledged)				
Visualisations				
Design options				
Design matrix and justification of preferred option				
Working drawings				
Production planning (inc. plant and equipment risk management forms if appropriate)				
Materials/processes research, testing and trialling				
Production work and record of production (Note: all outsourced processes must be acknowledged)				
Production work (2nd observation)				
Production work (3rd observation)				
Product features presentation				
Care label				
Evaluation of finished product and product design process				

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

Student signature ..... Date ……

VCE Product Design and Technology
Teacher Additional Comment Sheet 2017

School-assessed Task only

Some skills, particularly those relating to the use of tools, equipment, machines and safety measures may not be clearly documented by the student. Teachers should supply written information based on observations of the student during practical work sessions.

Please complete this sheet and retain at the school. The VCAA may request submission of this sheet as part of the school-based assessment audit and review.

Please refer to page 6 for details on how to complete this sheet.

Student Number

Comments

Criterion 5

Criterion 6

Criterion 7

Criterion 8

Teacher's signature _____ Date _____/_____/2017

Please retain this sheet. It may be requested as part of the School-based Assessment audit.

2017

Victorian Certificate of Education

Product Design and Technology Assessment Sheet

School–assessed Task: Design folio, production and evaluation

This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student's performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

Criteria for the award of grades

	Not Shown (0)	Very Low (1–2)	Low (3–4)	Med (5–6)	High (7–8)	Very High (9–10)
The extent to which the design folio demonstrates:						
1 skill in developing a client or end user(s) profile, a design brief and evaluation criteria with reference to the Product design factors						
2 skill in conducting research and communicating developmental work						
3 skill in developing creative and innovative design options, ability to use a decision matrix and justify preferred option						
4 skill in preparing working drawings and a production plan						
5 ability to document understanding of and judgments about suitability of materials and production processes, tools, equipment and machines						
The extent to which the design folio and production work demonstrates:						
6 skill in the application of appropriate processes, including risk management, in gaining feedback and recording progress						
7 skill in project management and justifying modifications in realising the preferred option						
The extent to which the product, informative presentation and care label demonstrate:						
8 skill in developing a quality product that is functional, creative and innovative						
9 skill in evaluating the finished product and the product design process; a presentation to communicate its features and a care label for the client or end user(s)						
SUBTOTALS						

TOTAL SCORE

If a student does not submit the School–assessed Task at all, N/A should be entered in the total score box.

Performance on Criteria: Teacher's Comments

You may wish to comment on aspects of the student's work that led to your assessment of Very High, High, Medium, Low, Very Low or Not Shown for specific criteria.