

# VCE Product Design and Technology: Administrative information for School- based Assessment in 2018

## 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 2018 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.

Teachers should be aware of the dates of submission of scores into VASS in June and November. These dates are published in the VCE Important Administrative Dates and Assessment Schedule, published annually on the VCAA website.

<http://www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx>

## Unit 3

### Applying the product design process

#### Outcome 3

On completion of this unit the student should be able to document the product design process used to meet the needs of an end user/s, and commence production of the designed product.

#### Nature of task

- A design folio comprising:
  - an end user/s profile
  - a design brief
  - evaluation criteria
  - research
  - visualisations
  - design options and justification of the selected option
  - working drawings of final option
  - scheduled production plan
  - record of commencing production progress and documentation of decisions and modifications with justification of these changes (text and images and/or video should be included)
  - explanation of how the product would be manufactured in industry.

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

On completion of this unit the student should be able to apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently

##### Nature of task

- Production work accompanied by completion of design folio comprising:
  - record of completion of production progress and documentation of decisions and modifications with justification of these changes (text and images and/or video should be included)
- A product that conforms to standards of quality.

#### Outcome 3

On completion of this unit the student should be able to evaluate the finished product through testing and feedback against criteria, create end user/s' instructions or care label and recommend improvements to future products

##### Nature of task

- An evaluation report for the product
- User instructions or care label.

##### Scope of task

- The design folio should reflect the product design process on page 10–11 of the study design and must include the following:
  - end user/s profile that links to their needs and requirements, based on an interview and/or market research.
  - a design brief that defines the context of the end user/s problem, needs and requirements with reference to the product design factors (page 10, of the 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 product, which 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/electrotechnological and control systems components. Teachers should also note that the materials categories and examples of design specialisation areas on page 12 of the study design may influence the content of the design brief.

- evaluation criteria, drawn from the design brief, with very clear explanations of their relevance, process used to evaluate success of product and methods used to check/test them on the finished product. The evaluation criteria should be written as questions.
- a range of research relevant to the design brief and the relevant product design factors listed on pages 10–11 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 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.
- three to six presentation drawings of 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 end user/s feedback.
- working drawings of the preferred option using accepted conventions to establish the product specifications (materials, sizes, construction/production methods). Working drawings should contain adequate details to develop the materials costing list. Students using a commercial pattern must also show pattern modifications.

Students should use creative and critical thinking techniques to develop these ideas, drawings, selections and justifications.

- scheduled production plan including:
  - an overall timeline showing how the product will be completed within the allocated time frame
  - 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 scheduled production plan.
- Documentation of researching and testing and trialling materials relevant to the design brief.

This primary research should incorporate experimentation and trialling of processes and may include production of a mock up. 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, three-dimensional product that includes appropriate production processes, including some that are complex. The product should be the realisation of the preferred option (including modifications approved by the end user/s) that meets the accepted standards and expected quality. While making the product, students should refer to their scheduled 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/or video and text making reference to decisions made and to end user/s feedback, including documenting any outsourcing or support used.
- A justified explanation of modifications to the design and scheduled production plan indicating how these have been negotiated and communicated to the 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 end user/s
  - identification of, and recommendations for areas for improvement in the finished product.
- An explanation of how the product would be manufactured in industry

- User instructions or care label for the product to communicate to the end user/s ways to prolong the product's life and maintain its appearance and function.

Teachers should note that for the 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 2018 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 2018 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 2018 Product Design and Technology Teacher Additional Comment Sheet on page 19 is for the teacher to document student production skills for the purpose of the School-based Assessment Audit. 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. 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 2018 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, and explain how the product would be manufactured in industry**

- 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 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/hrweb/safetyhw/Pages/technology.aspx>

**Criterion 6: Skill in the application of appropriate processes, including risk management and recording progress**

- 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
- 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 scheduled 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 product that is creative and innovative**

- 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 2018*. 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 an end user/s.
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 and use annotations to explain the relevance of the research and developmental work an 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 2018 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. <http://www.education.vic.gov.au/hrweb/safetyhw/Pages/technology.aspx>
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 2018. 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 2018						
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 an end user/s' profile, research, a design brief and evaluation criteria with reference to the product design factors		<p>A very limited profile of the end user(s) is presented through conducting very limited interviews and/or market research</p> <p>Very limited design brief that partially outlines the context, constraints and considerations and very limited identification of expected quality of finished product.</p> <p>Provides very limited evaluation criteria suitable for the design options and finished product with very limited relevance to the brief, and limited identification of process used to evaluate finished product and methods for checking/testing it.</p>	<p>A limited profile of the end user(s) is presented through conducting limited interviews and/or market research.</p> <p>Limited design brief that includes an outline of context, constraints and considerations and some identification of expected quality of finished product.</p> <p>Provides evaluation criteria suitable for the design options and finished product with limited relevance to the brief, and some identification of process used to evaluate finished product and methods for checking/testing it.</p>	<p>An adequate profile of the end user(s) that shows appropriate relevance to their need(s) is presented through conducting satisfactory interviews and/or market research.</p> <p>Clear design brief that includes an outline of context, constraints and considerations, expected quality and reference to relevant product design factors.</p> <p>Provides evaluation criteria suitable for the design options and finished product with some relevance to the brief, and sound identification of process used to evaluate finished product and methods for checking/testing it.</p>	<p>A relevant profile of the end user(s) that is highly relevant to their need(s) is presented through conducting detailed interviews and/or market research.</p> <p>Well-structured and clear design brief that includes an outline of context, constraints and considerations, expected quality and reference to relevant product design factors.</p> <p>Provides evaluation criteria suitable for the design options and finished product with clear explanations of their relevance to the brief and clear identification of process used to evaluate finished product and methods for checking/testing it.</p>	<p>A clear and relevant profile of the end user(s) that is highly relevant to their need(s) is presented through conducting comprehensive and relevant interviews and/or market research.</p> <p>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.</p> <p>Provides comprehensive evaluation criteria suitable for the design options and finished product as questions drawn from the design brief with very clear explanation of their relevance, and clear identification of process used to evaluate finished product and methods for checking/testing it.</p>
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Product Design and Technology: School-assessed Task assessment sheet 2018											
Assessment criteria	Levels of performance										
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)					
<b>2. Skill in conducting research and communicating developmental work</b>		Very limited research that addresses the design brief and a few product design factors.	Limited research is provided that addresses the design brief and some product design factors.	Satisfactory range of research is provided that addresses the design brief and some relevant product design factors.	Broad range of relevant research is provided that addresses the design brief and relevant product design factors.	Extensive range of relevant research is provided that addresses the design brief and the relevant product design factors.					
		Very limited developmental work, trialing including mockups and visualisations.	Limited developmental work, trialing including mockups and visualisations.	Some detail in the developmental work, trialing including mockups and visualisations that show some evidence of creative and critical design thinking.	Highly detailed and clear developmental work, trialing including mockups and visualisations that show evidence of creative and critical design thinking.	Extensive, highly detailed and clear developmental work, trialing including mockups and visualisations that show evidence of creative and critical design thinking.					
		Very few annotations to explain the relevance of research and developmental work to the need(s) of the end user(s).	Some annotations to explain the relevance of research and developmental work to the need(s) of the end user(s).	Adequate annotations to explain the relevance of research and developmental work to the need(s) of the end user(s).	Detailed annotations to explain the relevance of research and developmental work to the need(s), including evidence of feedback from the end user(s).	Comprehensive annotations to explain the relevance of research and developmental work to the need(s), including evidence of feedback from the end user(s).					
		Very little acknowledgement of intellectual property and sources of information.	Little acknowledgement of intellectual property and sources of information.	Appropriate acknowledgement of intellectual property and sources of information using accepted conventions.	Detailed acknowledgement of intellectual property and sources of information using accepted conventions.	Thorough and appropriate acknowledgement of intellectual property and sources of information using accepted conventions.					
	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

VCE Product Design and Technology: School-assessed Task assessment sheet 2018						
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, and ability to gain end user feedback and justify preferred option		<p>Very limited presentation drawings using visual, tactile and aesthetic parameters.</p> <p>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.</p> <p>Selection and very limited justification of the preferred option using very little evidence of feedback from the end user/s.</p>	<p>Limited presentation drawings using visual, tactile and aesthetic parameters.</p> <p>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.</p> <p>Selection and limited justification of the preferred option using limited end-user/s feedback.</p>	<p>Adequate presentation drawings using visual, tactile and aesthetic parameters.</p> <p>Design options incorporate annotations relevant to the design brief requirements, identify intended materials and/or processes and show some innovative and creative design thinking.</p> <p>Selection and satisfactory justification of the preferred option using end-user/s feedback.</p>	<p>Clear and detailed presentation drawings to convey viable design options using visual, tactile and aesthetic parameters.</p> <p>Design options incorporate annotations relevant to the design brief requirements, identify intended materials and processes and show innovative and creative design thinking.</p> <p>Well-developed justification of the preferred option, selected by using thorough end-user/s feedback.</p>	<p>Extremely clear and detailed presentation drawings to convey viable design options using visual tactile and aesthetic parameters.</p> <p>Design options incorporate annotations relevant to the design brief requirements, identify intended materials and processes and show highly innovative and creative design thinking.</p> <p>Extensive and thorough justification of the preferred option, selected by using very detailed and thorough end-user/s feedback.</p>
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Product Design and Technology: School-assessed Task assessment sheet 2018						
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 scheduled production plan (including quality measures)		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 commercial pattern/template and modifications made.	Clear and detailed working drawings/patterns using accepted conventions and identification of commercial pattern/template and modifications made.	Highly-detailed and effective working drawings/patterns using accepted conventions and identification of commercial pattern/template and modifications made.
		Very limited detail provided in the scheduled production plan: very little indication of sequencing of steps in production with very limited explanation of quality measures, very limited details of the materials, tools, equipment and machines to be used, and few costed materials, and some outsourcing acknowledged, where appropriate.	Limited detail provided in the scheduled production plan: little indication of sequencing of steps in production with limited explanation of quality measures, limited details of the materials, tools, equipment and machines to be used, and few costed materials, and some outsourcing acknowledge, where appropriate.	Satisfactory detail provided in the scheduled production plan with good indication of sequencing of steps in production with explanation of quality measures, some details of the materials, tools, equipment and machines to be used, and a costed materials list, and outsourcing acknowledged, where appropriate.	Detailed scheduled production plan with very good indication of sequencing of steps in production with detailed explanation of quality measures, details of the materials, tools, equipment and machines to be used, and a costed materials list, and outsourcing acknowledged, where appropriate.	Comprehensive and precise scheduled production plan with excellent indication of sequencing of steps in production with detailed explanation of quality measures, precise details of the materials, tools, equipment and machines to be used, and a costed materials list, and outsourcing acknowledged, where appropriate.
		Very limited risk assessment and documentation for the safe use of tools, equipment, machines, materials and processes to produce the preferred design option.	Some risk assessment and documentation for the safe use of tools, equipment, machines, materials and processes to produce the preferred design option.	Satisfactory risk assessment and documentation for the safe use of tools, equipment, machines, materials and processes to produce the preferred design option.	Detailed risk assessment and documentation for the safe use of tools, equipment, machines, materials and processes to produce the preferred design option.	Comprehensive risk assessment and documentation for safe use of tools, equipment, machines, materials and processes to produce the preferred design option.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Product Design and Technology: School-assessed Task assessment sheet 2018						
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, and explain how the product would be manufactured in industry		Little documentation of researching, testing and/or trialing materials and/or processes, including risk management.	Some documentation of researching, testing and/or trialing materials and processes with some relevance to the need(s) of the end user(s) as identified in the design brief, including risk management.	Adequate documentation of researching, testing and/or trialing materials and processes relevant to the need(s) of the end user(s) as identified in the design brief, including risk management.	Detailed documentation of researching, testing and/or trialing materials and processes relevant to the needs of the end user(s) as identified in the design brief, including risk management.	Comprehensive documentation of researching, testing and trialing materials and/or processes relevant to the needs of the end user(s) as identified in the design brief, including risk management.
		Very little explanation provided for the selection of suitable materials, production processes, tools, equipment and machines.	Some explanation provided for the selection of suitable materials, production processes, tools, equipment and machines.	Satisfactory explanation and adequate reasons provided for the selection of suitable materials, production processes tools, equipment and machines.	Detailed explanation and thoughtful reasons provided for the selection of suitable materials, production processes tools, equipment and machines.	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.
	Very limited identification and explanation of relevant manufacturing processes needed to enable low-volume or mass-volume production of preferred design.	Limited identification and explanation of relevant manufacturing processes needed to enable low-volume or mass-volume production of preferred design.	Some identification and explanation of relevant manufacturing processes needed to enable low-volume or mass-volume production of preferred design.	Detailed identification and explanation of relevant manufacturing processes needed to enable low-volume or mass-volume production of preferred design.	Very detailed identification and explanation of relevant manufacturing processes needed to enable low-volume or mass-volume production of preferred design.	
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Product Design and Technology: School-assessed Task assessment sheet 2018						
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 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.
	0 <input type="checkbox"/>	Very little evidence of documentation of progress.  Uses very few quality measures identified in scheduled production plan.  Limited risk management applied throughout the production.	Little evidence of seeking feedback and documentation of progress.  Uses few quality measures identified in scheduled production plan.  Applies some risk management throughout the production.	Evidence of seeking some feedback and provides clear documentation of progress.  Uses some quality measures identified in scheduled production plan.  Applies adequate risk management throughout the production.	Evidence of seeking regular feedback and provides clear and regular visual and written documentation of progress.  Uses most quality measures identified in scheduled production plan.  Applies appropriate risk management throughout the production.	Evidence of consistently seeking regular feedback and provides detailed and regular visual and written documentation of progress.  Uses all quality measures identified in scheduled production plan.  Applies highly appropriate risk management throughout the production, identifying and managing all risks.

VCE Product Design and Technology: School-assessed Task assessment sheet 2018						
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		Demonstrates very limited project management skills, including goal setting and time and resource management in realising the preferred option.	Demonstrates some levels of project management skills, including goal setting and time and resource management in realising the preferred option.	Demonstrates satisfactory level of project management skills, including goal setting and time and resource management in realising the preferred option.	Demonstrates high level of project management skills, including goal setting and time and resource management in realising the preferred option.	Demonstrates very high level of project management skills, including goal setting and time and resource management in realising the preferred option.
		Limited documentation and justification of modifications to the preferred option, working drawings/patterns or production plan.	Some documentation of modifications to the preferred option, working drawings/patterns or production plan.	Adequate documentation of modifications to the preferred option, working drawings/patterns or production plan.	Detailed documentation of modifications to the preferred option, working drawings/patterns or production plan.	Thorough explanations and justifications for modifications to the preferred option, working drawings or production plan.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Product Design and Technology: School-assessed Task assessment sheet 2018						
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 creative and innovative		Limited ability to complete a quality product	Some level of ability to complete a quality product with limited quality aspects.	Adequate ability to complete a quality product that has some quality aspects, some accuracy and precision.	High level of ability to complete a quality product with accuracy and precision.	Very high level of ability to complete a quality product with a high degree of accuracy and precision.
		Limited ability to complete a product with very limited creative and innovative aspects.	Some ability to complete a product with limited creative and innovative aspects.	Adequate ability to complete a product with some creative and innovative aspects.	High level of ability to complete a creative and innovative product.	Very high level of ability to complete a highly creative and innovative product
		Limited quality of finishing processes.	Inconsistent quality of finishing processes.	Satisfactory quality of finishing processes that meets expected standards.	High quality of finishing processes that meets expected standards.	Outstanding quality of finishing processes that meets expected standards.
		Finished product meets some of the requirements of the brief.	Finished product meets most of the requirements of the design brief.	Finished product meets all of the requirements of the design brief.	Finished product meets all of the requirements of the design brief to a high level.	Finished product meets all of the requirements of the design brief to a very high level.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Product Design and Technology: School-assessed Task assessment sheet 2018						
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; user instructions/care labels which communicate product features, care, use and/or assembly		Very few judgments and conclusions documented with little reference to pre-determined product evaluation criteria using very little end-user feedback to explain how the product meets the needs of the end user.	Some judgments and conclusions documented with some reference to pre-determined product evaluation criteria using little end-user feedback to explain how the product meets the needs of the end user.	Sound judgments and conclusions from some checking or testing of pre-determined product evaluation criteria, using end-user feedback to explain how the product meets the needs of the end user.	Detailed judgments and conclusions from checking or testing pre-determined product evaluation criteria, using end-user feedback to explain how the product meets the needs of the end user.	Comprehensive judgments and extensive conclusions from checking or testing pre-determined product evaluation criteria, using end-user feedback to explain how the product meets the needs of the end user.
		Very limited end user feedback gathered and summarised in relation to finished product.	Limited end user feedback gathered and summarised in relation to finished product.	Adequate end user feedback gathered and summarised in relation to finished product.	Detailed end user feedback gathered and summarised in relation to finished product.	Comprehensive end user feedback gathered and summarised in relation to finished product.
		Limited recommendations are provided for improvements to the product.	Some recommendations are provided for improvements to the product.	Detailed recommendations are provided for improvements to the product.	Concise and detailed recommendations are provided for improvements to the product.	Extensive and detailed recommendations are provided for improvements to the product.
		User instructions/care label demonstrate very low level of skill in identifying and communicating the product features, and inform the user of very limited care requirements.	User instructions/care label demonstrate some level of skill in identifying and communicating the product's features and informs user of limited care requirements.	User instructions/care label demonstrate adequate level of skill in identifying and communicating the product's features and informs user of care requirements.	User instructions/care label demonstrate high level of skill in identifying and communicating the product's features and informs user of detailed care requirements.	User instructions/care label demonstrate very high level of skill in identifying and communicating the product's features and informs user of very detailed care requirements.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

## Authentication record form: VCE Product Design and Technology School-assessed Task 2018

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.

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School:.....

Teacher: .....

Component of School-assessed Task	Date observed/ submitted	Authentication issues/comments	Teacher's initials	Student's initials
End user/s profile				
Design brief				
Evaluation criteria for design options and finished product				
Research (Note: all resources used must be acknowledged)				
Visualisations				
Design options				
Justification of preferred option				
Working drawings				
Scheduled production plan (inc. plant and equipment risk management forms if appropriate)				
Materials/processes research, testing and trialling				
Explanation of how product would be manufactured in industry				
Production work and record of production (Note: all outsourced processes must be acknowledged)				
Production work (2nd observation)				
Production work (3rd observation)				
User instructions and/or care label				
Evaluation of finished product				

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

Student signature ..... Date .....

## Teacher Additional Comment Sheet for 2018

### School-assessed Tasks only

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.

Student number

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### Comments

**Criterion 5.**

**Criterion 6.**

**Criterion 7.**

**Criterion 8.**

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Teacher's signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/2018

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

