**Phil Feain** - Hello and welcome to the VCE Data Analytics Unit 4 School-based Assessment on-demand video on the Unit 4 Outcome 2 SAC for 2022. The purpose of Video 4 is to support teachers with understanding how to assess the Unit 4 Outcome 2 SAC task for Data Analytics. My name is Phil Feain and I'm the Curriculum Manager for Digital Technologies with the VCAA.

The purpose of this session is to: build the capacity to develop compliant, rigorous, and engaging VCE assessment tasks in line with the VCE assessment principles and to provide an overview of the Unit 4 Outcome 2 School-assessed Coursework task. In this presentation we will cover: Unit 4 Outcome 2, the key knowledge and key skills, the assessment task, VCAA resources for Unit 4 Outcome 2, how to develop a marking scheme, some do’s, and some don'ts. Over the next few slides, we will reintroduce Unit 4 Outcome 2.

Let's have a look at the outcome statement. On completion of this unit the student should be able to respond to a teacher-provided case study to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practises. You want to be thinking about how you can assess this within your assessment task.

Here's the key knowledge again. The scenario for the case study should reference the key knowledge. And here are the key skills. You develop your assessment task to enable students to meet these. Your assessment task is based around the key skills. You want students to be able to: analyse and discuss the current data and information security strategies used by an organisation, propose and apply criteria to evaluate the effectiveness of current data and information security strategies, identify and evaluate threats to the security of data and information, identify and discuss possible legal and ethical consequences of ineffective data and information security strategies, recommend and justify strategies to improve current data and information security practises.

Next is the assessment task itself. This is from the study design. The student's performance will be assessed using one of the following: structured questions, a report in written format and a report in multimedia format. The total marks allocated must be out of 100 marks.

Over the remaining slides we will look at developing a sample marking scheme. This slide shows four useful VCAA resources that will help you with assessment. On the left we have the Applied Computing Study Design that includes the Data Analytics Unit 4 Outcome 2 SAC. Then we have the Advice For teachers with Sample approaches to developing an assessment task and the Unit 4 Outcome 2 performance descriptors. And finally, a resource on the Data Analytics study page which is the Unit 4 Outcome 2 - Developing a marking scheme - Sample.

This is the resource we discussed on the previous slide - Developing a marking scheme - Sample. This resource provides some advice on how to break down the 100 marks for the assessment task. It gives an indication of the number of marks for each key skill or performance descriptor or key skills or performance descriptors and the weighting of the marks. Weighting is important as not all the key skills or performance descriptors have the same weighting. More marks should be awarded for more complex and detailed components of the assessment task.

This slide gives some background regarding what you should be considering when develop a marking scheme. Refer to the key skills or the VCAA performance descriptors when developing a marking scheme for the case study. Determine the weighting of the marks out of 100 for each key skill or performance descriptor. When determining weightings for responses consider the time that students will take to complete each component as well as the level of difficulty for each component. Marks should be allocated to ensure students can demonstrate a range of levels of performance in their responses.

For the key skill - analyse and discuss the current data and information security strategies used by an organisation, you should consider the following. Students are to analyse and discuss the current data and information security strategies used by the organisation. And the possible number of marks could be 40 marks. For the key skill - identify and evaluate threats to the security of data and information, you should consider the following. Students are to identify and evaluate the threats to the security of the organisation's data and information. And the possible number of marks could be 20 marks.

For the key skill - propose and apply criteria to evaluate the effectiveness of current data and information security strategies, you could consider the following. Students are to propose and apply evaluation criteria that measure the effectiveness of the organisation's current data and information security strategies. And the possible number of marks could be 10 marks.

For the key skill - identify and discuss possible legal and ethical consequences of ineffective data and information security strategies, you should consider the following. Students are to identify and discuss the possible legal and ethical consequences to the organisation for their ineffective data and information security strategies. And the possible number of marks could be 15 marks.

For the key skill - recommend and justify strategies to improve current data and information security practises, you should consider the following. Students are to recommend and justify improvements to the organisation's current data and information security practises. And the possible number of marks could be 15 marks.

Before I complete the presentation, I thought it would be useful to go through some do's. Take the time to develop the case study and develop a suitable marking scheme. Refer to the key skills and the performance descriptors. Consider the number of marks to be awarded. Consider the weighting of the marks for each component. This enables more marks for more complex and time-consuming components of the assessment task. It enables you to differentiate more between your stronger students and your weaker students. Ensure you have a range of levels of performance from very low to very high. Having marks in multiples of five helps you to separate the marks out for students. Ensure your marks add up to 100 marks.

And finally, some don'ts. Don't just stick a copy of the VCAA Performance descriptors at the back of the assessment task. It does not break down how you are marking each component and how they contribute to 100 marks. Don't have the number of marks out of 10 or 20 or 30 and then say you'll multiply by however much to get a score out of 100. This does not allow your students' scores to be separated out and will bunch your scores. Don't just use a commercial marking scheme without checking it against your assessment task. Check to see that it meets the key skills and the performance descriptors and that the marks total to 100 marks. Don't forget to go through the marking scheme with the students before they commence the assessment task. They should know what they're being assessed on and how they're being marked.

This presentation covered: Unit 4 Outcome 2, key knowledge and key skills, the assessment task, VCAA resources for Unit 4 Outcome 2, how to develop a marking scheme, some do's and some don'ts. Thank you for following this presentation. If you have any questions regarding this presentation, you can contact Phil Feain, the Digital Technologies Curriculum Manager, at the contact details below.

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