**Phil Feain** - Hello and welcome to the VCE Software Development 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 Software Development. 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 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 examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security 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 is based around the key skills. You want students to be able to: analyse and discuss the current security controls to protect software development practises and to protect software and data, identify and discuss the potential risk to software and data security with the current security strategies, propose and apply criteria to evaluate the effectiveness of the current security practises, identify and discuss the possible legal and ethical consequences to an organisation for ineffective security practises and recommend and justify an effective risk management plan to improve current security practises.

Next is the assessment task itself. The student's performance will be assessed using what are the following. Structured questions, a report in written format and a report in multimedia format. It 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 Software Development 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 Software Development 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 able to consider when developing 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 difficult of 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 security controls to protect software development practises and to protect software and data, you should consider the following. Students are to analyse and discuss the current security controls used to protect the organisation's software development practises and to protect the organisation's software and data. And the possible number of marks could be 30 marks.

For the key skill - identify and discuss the potential risk to software and data security with the current security strategies, you should consider the following. Students are to identify and discuss the potential risks to the organisation's software and data security with their current security strategies. And the possible number marks could be 30 marks.

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

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

For the key skill - recommend and justify and effective risk management plan to improve current security practises, you should consider the following. Students are to recommend and justify an effective risk management plan to improve the organisation's current 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 and enables you to differentiate more between your stronger students and your weaker students. Assure 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 it by however much to get a score out of 100. This does not allow your student 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 are being assessed on and how they are being marked.

This presentation covered 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. 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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