**Phil Feain** - Hello and welcome to the VCE Software Development Unit 3 School-based Assessment on-demand video for the Unit 3 Outcome 1 SAC for 2022. The purpose of Video 4 is to support teachers with understanding how to assess the Unit 3 Outcome 1 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 presentation is: to build the capacity of teachers to develop compliant, rigorous, and engaging VCE assessment tasks in line with the VCE assessment principles and to provide an overview of how to assess the Unit 3 Outcome 1 School-assessed Coursework task. Over the next few slides we will reintroduce Unit 3 Outcome 1.

Let's have a look at the outcome statement again: On completion of this unit the students should be able to interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules. You want to be thinking about how you can assess this within your assessment task. Here is the key knowledge again. The scenario for the assessment task should reference the key knowledge.

And here are the key skills again. You develop your assessment tasks to enable students to meet these. Your assessment is based around the key skills. This slide shows you the assessment task in the study design. In response to teacher-provided solution requirements and designs, create working modules. 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 three 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 3 Outcome 1 SAC task. Then we have the Advice for teachers with Sample approaches to developing an assessment task and the Unit 3 Outcome 1 Performance descriptors. And finally, a resource on the Software Development study page which is the Unit 3 Outcome 1 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/performance descriptor, or key skills/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 developing a marking scheme. Refer to the key skills or the VCAA performance descriptors when developing a marking scheme for the assessment task. Determine the weighting of the marks out of 100 for each key skill or performance descriptor. When determining weightings consider the time that students will take to complete each task as well as the level of difficulty of each task. Marks should be allocated to ensure students can demonstrate a range of levels of performance in the task.

For the key skill - interpret solution requirements and designs to develop working modules, you should consider the following: Students are to interpret the solution requirements and designs for between three and six working modules. And the possible number of marks could be 10 marks.

For the key skill - use a range of data types and data structures, you should consider the following: Students are to use a range of relevant data types and data structures within their software modules. And the possible number of marks could be 10 marks.

For the key skill - use and justify appropriate processing features of a programming language to develop working modules, you should consider the following: Students are to use appropriate processing features, naming conventions and sorting and searching algorithms to develop their software modules. A higher weighting of marks should be included to meet this key skill or performance descriptor. The possible number of marks could be 40 marks. Also, students are to justify and explain their selection of processing features and sorting and searching algorithms used to develop their working modules. The possible number of marks could be 10 marks.

For the key skill - develop and apply suitable validation, testing and debugging techniques using appropriate test data, you should consider the following: Students are to use and apply relevant data validation techniques to check all input data. The possible number of marks could be 10 marks. And students test their working modules using appropriate testing techniques. The possible number of marks could be 10 marks.

For the key skill - document the functioning of modules and the use of processing features through internal documentation, you should consider the following: Students are to include internal documentation within their working modules. The possible number of marks could be 10 marks.

Before I complete the presentation I thought it would be useful to go through some do's: Take the time to develop the assessment task 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. Ensure you have a range of levels of performance from very low to very high. Having marks in multiples of 5 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 complete the assessment task. They should know what they are being assessed on and how they are being marked.

The purpose of this presentation was to help teachers to: build their capacity to develop compliant, rigorous, and engaging VCE assessment tasks in line with the VCE assessment principles, and to provide an overview of how to assess the Unit 3 Outcome 1 School-assessed Coursework task.

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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