**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 5 is to support teachers with understating the use of the Unit 3 Outcome 1 SAC Template 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 the capacity of teachers to develop compliant, rigorous and engaging VCE assessment tasks in line with the VCE assessment principles, provide an overview of how to use the Unit 3 Outcome 1 School-assessed Coursework task template. This presentation will cover the: Unit 3 Outcome 1 statement, Key knowledge, Key skills, The assessment task statement and using the Unit 3 Outcome 1 SAC Template.

Over the next few slides we will go through Unit 3 Outcome 1. Looking at the outcome statement. 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. The Unit 3 Outcome 1 SAC Template will help you to achieve the meeting of requirements to develop this task.

Here's the key knowledge again. These can be used to help develop the task or tasks. Remember that the scenario for the tasks should only reference these dot points. Your key skills are how you what to assess your students. Your assessment task needs to enable these key skills to be met. And the assessment task itself. In response to teacher-provided solution requirements and designs, create working modules. And it must be out of 100 marks.

Over the remaining slides we'll look at using the Unit 3 Outcome 1 SAC Template. So why use the Unit 3 Outcome 1 SAC Template? The purpose of the Unit 3 Outcome 1 SAC Template is to assist teachers with the development of the Unit 3 Outcome 1 School-assessed Coursework task, and in the meeting of requirements by following the VCE assessment principles. It has been developed as a result of the issues we've seen in the Unit 3 School-based Assessment Audit over the last two years. As a result teachers could use this template as a guide to develop the assessment task by inserting the necessary content within the template.

Content included in this template includes: The relevant VCAA resources for the development of the Unit 3 Outcome 1 SAC task. The Unit 3 Outcome 1 statement. The Unit 3 Outcome 1 Key knowledge. The Unit 3 Outcome 1 Key skills. Details related to task development including: conditions, scenario, solution requirements, solution designs and assessment and finally, details related to developing the final marking scheme for the task and determining the score out of 100 marks.

The Unit 3 Outcome 1 SAC Template can be found on the Software Development study page. Teachers need to be mindful when using commercial tasks. Some teachers will use commercial tasks without modifying them and checking them to ensure they meet requirements. Sometimes they follow the idea or the layout as well. As a result, some teachers find that their assessment tasks do not meet requirements in the School-based Assessment Audit process.

We advise that when referring to or using a commercially produced task teachers need to ensure that the task they develop are to be sufficiently modified from the original commercial task. All commercially produced tasks must be cross-checked against the: outcome statement, key knowledge and key skills. Also, for authentication reasons, the context and the content (solution requirements and designs) of the task must be significantly changed from the original publication each year. This involves the current year's commercial task, as well as previous years and also any previous year's school-developed assessment tasks.

The Unit 3 Outcome 1 SAC Template also lists the current VCAA resources that are available on the Software Development study page and other VCAA web pages. This includes the: Programming requirements document, School-based Assessment report, Advice for teachers which includes performance descriptors, on-demand videos and support material for developing the SAC task. You can also access the VCE assessment principles on the VCE general advice and policy page.

The Unit 3 Outcome 1 SAC Template documents the outcome statement, key knowledge and key skills. It then has headings with explanations for you to be able to follow and insert your content. Content would include several tasks that clearly state the task name, the conditions of the task, and the scenario for the task. Solution requirements for the tasks need to be inserted as well as solution designs. Be aware that the scenario, solution requirements and solution designs should provide enough information for students to be able to interpret the solution requirements and designs and to develop a working software module. Teachers are to provide the solution requirements and designs for the students to interpret in this task.

Under the heading of Assessment we talk about inserting the marking scheme for each task and what should be considered when developing it. The Unit 3 Outcome 1 SAC Template includes templates for up to six tasks for students to complete the SAC task. The Unit 3 Outcome 1 SAC Template also discusses the need for an overall marking scheme that shows the weighting of the marks in the marking scheme that contribute to the total of 100 marks. Don't just insert the VCAA performance descriptors at the end of the SAC task as some commercial tasks do. Unfortunately, a lot of SAC tasks that we have seen, do this despite us saying not to insert the performance descriptors at the end of the tasks.

In this presentation we covered: The Unit 3 Outcome 1 statement, Key knowledge, Key skills, The assessment task statement and using the Unit 3 Outcome 1 SAC Template. 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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