Hello and welcome to the VCE Software Development 2021, School-based Assessment on-demand video on the Unit 3 Outcome 1 SAC for 2021. The purpose of this video is to support teachers with understanding the SAC for the Unit 3 Software Development in 2021.

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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 3 Outcome 1 School-assessed Coursework task. In this session we will cover: Planning. The Unit 3 Outcome 1 task. Key knowledge and key skills. VCAA Performance descriptors. Programming requirements document. Designing the assessment task. Developing the marking scheme. Using commercial tasks and VASS dates for 2021. So now we'll go through the Unit 3 Outcome 1 SAC and look at how to make it a compliant, engaging and rigorous assessment task.

There's a document that you should consider before you start. Download the School-based Assessment report from the Software Development study page. This report provides advice for the first year of implementation of the study . And it's based on the findings from the 2020 School-based Assessment Audit for Units 3 and 4. Content includes: General observations on the Unit 3 Outcome 1 SAC and Unit 3 Outcome 2 SAT. Specific information on the Unit 3 Outcome 1 SAC and the Unit 3 Outcome 2 SAT. This is worthwhile reading before you start writing the assessment task and to have next to you as you develop the task.

When you sit down to plan to develop the assessment task, the following documents or resources will be useful to you: Applied Computing Study Design – Unit 3 Outcome 1 Software Development – pages 36–40. Area of study statement, outcome statement, key knowledge and key skills. The Programming requirements document. The *Advice for teachers* including Software Development: Units 3 Area Study 1 – Sample approaches to developing an assessment task, and Software Development: Unit 3 Outcome 1 – Performance descriptors. The School-based Assessment Audit report , and the following resources: 2021 Software Development Unit 3 Outcome 1 – Assessment task development template - Blank. 2021 Software Development Unit 3 Outcome 1 – Assessment task development template – Plan, and 2021 Software Development Unit 3 Outcome 1 – Developing a marking scheme – Sample.

As the teacher you have several things to consider. You need to decide on the most appropriate task for your cohort, time and conditions for conducting the task and inform the students ahead of time. Some other considerations include: the outcome being assessed and the task type, the estimated time it would take to teach the key knowledge and key skills for the outcome, the likely length of time required for students to complete the task, the classroom environment the assessment task will be completed in, whether the assessment task will be completed under open-book or closed-book conditions, any additional resources required by students, and when tasks are being conducted in other subjects and the workload implications for students.

Let's have a look 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. You need to ensure the SAC task meets this. There were many issues with Unit 3 Outcome 1 last year where the task did not even meet with the outcome statement. Next is the assessment task itself. In response to teacher-provided solution requirements and designs, create working modules. And it must be out of 100 marks.

Here's the key knowledge. These can be used to help develop the task or tasks. The scenario for the task should only reference these dot points. For teachers wanting activities to assist with the students' learning, we have developed these examples of learning activities in the *Advice for teachers*. These learning activities meet with the Unit 3 Outcome 1 key knowledge dot points.

Your key skills are how you want to assess your students. interpret solution requirements and designs to develop working modules, use a range of data types and data structures, use and justify appropriate processing features of a programming language to develop working modules, develop and apply suitable validation, testing and debugging techniques, using appropriate test data, document the functioning of modules and the use of processing features through internal documentation.

We also have the VCAA Performance descriptors in the *Advice for teachers* on   
Unit 3 Outcome 1. We've seen teachers using these more and more over the last few years. These can be used to assist you in developing your assessment task and marking scheme or assessment criteria. If you are going to use this don't just add it to the end of your task or commercial task. Often we see this is included but there's no relationship between the task and the performance descriptors. The assessment task should show the task and the marks for the prompts for what the students are to complete. Consideration should also be given to the weighting of marks in the task. These descriptors do not need to be evenly weighted. When using the performance descriptors for the marking scheme or assessment criteria you should also show the marks and weightings clearly within the document. The Programming requirements document is available on the Software Development study page. It gives guidance for the Programming requirements to be followed by students for the Unit 3 Outcome 1 SAC task.

When designing the assessment task students should be advised of the timeline and conditions under which the task is to be completed. The assessment tasks must directly assist the students' understanding of the key knowledge and key skills as well as their ability to apply these to the assessment task. Due dates and duration of assessment is a school-based decision. Students should be given instructions regarding the requirements of the task, including time allocation, format of student responses and the marking scheme or assessment criteria. The marking scheme or assessment criteria used to assess the student's level of performance should reflect the VCAA Performance descriptors and key skills. When designing a task you need to consider how the outcome statement, key knowledge, key skills and VCAA Performance descriptors connect together. By reading the key knowledge, key skills and performance descriptors alongside each other, tasks can be developed for assessment that covers the performance descriptors. Teachers will need to write a task and provide solution requirements and designs for students to create working modules. Students are required to use an appropriate programming language that meets the Programming requirements of the study.

This slide shows a resource that I've put together of a template showing how the key knowledge, key skills and performance descriptors link together. This can be downloaded from the Software Development study page. You could use this to help you to plan and develop your assessment task.

This slide shows a resource that I've put together of a template showing how to develop a case study or scenario around the key knowledge, key skills and performance descriptors for the assessment task. This can be downloaded from the Software Development study page. You could use this to help you to develop your assessment task. At this stage you've developed your task and determined how you want your students to respond to it. Now you need to consider developing the marking scheme. List the VCAA Performance descriptors and key skills. For each descriptor or key skill list the activities required to demonstrate competency. Consider how many marks out of 100 that you would use for this particular area. Determining the weightings: there are two factors to consider. Think of the time expended per student for each part of the task and allocate marks according to likely student effort areas. Think of the difficulty of specific tasks. Ensure that there is a chance for your struggling students to demonstrate levels of competency in the task. And develop your marking scheme or assessment criteria.

This slide shows the other resource that I've put together of a template showing an example of determining the weighting of the marks out of 100. The weighting of the marks does not have to be the same for each descriptor or key skill. And this example of weighting reflects what is expected in the response in terms of the amount of content time and detail required. This also helps you to spread your students' marks out. This could be downloaded from the Software Development study page. Commercial tasks could be an issue but often teachers will follow these.

This slide looks at some potential concerns. Teachers often use a commercial task without checking it against the study design to see that it meets the outcome statement, key knowledge and key skills. An unmodified commercial task will more than likely not meet requirements. Teachers often use a commercial task as is without modifying it to suit their cohort. The task may be too easy or too difficult for your cohort. Commercial tasks from previous years are often used without any alterations and often unchecked. Solutions are in the public domain and you cannot guarantee authentication. Often content for assessment is outside the scope of the outcome – sometimes up to 20%. Poor use of marking schemes or rubrics being used. A lack of understanding of the connection to the task and the marking scheme and issues with the weighting of the descriptors. Some recommendations to assist you in meeting the VCE assessment principles. If you decide to start off using a commercial tasks for ideas then you need to check it and modify it. Check the commercial task against the current study design. This includes the outcome statement, key knowledge and key skills. Be very watchful that the tasks address the current study design. Significantly alter the commercially produced tasks each year in terms of context and content, even for this current year. Check the marking scheme or assessment rubric ensure it meets the key skills and performance descriptors. And do the task yourself to ensure you are satisfied that it meets requirements and is suitable to your cohort.

These are the VASS dates for 2021. The due date for the Unit 3 Outcome 1 School-based Assessment SAC task is Monday the 6th of September. The due date for the Unit 4 Outcome 2 School-based Assessment SAC task is Wednesday the 3rd of November.

This is the end of the session on the Unit 3 Outcome 1 SAC.

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Thank you for following this presentation.

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