VCE School-assessed Task professional learning session
Product Design and Technology
Session overview

• SAT Administrative information
• Focus on SAT assessment criteria
• Unpack SAT assessment descriptors
Intended outcomes

• Share understanding of
  – what is expected of each student to address each SAT assessment criteria
  – how to appropriately assess the SAT against the ten point scale.

• Confidence to
  – teach the content of the SAT
  – assess the SAT using the criteria.

• Answer all questions and feel supported
SAT: School-assessed Task

• Design folio, production and evaluation contributes to 50% of Unit 3 and 4 study score

• SAT is moderated against the exam
  – important that the SAT is assessed as accurately as possible
Resources available online

• PD&T study page on VCAA website
  www.vcaa.vic.edu.au
  – Study design
  – Administrative information for SATs 2020
  – Assessment handbook (SACs)
  – Past exams and examination reports and assessment reports for SACs and SAT
  – Advice for teachers
This has been revamped for 2020.

All criteria and indicators have space provided for comments, allowing teachers opportunity to record evidence of student progression.
Reminders

• Schools who have **less than five students** undertaking the subject should be partnered up with another school.

• You need to seek exemption from VCAA if you have less than five students and have a reason for not pairing up.

• Keep in mind – the VCE year starts at the beginning of the year. No assessable work should be conducted during ‘Head start’ programs or school holidays.
PD&T SAT assessment criteria

• VCAA has provided the assessment criteria
• *It is important to note that the nine criteria are set, however the ‘Levels of performance’ descriptors are provided as advice and as a guide to assist with the marking*
• Also important to note are that the descriptors are not weighted equally
• Criteria 1-3 marks are submitted to VCAA mid year! (Details on VASS)
Product/prototype

- Finished product can be a high quality prototype providing that:
  - it is constructed to exactly resemble the preferred option
  - should meet all the evaluation criteria developed from the brief
  - made to full scale
  - appropriate substitute materials and processes are used
**SAT criteria 1**

- Skill in developing an end user/s’ profile, research, a design brief and evaluation criteria with reference to the product design factors

- Identifies design problem
- Conducts primary research
- Develops end user/s profile
- Develops design brief
- Identifies evaluation criteria with reference to product design factors
- Writes evaluation criteria that reflect design brief; evaluation criteria for product is written in four parts
SAT criteria 1

• Things to consider
  – That the student has identified a problem/need not the solution
  – Conducts primary research e.g. surveys the end user/s
  – The design brief is linked to the product design factors
  – Final product evaluation criteria must have four parts
SAT criteria 2

- Skill in conducting research and communicating developmental work

  - Identifies relevant research areas
  - Conducts primary and secondary research
  - Gathers feedback from end user/s
  - Demonstrates relationship between research and a range of developmental work
  - Generates visualisations, using appropriate annotations
  - Identifies and acknowledges appropriate intellectual property (IP)
SAT criteria 2

• Things to consider
  – Independently undertakes research and must have end user/s feedback
  – Research must be supported with visualisations and annotations
  – Technical language. Example: ‘assemble’ not ‘put it together’
  – Referencing must follow accepted conventions. Follow your own school’s reference style. Example: Harvard, Oxford, Chicago, etc.
SAT criteria 3

- Skill in developing creative and innovative design options, and ability to gain end user/s feedback and justify preferred option

- Uses developmental work including visualisations to generate innovative and creative design options with annotations

- Identifies possible functions/ features/materials and production processes evident in design options

- Gathers end user/s feedback on design options

- Selects and justifies preferred option in relation to evaluation criteria and end user/s feedback
SAT criteria 3

• Things to consider
  – Need to explain innovative and creative design ideas
  – Visualisations should be the evolution of the visualisation developed when conducting research.
  – Explaining information relevant to design options could be through annotations, drawings, images, samples, prototypes etc.
  – End user/s’ feedback is a must in justifying the preferred option.
SAT criteria 4

- Skill in preparing working drawings and a scheduled production/work plan (including quality measures)
  - Prepares working drawings
  - Develops scheduled production plan
  - Demonstrates risk assessment and risk management
SAT criteria 4

• Things to consider
  – Information about the working drawings or flats do not have to be on the drawing itself, this could be displayed on a page of specifications
  – Scheduled production plan must consist of all parts referenced in the study design: page 24
  – A risk assessment should be to industry standard. Having a number of different SOPs (safe operating procedures) is not a risk assessment. This may be used to support the student’s risk management
SAT criteria 5

• Ability to document understanding of and judgments about suitability of materials and production processes, tools, equipment and machines, and identify how the product would be manufactured in industry

- Documents suitability of materials and production processes, tools, equipment and machines
- Identifies how product would be manufactured in industry
SAT criteria 5

• Things to consider
  – Just listing materials, tools and production processes is not enough. Students need to justify why each has been chosen and should be a clear link back to their research.
  – Sometimes there may not be a great difference between the way the student is producing the product and how it is produced in industry. This still needs to be supported with evidence or examples for industry.
SAT criteria 6

• Skill in the application of appropriate processes, including risk management and recording progress

• Follows scheduled production plan

• Demonstrates record of progress including end-user/s’ feedback

• Uses appropriate processes with a level of complexity

• Demonstrates risk management
SAT criteria 6

• Things to consider
  – Student need to explain why decision are made and support them with end user/s’ feedback
  – ‘Independently’ does not mean student should know how to do all processes. Students may need to be taught processes then apply them.
  – Some processes need to have a level of complexity.
SAT criteria 7

- Skill in project management and justifying modifications in realising the preferred option

- Uses project management skills
- Justifies modifications including end-user/s’ feedback
SAT criteria 7

• Things to consider
  – Manages time is up to the teacher’s discretion and observation. Remember to record teacher observations this on the Authentication record form
  – All modifications must be justified but still reflect the preferred option
  – This criteria is worth 10 points, assess it accordingly and over the entire production time
SAT criteria 8

• Skill in developing a quality product that is creative and innovative

• Produces a quality innovative and creative product
• Links product to design brief
• Follows scheduled production plan and modifications
SAT criteria 8

• Things to consider
  – Is the product innovative or creative?
  – Does the product meet what has been set out between the design brief, scheduled production plan and modifications?
SAT criteria 9

• Skill in evaluating the finished product; user instructions/care labels which communicate product features, care, use and/or assembly

• Evaluates finished product using criteria and end-user/s’ feedback

• Identifies areas for improvement

• Creates user instructions/care labels to communicate product features, care, use and/or assembly
SAT criteria 9

• Things to consider
  – Balanced assessment: Do the students have enough time to complete the requirements of this criteria before the folio is due?
  – Must use the evaluation criteria which was developed in SAT criteria 1
  – Justify areas of improvement.
  – Communicate product features with in the care or instructional label
### Levels of performance

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<thead>
<tr>
<th>1-2 (very low)</th>
<th>3-4 (low)</th>
<th>5-6 (medium)</th>
<th>7-8 (high)</th>
<th>9-10 (very high)</th>
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<td>Identifies</td>
<td>Outlines</td>
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Future professional learning sessions

School-based assessment webinar
Thursday 5 March

Focus on assessing criteria 1–4
Tuesday 17 March: CBD (morning and afternoon)
Monday 23 March: Geelong (afternoon session)
Questions

• Thank you and good luck
Contact

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