VCE Product Design and Technology:  
Administrative information for School-based Assessment in 2023

Units 3 and 4

School-assessed Task

The School-assessed Task (SAT) contributes 50 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score against each criterion that represents an assessment of the student’s level of performance for Unit 3 Outcome 3 and   
Unit 4 Outcomes 2 and 3. The recorded scores must be based on the teacher’s assessment of the student’s performance according to the criteria on pages 9–17. This assessment is subject to the VCAA’s statistical moderation process.

The 2023 Product Design and Technology assessment sheet on page 22 is to be used by teachers to record the SAT scores. The completed assessment sheet must be made available on request by the VCAA.

The mandated assessment criteria are published annually on the Product Design and Technology study page on the VCAA website and notification of their publication is given in the February *VCAA Bulletin*.

Details of authentication requirements and administrative arrangements for SATs will be updated annually and published in the [*VCE and VCAL Administrative Handbook 2023*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

The Authentication record form on pages 18–21 is to be used to record information for each student and must be made available on request by the VCAA.

The SAT has three components:

* Unit 3 Outcome 3
* Unit 4 Outcomes 2 and 3.

Teachers should be aware of the dates of submission of scores into VASS in July and November. These dates are published in the [2023 Important Administrative Dates and Assessment Schedule](vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx), published annually on the VCAA website.

Unit 3

Applying the product design process

Outcome 3

On completion of this unit the student should be able to document the product design process used to meet the needs of an end user(s), and commence production of the designed product.

Nature of task

* A folio comprising:
* an end user(s) profile
* a design brief
* evaluation criteria
* research
* visualisations
* design options and justification of the selected option
* working drawings of final option
* a scheduled production plan
* a list of relevant processes used for larger scale production
* a record of production progress and documentation of decisions and modifications with justification of these changes (text and images and/or video should be included).

The folio must include documentation of decisions and acknowledge sources of information.

Note: The folio must include acknowledgement of intellectual property (IP) of others.

Unit 4

Product development and evaluation

Outcome 2

On completion of this unit the student should be able to apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently

Nature of task

* Production work accompanied by completion of folio comprising:
* A record of completion of production progress and documentation of modifications with justification of these changes (text and images and/or video should be included)
* A functional product that conforms to standards of quality indicated in the design brief outline of context.

Outcome 3

On completion of this unit the student should be able to evaluate the finished product through testing and feedback against criteria, create end user(s’) instructions or care labels and recommend improvements to future products

Nature of task

* A written report that includes evaluation of the product
* Relevant end-user instructions or care labels which highlight the features, assembly, care, and/or repair of the product, in any of the following formats: video tutorials, annotated image of the product or other multimedia format.

Scope of task

* The design folio should reflect the product design process on pages 10–11 of the study design and must include the following:
* end user(s) profile that links to their need, problem or opportunity based on an interview and/or market research.
* a design brief that defines the context of the end user(s) needs and requirements with reference to the product design factors (page 10 of the study design). The design brief should include constraints and considerations. It should also identify the expected quality of the finished product.
* teachers should note that the design brief should be based on the assumption that a minimum of one three-dimensional product, which has the potential to include processes with an appropriate degree of difficulty, can be developed in response to the brief. The product to be developed should not include significant mechanical/electrotechnological and control systems components. Teachers should also note that the Materials categories and examples of design specialisation areas on   
  page 12 of the study design may influence the content of the design brief.
* evaluation criteria, drawn from the design brief, with very clear explanations of their relevance, processes used to evaluate success of product and methods used to check/test them on the finished product. The evaluation criteria should be written as questions.
* a range of research relevant to the design brief and the relevant product design factors listed on pages 10–11 of the study design. Annotations should be used to explain the relevance of the research. This research is primarily based on the use of secondary resources. Students must appropriately acknowledge the intellectual property (IP) of others in the sources of ideas and information used in the research.
* design ideas and visualisations of potential ideas for whole or part(s) of the product. Annotations should be used to explain the relevance of this developmental work to the design brief and research.
* three to six presentation drawings of design options showing annotated references to proposed materials, sizes and processes and relevance to the design brief.
* selection and justification of the preferred option using end user(s) feedback.
* working drawings of the preferred option using accepted conventions to establish the product specifications (materials, sizes, construction/production methods). Working drawings should contain adequate details to develop the materials costing list. Students using a commercial pattern must also show pattern modifications.
* students should use both creative and critical thinking techniques to develop these ideas, drawings, selections and justifications.
* scheduled production plan including:
* an overall timeline showing how the product will be completed within the allocated time frame
* a work plan including sequence of steps in production, showing estimated time to complete processes and references to materials, tools, equipment and machines to be used
* quality-control measures and their timing within the work plan to ensure that standards of quality will be met in the finished product
* risk assessment including safe use of tools, equipment, machines and processes
* materials costing list, including fittings and fastenings, drawn from the product specifications (established through the working drawings).
* identification of how the product would be manufactured in industry.

Teachers note that:

* the working drawings and product specifications should be used when developing the scheduled production plan
* the documentation of researching and testing and trialling materials needs to be relevant to the design brief
* students must work on their own design and production work. It is not a group project.

The primary research should incorporate experimentation and trialling of processes and may include production of a mock up. Judgments and decisions are recorded to show an understanding of the suitability of materials, processes and tools, equipment and machines. Sources of information must be appropriately acknowledged.

* Production work to realise a quality, three-dimensional product that includes appropriate production processes, including some that are complex. The product should be the realisation of the preferred option (including modifications approved by the end user(s)) that meets the accepted standards and expected quality. While making the product, students should refer to their scheduled production plan and demonstrate the safe application and management of processes and safe use of tools, equipment and machines.
* A record of production progress using images and/or video and text making reference to decisions made and to end user(s) feedback, including documenting any outsourcing or support used.
* A justified explanation of modifications to the design and scheduled production plan indicating how these have been negotiated and communicated to the end user(s).
* An evaluation report documenting:
* checking, testing and evaluation of the finished product using evaluation criteria for the finished product, and how well it meets the needs and requirements of the end user(s)
* identification of, and recommendations for, areas for improvement in the finished product.
* User instructions or care labels for the product to communicate to the end user(s) ways to prolong the product’s life and maintain its appearance and function.

Teachers must sight and monitor the development and documentation of the students’ work on a regular basis. The 2023 Product Design and Technology Authentication record form on pages 18–21 must be completed at appropriate stages to monitor students’ work in progress for authentication purposes. In particular, this form needs to document skills, particularly those related to the safe use of tools, equipment and machines and application of production processes (criteria 5, 6, 7 and 8). This form must be available   
if requested by the VCAA.

Advice on documenting information for the Authentication record form

The purpose of the 2023 Product Design and Technology Authentication record form on pages 18–21 is for the teacher to document student progress throughout the completion of the SAT. In particular, teachers should make ongoing notes of observations of each student during the production of the SAT on this form.

The form provides teachers with the opportunity to present written information that may be requested in the School-based Assessment Audit. As the production work for the SAT occurs over a period of time, it can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the Authentication record form when assessing the four criteria related to the production work. The criteria related to the production work for Product Design and Technology are criteria 5, 6, 7 and 8.

The following information and questions are provided to assist teachers with the type of information they should include on the 2023 Product Design and Technology Authentication record form for these criteria. Teachers are not expected to separately address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers could record.

Criterion 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

* Did the student undertake relevant research/trialling and testing of materials and processes? (Research and trialling may have been undertaken but the student may not have documented it in the folio.)
* Did the student select suitable materials that are appropriate to the identified needs and requirements of the end user(s) and for the product?
* Were sound judgments made in terms of the appropriateness of correct tools, equipment and machines to carry out research and trialling processes?
* Has the appropriate documentation been included if students used:
* plant items requiring a student safe use test?
* used restricted plant items?

[Use of Machinery in Technology Teaching](file:///C:\Users\01437087\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\2FIHY6A1\%09https:\www.education.vic.gov.au\hrweb\safetyhw\Pages\technology.aspx)

Criterion 6: Skill in the application of appropriate processes, including risk management and recording progress

* What processes were applied during the production of the product?
* Did the student carry out a range of processes competently, including some that were complex?
* Did the student refer to and incorporate risk management when carrying out production processes?

Criterion 7: Skill in project management and justifying modifications and in realising the preferred option

* Did the student make and justify modifications?
* Did the student refer to their scheduled production plan when producing the product? How frequently?
* Did the student make efficient use of time during production of the product?
* Did the student run on time or out of time?

Criterion 8: Skill in developing a quality product that is creative and innovative

* Did the student complete the product to the expected standard of quality?
* What impediments prevented the student from achieving the expected quality?

Authentication of VCE Product Design and Technology School-assessed Task (SAT)

Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the [*VCE and VCAL Administrative Handbook 2023*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). This is important to ensure that ‘undue assistance [is] not …provided to students while undertaking assessment tasks’.

Teachers must be aware of the following requirements for the authentication of VCE Product Design and Technology SATs:

1. The product created for the Product Design and Technology SAT Unit 4 Outcomes 2 and 3 is based on the design folio completed in Unit 3 Outcome 3 which documents the product design process used while working as a designer to meet the needs of an end user(s).
2. Students must work on their own design and production work. It is not a group project. Teachers must sight and monitor the development and documentation of the student’s work on a regular basis. The VCE Product Design and Technology School-assessed Task Authentication record form must be completed at appropriate stages to monitor the student’s work-in-progress for authentication purposes. This form must be available if requested by the VCAA.
3. Undue assistance may occur during the design folio and/or production process and teachers need to be vigilant. Students are encouraged to research all aspects of their proposed products in detail, but the work undertaken for their design folio and production must be their own. During the planning stage teachers must make clear to students that the written documentation and visual representations required as part of the design folio form the basis for authentication of their work. For example, students are required to undertake a range of research relevant to the design folio, show the development of design ideas and visualisations and use annotations to explain the relevance of the research and developmental work to an end user(s’) needs and requirements. All annotations should be dated and clearly documented to enable teachers to authenticate the student’s work; all student work must acknowledge the intellectual property (IP) of others and the sources of information used in the research.
4. All use of external support and/or equipment must be planned and documented in the student’s design folio (for example, if the student uses equipment sourced from outside the school or uses prefabricated material as part of their product). If work has been outsourced, the student must document this thoroughly. Teachers must certify that such support does not constitute undue assistance. All resource materials and assistance used must be acknowledged in the Authentication record form.
5. During the production process, teachers must sight and monitor the development and documentation of students’ work on a regular basis. Teachers are reminded that it is not appropriate to provide ‘detailed advice on, corrections to, or actual reworking of students’ drafts or productions or folios’.
6. Application of skills, particularly those related to the safe use of tools, equipment and machines and application of production processes should be documented on the 2023 Product Design and Technology Authentication record form. The appropriate documentation must be included if students have used plant items requiring a student safe use test or restricted plant items.

[Use of Machinery in Technology Teaching](file:///C:\Users\01437087\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\2FIHY6A1\%09https:\www.education.vic.gov.au\hrweb\safetyhw\Pages\technology.aspx)

1. Photographs taken during the production process must be true and accurate representations of a student’s work – this should be recorded in the final submission comments section of the Authentication record form. Photographs must be dated. This assists in ensuring the product can be authenticated as a realisation of the design folio developed by the student, and that the student is not receiving undue assistance. This, in turn, ensures that all students are assessed equitably.

Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. The School-based Assessment Audit includes the inspection of Authentication record forms. Authentication record forms will also be required to be forwarded for all works nominated for Seasons of Excellence awards in 2024. Incomplete Authentication record forms will result in an automatic disqualification of the student work from the nomination process.

| **VCE Product Design and Technology: School-assessed Task Assessment Sheet 2023** | | | | | | | |
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| **Assessment criteria** | **Levels of performance** | | | | | | |
| **Indicators** | **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **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 profile | Insufficient evidence | Identifies a design problem and an end user(s) profile using primary research | Identifies a design problem and uses primary research to identify end user(s) profile and/or their needs and requirements | Identifies a design problem and uses primary research to identify end-user(s) profile and outline their needs and requirements | Identifies a design problem and uses primary research to identify end-user(s) profile and describe their needs and requirements | Identifies a design problem and uses primary research to identify end-user(s) profile and explain their needs and requirements |
| * Develops design brief * Identifies evaluation criteria with reference to product design factors | Creates a design brief for a product, identifying product design factors and/or the context, constraints and considerations and/or expected quality | Creates a design brief for a product, identifying product design factors and the context, constraints and considerations and expected quality | Creates a design brief for a product that addresses product design factors and outlines the context, constraints and considerations and expected quality | Creates a design brief for a product that addresses product design factors and describes the context, constraints and considerations and expected quality | Creates a design brief for a product that addresses product design factors and explains the context, constraints and considerations and expected quality |
| * Writes evaluation criteria that reflect design brief; evaluation criteria to evaluate final product is written in four-parts | Writes criteria to evaluate design options or finished product that identifies relevance to design brief | Writes criteria to evaluate design options and finished product that identifies relevance to design brief | Writes criteria to evaluate design options and finished product that outlines relevance to design brief | Writes criteria to evaluate design options and finished product that describes relevance to design brief | Writes criteria to evaluate design options and finished product that explains relevance to design brief |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technology: School-assessed Task Assessment Sheet 2023** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment criteria** | **Levels of performance** | | | | | | |
| **Indicators** | **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **2. Skill in conducting research and communicating developmental work** | * Identifies relevant research areas * Conducts primary and secondary research * Gathers feedback from end user(s) | Insufficient evidence | With support, uses research that relates to developmental work | With support, uses research, including end-user feedback, that relates to developmental work | Independently undertakes research, including end-user feedback, that relates to developmental work | Independently undertakes research, including end user(s) feedback, to describe developmental work | Independently undertakes research, including end user(s) feedback, to explain developmental work |
| * Demonstrates relationship between research and a range of developmental work * Generates visualisations, using appropriate annotations | Identifies relationship of developmental work to design brief by including visualisations with annotations | Identifies relationship of developmental work to design brief by including visualisations with annotations and use of technical language | Outlines relationship of development work to design brief by including visualisations with annotations and use of technical language | Describes relationship of development work to design brief by including visualisations with annotations and use of technical language | Explains relationship of development work to design brief by including visualisations with annotations and use of technical language |
| * Identifies and acknowledges appropriate intellectual property (IP) | With support, identifies intellectual property (IP) | With support, identifies and acknowledges intellectual property (IP) | With support, identifies and acknowledges intellectual property (IP) using conventions | With support, identifies and acknowledges intellectual property (IP) using accepted conventions | Independently identifies and acknowledges intellectual property (IP) using accepted conventions |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technology: School-assessed Task Assessment Sheet 2023** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment criteria** | **Levels of performance** | | | | | | |
| **Indicators** | **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **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 | Insufficient evidence | Developmental work including visualisations is used to generate design options with annotations that depict innovative and/or creative design ideas | Developmental work including visualisations is used to generate design options with annotations that identify innovative and creative design ideas | Developmental work including visualisations is used to generate design options with annotations that outline innovative and creative design ideas | Developmental work including visualisations is used to generate design options with annotations that describe innovative and creative design ideas | Developmental work including visualisations is used to generate design options with annotations that explain innovative and creative design ideas |
| * Identifies possible functions/features/materials and production processes evident in design options | Generates design options to identify possible functions, features, materials and/or production processes that relate to the design brief and/or evaluation criteria | Generates design options to identify possible functions, features, materials and/or production processes that relate to the design brief and evaluation criteria | Generates design options to outline possible functions, features, materials and production processes that relate to the design brief and evaluation criteria | Generates design options to describe possible functions, features, materials and production processes that relate to the design brief and evaluation criteria | Generates design options to explain possible functions, features, materials and production processes that relate to the design brief and evaluation criteria |
| * Gathers end user(s) feedback on design options * Selects and justifies preferred option in relation to evaluation criteria and end user(s) feedback | Gathers end user(s) feedback and identifies preferred option | Gathers end user(s) feedback in relation to evaluation criteria and outlines preferred option | Gathers end user(s) feedback in relation to evaluation criteria and describes preferred option | Gathers end user(s) feedback in relation to evaluation criteria and explains preferred option | Gathers end user(s) feedback in relation to evaluation criteria and justifies preferred option |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

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| **Assessment criteria** | **Levels of performance** | | | | | | |
| **Indicators** | **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **4. Skill in preparing working drawings and a scheduled production/work plan (including quality measures)** | * Prepares working drawings | Insufficient evidence | Generates working drawings using conventions, use of symbols and/or measurements to identify product functions and requirements, materials and construction methods | Generates working drawings using technical language and conventions, use of symbols and measurements to identify product functions and requirements, materials and construction methods | Generates working drawings using technical language and conventions, use of symbols and measurements to outline product functions and requirements, materials and construction methods | Generates working drawings using technical language and conventions, use of symbols and measurements to describe product functions and requirements, materials and construction methods | Generates working drawings using technical language and conventions, use of symbols and measurements to explain product functions and requirements, materials and construction methods |
| * Develops scheduled production plan | With support, develops a scheduled production/ work plan for the creation of the preferred option | With support, develops a scheduled production/ work plan by identifying components for the creation of the preferred option including quality measures | Independently develops a scheduled production/ work plan by outlining components for the creation of the preferred option including quality measures | Independently develops a scheduled production/ work plan by describing components for the creation of the preferred option including quality measures | Independently develops a scheduled production/work plan by explaining components for the creation of the preferred option including quality measures |
| * Demonstrates risk assessment and risk management | Assesses risk and identifies management  of risk | Assesses risk of materials, tools, equipment and/or machines and identifies management of risk | Assesses risk of materials, tools, equipment and machines and identifies management of risk | Assesses risk of materials, tools, equipment and machines and describes risk management | Assesses risk of materials, tools, equipment and machines and explains risk management |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technology: School-assessed Task Assessment Sheet 2023** | | | | | | | |
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| **Assessment criteria** | **Levels of performance** | | | | | | |
| **Indicators** | **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **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 | Insufficient evidence | Identifies suitability of materials and production processes, tools, equipment and machines | Outlines suitability of materials and production processes, tools, equipment and machines | Describes suitability of materials and production processes, tools, equipment and machines | Explains suitability of materials and production processes, tools, equipment and machines | Assesses suitability of materials and production processes, tools, equipment and machines |
| * Identifies how product would be manufactured in industry | Identifies industrial manufacturing processes | Outlines industrial manufacturing processes | Describes industrial manufacturing processes | Explains industrial manufacturing processes | Identifies how the product would be manufactured in industry |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technology: School-assessed Task Assessment Sheet 2023** | | | | | | | |
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| **Assessment criteria** | **Levels of performance** | | | | | | |
| **Indicators** | **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **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 feedback | Insufficient evidence | Implements scheduled production plan and provides evidence of progress | Implements scheduled production plan and provides evidence of a record of progress identifying decision-making | Implements scheduled production plan and provides evidence of a record of progress, outlining decision-making including end-user(s) feedback | Implements scheduled production plan and provides evidence of a record of progress describing decision-making including end-user(s) feedback | Implements scheduled production plan and provides evidence of a record of progress, explaining decision-making including end-user(s) feedback |
| * Uses appropriate processes with a level of complexity * Demonstrates risk management | With support, applies processes with a level of complexity and risk management | With support, applies processes with a level of complexity using technical skill and risk management | Independently applies processes with a level of complexity using technical skill and risk management | Independently applies processes with a level of complexity using precision or technical skill and risk management | Independently applies processes with a level of complexity using precision and technical skill and risk management |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment criteria** | **Levels of performance** | | | | | | |
| **Indicators** | **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **7. Skill in project management and justifying modifications in realising the preferred option** | * Uses project management skills * Justifies modifications including end-user(s) feedback | Insufficient evidence | With support, manages time and/or demonstrates organisation and identifies modifications including end-user(s) feedback to produce the preferred option | With support, manages time and/or demonstrates organisation and outlines modifications including end-user(s) feedback to produce the preferred option | With support, manages time and demonstrates organisation and describes modifications including end-user(s) feedback to produce the preferred option | Independently manages time and demonstrates organisation and explains modifications including end-user(s) feedback to produce the preferred option | Independently manages time and demonstrates organisation and justifies modifications including end-user(s) feedback to produce the preferred option |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technology: School-assessed Task Assessment Sheet 2023** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment criteria** | **Levels of performance** | | | | | | |
| **Indicators** | **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **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 | Insufficient evidence | Produces an innovative and/or creative quality product that is linked to the design brief and as documented in scheduled production plan and/or modifications | Produces an innovative and/or creative quality product that addresses the context, considerations and/or constraints of the design brief and as documented in scheduled production plan and/or modifications | Produces an innovative and creative quality product that addresses the context, considerations and/or constraints of the design brief and as documented in scheduled production plan and/or modifications | Produces an innovative and creative quality product that addresses the context, considerations and constraints of the design brief and as documented in scheduled production plan and/or modifications | Produces an innovative and creative quality product that addresses the context, considerations and constraints of the design brief and as documented in scheduled production plan and modifications |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technology: School-assessed Task Assessment Sheet 2023** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment criteria** | **Levels of performance** | | | | | | |
| **Indicators** | **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **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 | Insufficient evidence | Uses criteria and end-user(s’) feedback to identify the finished product | Uses criteria and end user(s’) feedback to outline the finished product | Uses criteria and end user(s’) feedback to describe the finished product | Uses criteria and end user(s’) feedback to explain the finished product | Uses criteria and end user(s’) feedback to evaluate the finished product |
| * Identifies areas for improvement | Identifies areas for improvement | Outlines areas for improvement | Describes areas for improvement | Explains areas for improvement | Justifies areas for improvement |
| * Creates user instructions/care labels to communicate product features, care, use and/or assembly | Creates user instructions/care labels to communicate information | Creates user instructions/care labels to identify product features, care, use and/or assembly to end user | Creates user instructions/care labels to outline product features, care, use and/or assembly to end user | Creates user instructions/care labels to describe product features, care, use and/or assembly to end user | Creates user instructions/care labels to explain product features, care, use and/or assembly to end user |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

Authentication record form: VCE Product Design and Technology School-assessed Task 2023

This form must be completed by the class teacher. It provides a record of the monitoring of the student’s work in progress for authentication purposes. This form is to be retained by the school and filed.   
It may be collected by the VCAA as part of its School-based Assessment Audit.

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Student name ………………………………………………………………………………. Student No.

School…………………………………………………………………………………………Teacher ……………………………………..…………………………………………….

| **Criteria for School-assessed Task** | **Indicators** | **Date observed/ submitted** | **Authentication issues/comments** | **Teacher’s initials** | **Student’s initials** |
| --- | --- | --- | --- | --- | --- |
| **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 |  |
| **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) |  |  |  |
| **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 |  |  |  |
| **4. Skill in preparing working drawings and a scheduled production/work plan (including quality measures)** | * Prepares working drawings |  | *(Note: all outsourced processes must be acknowledged)* |  |  |
| * Develops scheduled production plan |  |  |  |
| * Demonstrates risk assessment and risk management |  |  |  |

| **Criteria for School-assessed Task** | **Indicators** | **Date observed/ submitted** | **Authentication issues/comments** | **Teacher’s initials** | **Student’s initials** |
| --- | --- | --- | --- | --- | --- |
| **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 |  | *(References materials/processes research, testing and trialling)* |  |  |
| * Identifies how product would be manufactured in industry |  |  |  |
| **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 feedback |  |  |  |
| * Uses appropriate processes with a level of complexity |  |  |  |
| * Demonstrates risk management |  |  |  |
| **7. Skill in project management and justifying modifications in realising the preferred option** | * Uses project management skills |  |  |  |  |
| * Justifies modifications including end-user(s) feedback |  |  |  |
| * Produces a quality innovative and creative product |  |  |  |
| 1. **Skill in developing a quality product that is creative and innovative** | * Links product to design brief * Follows scheduled production plan and modifications |  | *Note: at least three observations of production work needs to be documented and inc. plant and equipment risk management forms if appropriate)* |  |  |
| **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 |  |  |  |  |

Please retain the Authentication record form. It may be requested as part of the School-based Assessment Audit.

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

Student signature …………………………………………………………………… Date …………………………………

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| **2023** | Victorian Certificate of Education  Production Design and Technology Assessment Sheet  School-assessed Task | | | | | | | | | | STUDENT NAME | | | | | | | | | | |
| This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student’s performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score. | | | | | | | | | | | student number | |  |  |  |  |  |  |  |  |  |
| assessing school number | | | | | |  |  |  |  |  |
|  | | | | | | | | | | |  | | | | | | | | | | |
| **Criteria for the award of grades** | | | Not Shown (0) | Very Low (1–2) | Low  (3–4) | | | Med  (5–6) | High  (7–8) | Very High (9–10) | **Performance on Criteria: Teacher’s Comments**  You may wish to comment on aspects of the student’s work that led to your assessment. | | | | | | | | | | |
| **The extent to which the design folio demonstrates:** | | |  |  |  | | |  |  |  |
| 1 skill in developing an end user(s) profile, research, a design brief and evaluation criteria  with reference to the product design factors | | |  |  |  | | |  |  |  |
| 2 skill in conducting research and communicating developmental work | | |  |  |  | | |  |  |  |
| 3 skill in developing creative and innovative design options, and ability to gain end user(s)  feedback and justify preferred option | | |  |  |  | | |  |  |  |
| 4 skill in preparing working drawings and a scheduled production/work plan (including quality measures) | | |  |  |  | | |  |  |  |
| 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 | | |  |  |  | | |  |  |  |
| The extent to which the design folio and production work demonstrates: | | |  |  |  | | |  |  |  |
| 6 skill in the application of appropriate processes, including risk management and recording progress | | |  |  |  | | |  |  |  |
| 7 skill in project management and justifying modifications in realising the preferred option | | |  |  |  | | |  |  |  |
| The extent to which the product and user instructions/care labels demonstrate: | | |  |  |  | | |  |  |  |
| 8 skill in developing a quality product that is creative and innovative | | |  |  |  | | |  |  |  |
| 9 skill in evaluating the finished product; user instructions/care labels which communicate product features, care, use and/or assembly. | | |  |  |  | | |  |  |  |
| If a student does not submit the School-assessed Task  at all, N/A should be entered in the total score box. | | **SUBTOTALS** |  |  | |  |  | |   **TOTAL SCORE** |  | |  | | | | | | | | | |