VCE Product Design and Technologies (2024–2028)

School-assessed Coursework development

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Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.
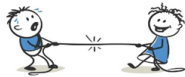
VCE assessment principles

- VCE assessment should be:
    - valid and reasonable
    - equitable
    - balanced
    - efficient

What is School-assessed Coursework?

- School-assessed Coursework (SAC)
  - Consists of a set of assessment tasks that **assesses** each student's **level of achievement** as specified in the study design
  - Used to **rank** the achievement levels of students within an individual student cohort.

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What is School-assessed Coursework?

- SACs **may provide evidence** that contribute to the determination of achievement of outcomes and completion of a unit

- The decision about completion of a unit is distinct from the assessment of levels of achievement.

What is School-assessed Coursework?

- Most work for the assessment of unit outcomes and SACs will be **completed in class**.

When to use a SAC

Unit 3

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

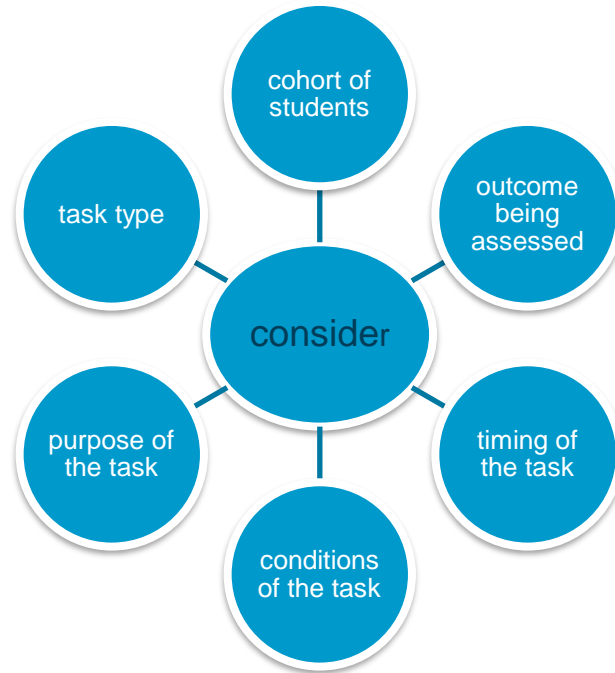| Outcomes	Marks allocated	Assessment tasks
Outcome 1 Critique examples of ethical product design and innovation within industrial settings.	50	Any one or a combination of: • case study analysis • oral presentation using multimedia: face-to-face or recorded as a video or podcast • research inquiry.
Total marks	50	

When to use a SAC

Unit 4

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

Outcome	Marks allocated	Assessment tasks
Outcome 2 Synthesise data to evaluate a range of products, including making judgments about the success of each product, and discuss product designs in regard to entrepreneurial activity, innovation, sustainability and/or other ethical considerations.	50	Any one or a combination of: • data analysis • oral presentation using multimedia: face-to-face or recorded as a video or podcast • product analysis • research inquiry.
Total marks	50	

How to develop a SAC

- cohort of students
- outcome being assessed
- timing of the task
- conditions of the task
- purpose of the task
- task type

consider

Task levels of achievement

- **Multiple entry points** to allow accessibility for all students
- **Differentiated item difficulty** to extend the top end and engage the low end
- '**25–50–25 rule of thumb**' for overall item cognitive difficulty
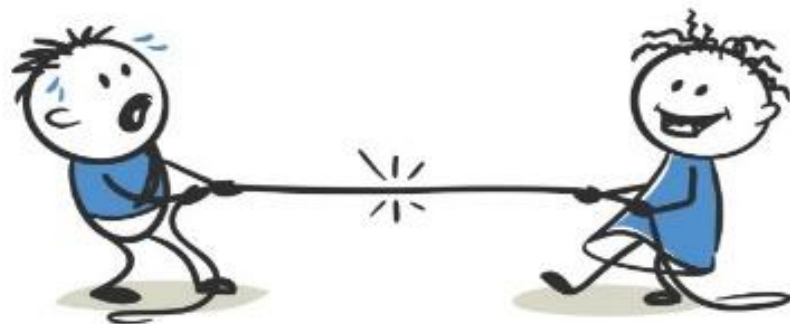
Structure of the task

valid

- fair and reasonable
- specified in the study design as one of the designated task types
- conducted under fair conditions
- conducted under substantially the same conditions for all students in the cohort
- instructions included

Structure of the task

equitable

- – accessible to all students
- – does not privilege a certain type of student
- – comparable in scope and demand if a choice of task is offered
- – task is unique to the school and cohort of students

Structure of the task

balanced

- – a variety of task types used
- – a variety of conditions used
- – suitable criteria, descriptors, rubrics or marking schemes used
- – key knowledge, key skills and outcomes are being broadly covered/assessed
- – task allows students to demonstrate different levels of achievement

Structure of the task

efficient

– a minimum number of assessment has been set

– task is part of the regular teaching and learning program

– completed mainly in class and within a limited timeframe

– students are not being under assessed or over assessed on the outcome

– assessment does not generate undue workload or stress on the students

Provide to students prior to the assessment task

- Type of assessment task as listed in the study design and approximate date for completion

- Time allowed for the task

- Allocation of marks

- Nature of any materials they can utilise when completing the task

- Information about the relationship between the task and learning activities should also be provided as appropriate

Following the deliver of the assessment task

- Teachers can use the performance of their students to evaluate the teaching and learning program

- A topic may need to be carefully revised prior to the end of the unit to ensure students fully understand the key knowledge and key skills required in preparation for the examination

- Feedback provided to the students with important advice about which aspects(s) of the key knowledge they need to learn and in which key skills they need more practice

SAC checklist

- Assessment is **appropriate and understandable** for the student cohort
- **Wording and language** is clear and appropriate for VCE students
- Tasks reflect **terminology** in the study design
- Key knowledge, key skills and outcome statements are assessed in **appropriate depth**

SAC checklist

- **Content and context** of task provide opportunity for highest level of performance
- **Marks** are clearly allocated and correspond to question difficulty
- Task is **significantly different** from previous years' tasks
- **Validate** assessment with another teacher

Sample approaches to developing assessment tasks

- Found in the Assessment section of the Support Material
- Steps through an example approach for Units 3 and 4
  - key message is to identify key knowledge and key skills being assessed
  - Use key knowledge and key skills to develop assessment task
  - Use command terms from the listed key skills
    - to enable ranking of school cohort
    - provide opportunities for students to perform at the highest levels

School-assessed Coursework

- There are two School-assessed Coursework (SACs) across the year
  - one in Unit 3 and another in Unit 4
- SACs must be different each year.
- SACs should allow for students to show differentiation (some questions should be worth 6–8 marks), i.e. about how well students show understanding of cohort in order to rank the cohort.

School-assessed Coursework

- SACs should be developed for the school specific student cohort.

- Use assessment criteria and make sure the key knowledge and key skills are used across the assessment criteria, and only assessed once (efficiency).

VCAA performance descriptors

- Found the Assessment section of the Support Material

- Modify to suit individual school assessment tasks

VCE Product Design and Technologies

VCE PRODUCT DESIGN AND TECHNOLOGIES SCHOOL-ASSESSED COURSEWORK					
Performance descriptors					
	DESCRIPTOR: typical performance in each range				
	Very Low	**Low**	**Medium**	**High**	**Very high**
	Identifies one method of manufacturing in a production setting	Identifies methods of manufacturing in production settings	Describes one method of manufacturing in a production setting	Describes methods of manufacturing in production settings	Describes methods of manufacturing in different production settings
	Identifies viability of technologies used in different scales of manufacturing	Outlines viability of technologies used in different scales in manufacturing	Describes viability of technologies used in different scales of manufacturing	Explains viability of technologies used in different scales of manufacturing	Compares viability of technologies used in different scales of manufacturing
Unit 3 **Outcome 1** *Critique examples of ethical product design and innovation within industrial settings.*	Identifies influence of productivity of technologies used in different scales of manufacturing	Outlines influence of productivity technologies used in different scales of manufacturing	Describes influence of productivity technologies used in different scales of manufacturing	Explains influence of productivity technologies used in different scales of manufacturing	Compares influence of productivity technologies used in different scales of manufacturing
	Identifies sustainability frameworks that influence design, manufacturing and/or marketing in industry	Outlines sustainability frameworks that influence design, manufacturing and/or marketing in industry	Describes sustainability frameworks that influence design, manufacturing and/or marketing in industry	Explains sustainability frameworks that influence design, manufacturing and marketing in industry	Discusses sustainability frameworks that influence design, manufacturing and marketing in industry

Commercially produced tasks

- School-assessed coursework **must be unique** to each school and student cohort.

- If using commercially produced tasks, ensure the task is
  - in line with the current study design
  - Significantly modified so that a student who may have seen the commercially produced task prior to the SAC is not advantaged over a student who has not.

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