VCE Product Design and Technologies (2024–2028)

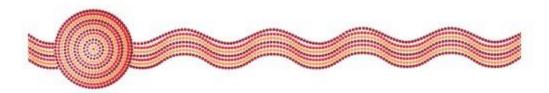
Unpacking the School-assessed Task criteria 4 to 8





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.







Current study design

 Accreditation period: 2024 to 2028







Units 3 and 4

- Contributes 50 per cent to the study score
- Commenced in Unit 3 and completed in Unit 4.





Administrative information for School-based Assessment

- Updated annually and published on VCE Product Design and Technologies study page of the VCAA website
- Contains mandated assessment criteria
- Notification of its publication is published in the February VCAA Bulletin.



Unit 3: Ethical product design and development

- Area of Study 2:Investigating opportunities for ethical design and production
- Area of Study 3: Developing a final proof of concept for ethical production
- Unit 4: Production and evaluation of ethical designs
 - Area of Study 1: Managing production for ethical designs





Outcomes

Unit 3

Outcome 2

Investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.

Outcome 3

Evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.

Unit 4

Outcome 1

Implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.

Assessment tasks

- multimodal record of evidence that records:
 - formulation of a design brief and gathering evidence of research that explores market needs or opportunities
 - generation, design and evaluation of product concepts
 - justification of final proof of concept
 - scheduled production plan, including progress during the production process and decisions and modifications made to the scheduled production plan.

AND

- practical work that demonstrates:
 - use of technologies to develop physical product concepts including prototypes and finished product
 - management of time and other resources.



- The Authentication record form is to be used to record information for each student and must be made available on request by the VCAA.
- Teachers should be aware of the dates of submission of scores into VASS in July and November. These dates are published in the Important Administrative Dates and Assessment Schedule, published annually on the VCAA website:

www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx





Record of evidence

- Range of formats such as hard copy, electronic, combination
- Can use written, video or audio files to demonstrate response to criteria
- Does not need to be A3 hard copy folio
- Demonstrated through what student does, make, say, write or draw
 - Evidence collected via the Authentication record form





Skill to use research and end user(s) feedback to develop final proof of concept

- Uses research data including end user(s) feedback
- Develops prototypes
- Designs physical product concepts
- Selects chosen product concept
- Develops final proof of concept





Very high

 Synthesises and uses quantitative and qualitative data from research and feedback from end user(s) to develop prototypes to design and refine physical product concepts and select and justify chosen product concept, and justify final proof of concept



Skill in preparing a scheduled production plan and using design thinking to select technologies to make an ethical product safely

- Plans for production
- Uses design thinking to select materials, tools and processes
- Identifies impacts on individuals, society, economy and/or environment
- Assesses risks and records safety control measures





Very high

- Independently develops a scheduled production plan by explaining components for the creation of the preferred product concept.
- Uses critical and speculative thinking to select materials, tools and processes and explain impacts on individuals, society, economy and/or environment.
- Assesses risk of materials, and tools, and explains safety control methods to manage risk(s).





Skill in the application of appropriate technologies and risk management

- Demonstrates technacy
- Follows scheduled production plan
- Uses appropriate technologies
- Demonstrates risk management
- Responds to and uses end user(s) feedback





Very high

 Independently demonstrates technacy to conduct tests, experiments and/or trials and to implement scheduled production plan, using materials, tools and processes with different degrees of difficulties safely, and demonstrates risk management, as well as explains and implements responses including to end user(s) feedback and other decision-making throughout the project





Skill in project management in developing an innovative, ethical product

- Produces an innovative, ethical product
- Produces a product that reflects final proof of concept and documented modifications
- Works technologically to demonstrate time management to make a quality product





Very high

Independently produces an innovative, ethical product that addresses the design brief and reflects the final proof of concept and documented modifications, and devises and works technologically to use methods to manage time and other resources to produce a quality finished product.



Skill in documenting record of progress and justifying decisions and modifications in realising the final proof of concept

- Develops multimodal record of progress
- Documents modifications
- Documents decisions



Very high

Generates a multimodal record of evidence that justifies decisions and modifications made, including use of end user(s) feedback and progress required to produce the final product concept



Command terms

 Important to understand command terms when assessing student work

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investigate
demonstrate analyse
critique construct
apply
develop
use
discuss
collect compare
justify collate
describe
propose
define
propose
suggest
examine
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Using the assessment criteria

- On balance judgement
- Ranking of student cohort



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