

VCE Systems Engineering 2021

Developing SACs and linking to
VCE assessment principles



The copyright in this presentation is owned by the Victorian Curriculum and Assessment Authority or in the case of some materials, by third parties. No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968 or with permission from the Copyright Officer at the Victorian Curriculum and Assessment Authority.

Assessment

- The system for assessing the **progress and achievement** of students must be accessible, effective, equitable, reasonable and transparent.
- The purpose of school-based assessment (SACs and SATs) is to rank your student cohort.

Purpose of school-based assessment

- **The ranking of your student cohort for the SAT may differ from your ranking of student cohort for the SACs as well as for the ranking of student cohorts for the external assessment (examination)**
 - Each is regarded as a separate graded assessment (GA)
 - SATs, SACs and exams are different types of assessment so do not expect ranking of student cohort to be same for each GA.

VCE assessment principles



VCE assessment should be valid and reasonable

- The curriculum content to be assessed is explicit in each study design and related VCAA documents.
- Assessment instruments should **not** assess learning that is outside the scope of a study design.

VCE assessment principles

VCE assessment should be equitable



Assessment should neither privilege nor disadvantage students or exclude them based on **gender, culture, physical disability, socioeconomic status or geographical location.**

VCE assessment principles

VCE assessment should be balanced



- Assessment should provide a range of opportunities to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum.
- The demonstration of different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes must be supported.

VCE assessment principles



VCE assessment should be efficient

- The study design will set out the minimum assessments for teachers to make a robust judgment about each student's progress and learning.
- Demands for precision must be balanced with those for efficiency.

Assessment

Learning and teaching activities should be designed to provide stimulus, engagement and personalisation with respect to the mandated outcomes.

Assessment

Excursions/ visits

- Real and virtual
- Local/community

Assessment

Experiments/ demonstrations

- Real and virtual
- For example, rather than read about NO_x scrubbers, develop a physical experimental investigation where scrubbers can be implemented and critiqued.

Assessment

Develop simulations and/or models

- Real and virtual

Assessment

Encourage multimedia

- Video, image, simulation, experiment, interview, ...

Unit 3

Outcomes	Marks allocated	Assessment tasks
Outcome 2 Discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.	50	Any one or a combination of: <ul style="list-style-type: none">• a short written report in the form of a media analysis or a case study or based on structured questions• a multimedia/simulation presentation or report• an oral presentation.
Total marks	50	

Unit 4

Outcomes	Marks allocated	Assessment tasks
Outcome 2 Evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.	50	Any one or a combination of: <ul style="list-style-type: none">• a written report in the form of a case study or a media analysis or based on structured questions• a multimedia/simulation presentation or report• an oral presentation.
Total marks	50	

For further information

Dr Leanne Compton, Curriculum Manager – Design and Technologies

leanne.compton@education.vic.gov.au

t: 03 9059 5145