

# VCE Algorithmics (HESS) School-assessed Task

## Video 6 Administration of the SAT

# 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 Algorithmics (HESS) School-assessed Task

## Video 6 Administration of the SAT

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VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY



# Outline of presentation

- Following VCE procedures
- The SAT criteria
- What to provide students
- Student completion of the SAT
- Marking

# The School-assessed Task (SAT)

Information relating to the School-assessed Task can be found in the Administrative information for School-based Assessment.

This includes the SAT criteria (performance descriptors) and authentication information, including record forms and the assessment sheet.

The SAT involves Unit 3 Outcome 3, Unit 4 Outcome 1 and Unit 4 Outcome 2.

## VCE Algorithmics (HESS) Administrative information for School-based Assessment in 2023

### School-assessed Task

The School-assessed Task (SAT) contributes 20 per cent to the study score.

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 1 and 2. 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 VCE Algorithmics (HESS) assessment sheet on page 21 is to be used by teachers to record the Unit 3 and Unit 4 SAT scores. The completed assessment sheet for each student's SAT must be available on request by the VCAA.

The mandated assessment criteria are published annually on the Algorithmics (HESS) study page of the VCAA website and notification of their publication is given in the February VCAA Bulletin.

Details of authentication requirements and administrative arrangements for School Assessed Tasks are published annually in the [VCE and VCAL Administrative Handbook 2023](#).

The Authentication record form on pages 19–20 is to be used to record information for each student and must be made available on request by the VCAA.

The SAT relates to:

- Unit 3 Outcome 3
- Unit 4 Outcome 1
- Unit 4 Outcome 2

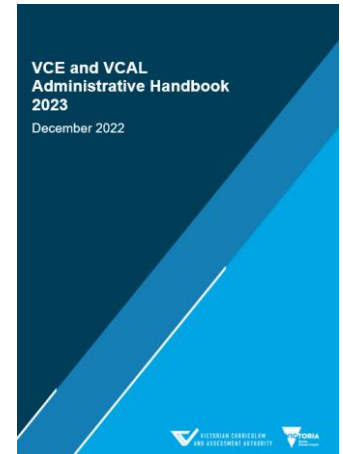
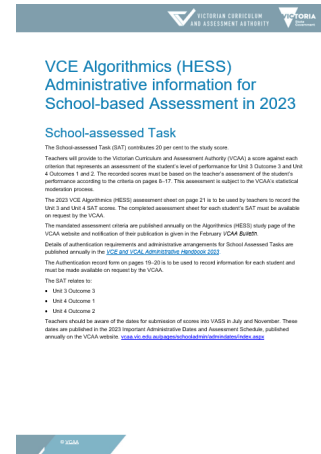
Teachers should be aware of the dates for submission of scores into VASS in July and November. These dates are published in the 2023 Important Administrative Dates and Assessment Schedule, published annually on the VCAA website [vcaa.vic.edu.au/pages/schooladmin/admin/dates/index.aspx](https://www.vcaa.vic.edu.au/pages/schooladmin/admin/dates/index.aspx)

# Following VCE procedures

You need to be following VCE procedures when conducting the SAT.

Refer to the VCE and VCAL Administrative Handbook and the annual VCE Algorithmics (HESS): Administrative information for School-based Assessment documents.

Also speak regularly with your VCE Coordinator.



# Following VCE procedures

- Distribution of school policies and procedures to students.
- Policies around SAT work being lost, damaged or stolen and how to determine a result.
- Providing a Unit timeline to students.
- Cross-marking procedures.
- Moderation procedures.
- Authentication procedures.
- Providing feedback to students.
- Redemption policies for when a student receives an 'N'.

# The SAT criteria

- The format of the SAT has changed for the new study design.
- Refer to the current year's Administrative information for School-based Assessment on the Algorithmics (HESS) study page each year.

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# What to provide students

It is really important to provide all the necessary information to students for them to be able to complete the SAT.

One of the first things that students should receive is a course outline or a unit timeline.

This details what they are doing from week to week throughout Unit 3 and Unit 4.

Week	Unit and Area of Study	Topic / description	Learning activities
Area of Study 1: Data modelling with abstract data types and Area of Study 2: Algorithm design			
1	U 3 AoS 2	Solving problems	<ul style="list-style-type: none"><li>• Discuss the outcomes and inform students of Unit 3 SAC and SAT dates and conditions, as per school guidelines.</li><li>• Introduction to real-world problem-solving, following recipes, flowcharts, representations of algorithms.</li></ul>
2	U3 AoS 2	Algorithms in pseudocode	<ul style="list-style-type: none"><li>• Class activities to introduce the writing of structured pseudocode algorithms for solving puzzles and games.</li><li>• Use sequence, conditional and iterative actions in structured pseudocode to control steps actioned in algorithms.</li></ul>

# What to provide students

Students should receive:

- Instructions for the SAT (These can come from the Admin info).
- Task conditions such as dates, timelines, submissions, authentication, etc.
- Criteria for the SAT.
- Feedback regarding results.

# Student completion of the SAT

- Students should be encouraged to complete their work at school.
- Depending on the school timetable they should have several classes a week to work on their SAT.
- Students can also work on their SAT outside of school times.
- As such, authentication procedures must be followed for all student work in relation to the SAT.
- Students are not to submit drafts of their criteria.
- SATs require an extended period of time for completion often involving multiple lessons.
- A SAT should not be treated as a SAC.

# Marking and submission of VASS scores

- Students need to complete and submit their SAT criteria (1–4), (5–7) and (8–10) so you as the teacher have ample time for:
  - Marking
  - Checking/cross-marking/moderating
  - VASS entry
  - Final checking
- Identify the date when your school wants the VASS scores for entry and plan backwards.

# Marking the SAT

- The VCAA SAT criteria and performance descriptors are **mandated** and must be used when assessing student work.
- Each assessment criterion is to be marked holistically.
- The teacher uses their professional judgement to determine a score out of 10 for each criterion.
- You need to consider how you mark and the effect of your marking on the statistical moderation of the marks.
- Be aware that the awarding of a 0 instead of an NA can affect the statistical moderation of your class results.

# Review of presentation

- Following VCE procedures
- The annual SAT criteria
- What to provide students
- Student completion of the SAT
- Marking.

# Contact

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