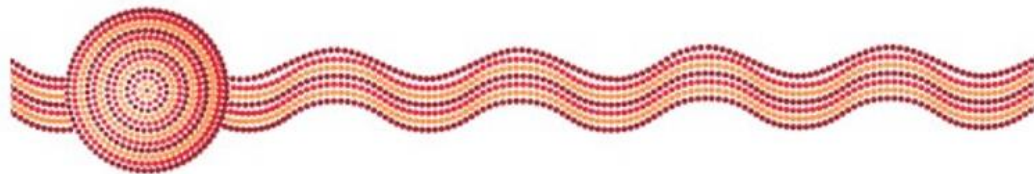# VCE Software Development School-assessed Task 2024

Video 5
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 Software Development School-assessed Task 2024

Video 5
Administration of the SAT

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Outline of presentation

- Planning for the SAT
- Strategies for delivering and assessing the SAT
- Following VCE procedures
- The SAT criteria for 2024
- 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 both Unit 3 Outcome 2 and Unit 4 Outcome 1.

Planning for the SAT

1. Determine what you need to teach your students in order to prepare them for the SAT. Refer to Unit 3 Outcome 2 and Unit 4 Outcome 1 in the study design.

2. Determine when you will deliver and assess each of these outcomes. Most schools follow the outcomes sequentially. Here's an example:

    *   Unit 3 Outcome 1 SAC – Commence at the start of the year at the beginning of Term 1. Assess before the end of Term 1.
    *   Unit 3 Outcome 2 SAT (Part 1) – Commence in late Term 1. Assess during Term 2 before the end of Semester 1.
    *   Unit 4 Outcome 1 SAT (Part 2) – Commence in late Term 2 (Start of Semester 2). Assess during late Term 2 and into Term 3.
    *   Unit 4 Outcome 2 SAC – Commence in mid-late Term 3. Assess in the last week or two of Term 3.

Planning for the SAT

3. Determine how much time teachers will need to spend on administering the SAT. Teachers will need time to deliver the teaching and learning program, time for observation of criteria for authentication, time for assessment, cross marking/moderation and submission of SAT criteria scores to VASS.

4. Determine how regularly observations will be completed by you. Weekly or fortnightly?

5. Determine when SAT scores are due to VASS. July 2024 and November 2024.

Planning for the SAT

6. Determine how much time you will need to assess student work and when you will do it. Consider whether you will assess each criterion separately and provide feedback to students for each one or have them submitted all together at the end. What would benefit your students?

7. Determine how you will develop the capacity of your students in the use of the selected programming language. Refer to the Programming requirements document.

8. Refer to the relevant VCAA documentation on the Software Development study page to guide you through administering the SAT.

Strategies for delivering and assessing the SAT criteria

Strategy 1 – Milestones (1, 2, 3, …)

For each criterion:

- Teaching and learning – assess the criterion – feedback to students (repeat).
- Advantages – quick feedback for students and very effective for motivating students, particularly if they start off slow – better authentication.
- Disadvantages – you need to be responsive and disciplined over the course of the year.

Strategy 2 – Submit all (1–5 and 6–10)

- Teaching and learning
- Students work on criteria and submit as one submission for assessment at the end (1–5 and 6–10).
- Advantages – less marking throughout the SAT.
- Disadvantages – some students will struggle due to less feedback – possible issues with authentication (more observations) – more concentrated marking in a busy time of Term 2 and Term 3.

Following VCE procedures

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

Refer to the VCE Administrative Handbook 2024 and the VCE Applied Computing: Software Development: Administrative information for School-based Assessment in 2024 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 for 2024

- The Administrative information for School-based Assessment for Software Development has not changed for 2024.

- There are no changes to Criteria 1–10.

- Remember to only refer to the 2024 Administrative information for School-based Assessment on the Software Development study page.

VCE Applied Computing: Software Development: Administrative information for School-based Assessment in 2024

School-assessed Task

The School-assessed Task (SAT) contributes 30 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 2 and Unit 4 Outcome 1. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 6–15. This assessment is subject to the VCAA's statistical moderation process.

The 2024 VCE Applied Computing: Software Development assessment sheet on page 19 is to be used by teachers to record the SAT score. The completed assessment sheet must be made available on request by the VCAA.

The mandated assessment criteria are published annually on the Applied Computing: Software Development 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 Administrative Handbook 2024*.

The Authentication record form on pages 17–18 is to be used to record information for each student and must be made available on request by the VCAA.

The SAT has seven components. They relate to:

- Unit 3 Outcome 2 (four components)
- Unit 4 Outcome 1 (three components)

Teachers should be aware of the dates for submission of scores into VASS in July and November. These dates are published in the 2024 Important Administrative Dates and Assessment Schedule, published annually on the VCAA website.

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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.

Area of Study 2: Software development: analysis and design			
9	Unit 3 Area of Study 2	Confirmation of SAT projects Analysis: • organisational and information system goals and objectives • requirements, constraints and scope • data collection techniques Legislative requirements around privacy and ownership of data	• Compare data collection techniques and justify their use in specific situations. • Identify organisational and information system goals in familiar organsiations. • Analyse mini-case studies and identify solution requirements and constraints, and how these may impact on solution scope. • Prepare mini-case studies based on existing familiar solutions. • Explore how organisations meet (or have not met) legislative requirements around ownership and privacy of data using anecdotes and media articles. **Preparing students for the Unit 3 Outcome 2 SAT** Students are to confirm the problem, need or opportunity to be addressed, in consultation with their teacher.
10	Unit 3 Area of Study 2	Analysis: • software requirements specification Project management concepts Project management using Gantt charts Recording the progress of projects	• Develop Gantt charts and project plans in relation to medium- to long-term activities/events/projects. • Analyse and deconstruct sample software requirements specification documentation to identify typical items for inclusion. • Prepare a strategy to develop a software requirements specification.

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 weeks.
- A SAT should not be treated as a SAC.

Marking and submission of VASS scores

- Students need to complete and submit their SAT criteria (1–5) and (6–10) 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.

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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 statistical moderation of your class results.

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