

		Unit 4 Software Development – 2024 Outcome 2 Cybersecurity: software security – Developing a marking scheme – Sample		
Outcome 2			Developing a marking scheme – Marks allocated – 100	
				Refer to the key skills or the VCAA performance descriptors Determine the weighting of the marks out of 100 for each ke weightings for responses consider the time that students will
Key knowledge		Key skills	VCAA Performance descriptors (Very high)	difficulty of each component. Marks should be allocated to e performance in their responses.
•	reasons why individuals and organisations develop software, including meeting the goals and objectives of the organisation physical and software security controls used to protect software development practices and to protect software and data, including version control, user authentication, encryption and software updates software auditing and testing strategies to identify and minimise potential risks	<ul> <li>analyse and discuss the current security controls to protect software development practices and to protect software and data</li> </ul>	Comprehensive analysis and discussion of the current security controls used to protect software development practices and to protect software and data.	Students are to analyse and discuss the current security cor practices and to protect the organisation's software and data Possible number of marks – 30 marks
•	<ul> <li>types of software security and data security vulnerabilities, including data breaches, man-in-the-middle attacks and social engineering, and the strategies to protect against these</li> <li>types of web application risks, including cross-site scripting and SQL injections</li> <li>managing risks posed by software acquired from third parties</li> <li>characteristics of data that has integrity, including accuracy, authenticity, correctness, reasonableness, relevance and timeliness</li> <li>the impact of ineffective security strategies on data integrity</li> </ul>	<ul> <li>identify and discuss the potential risks to software and data security with the current security strategies</li> </ul>	<ul> <li>Comprehensive identification and discussion of the potential risks to software and data security.</li> </ul>	Students are to identify and discuss the potential risks to the security strategies. Possible number of marks – 30 marks
•	criteria for evaluating the effectiveness of software development security strategies	<ul> <li>propose and apply criteria to evaluate the effectiveness of the current security practices</li> </ul>	• Comprehensive set of relevant evaluation criteria to measure the effectiveness of the current security practices are proposed and applied.	Students are to propose and apply evaluation criteria that m practices. Possible number of marks – 10 marks
•	key legislation that affects how organisations control the collection, storage (including cloud storage) and communication of data: the <i>Copyright Act 1968</i> , the <i>Health Records Act 2001</i> , the <i>Privacy Act 1988</i> and the <i>Privacy and Data Protection Act 2014</i> ethical issues arising during the software development process and the use of a software solution	<ul> <li>identify and discuss the possible legal and ethical consequences to an organisation for ineffective security practices</li> </ul>	<ul> <li>Comprehensive understanding of the possible legal and ethical consequences of ineffective security practices.</li> </ul>	Students are to identify and discuss the possible legal and e security practices. Possible number of marks – 15 marks
•	risk management strategies to minimise security vulnerabilities to software development practices.	<ul> <li>recommend and justify an effective risk management plan to improve current security practices</li> </ul>	<ul> <li>Comprehensive recommendations are made and justified to improve the current security practices as part of an effective risk management plan.</li> </ul>	Students are to recommend and justify an effective risk man practices. Possible number of marks – 15 marks





s when developing a marking scheme for the case study. ey skill or performance descriptor. When determining ill take to complete each component as well as the level of ensure students can demonstrate a range of levels of

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ethical consequences to the organisation for their ineffective

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