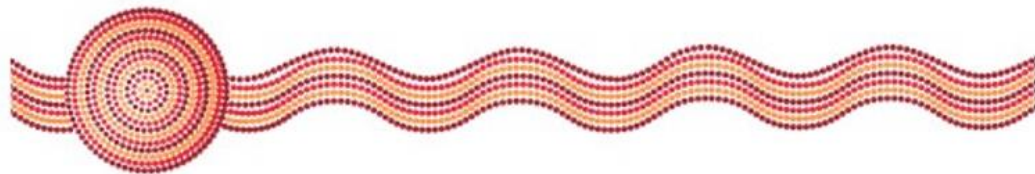


VCE Software Development School-assessed Task 2024

Video 1 Background to 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 1 Background to the SAT

Phil Feain

Digital Technologies Curriculum Manager

VCAA



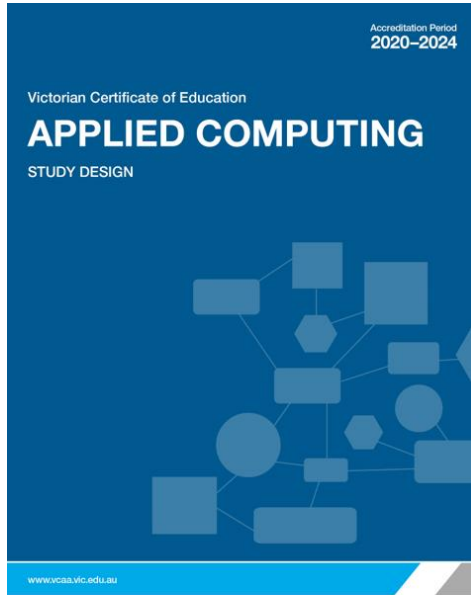
VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Outline of presentation

- Resources and documents
- VASS dates
- Nature and scope of the task
- Assessment criteria
- Authentication
- Assessment sheet
- Marking
- Commercial instructions

Study Design for 2020–2024



Study design is for 2020–2024

Includes details on:

- Accreditation period
- Introduction
- Assessment and reporting
- Key concepts
- Terms used in this study
- Problem-solving methodology specifications
- Units 3 and 4 Software Development
- Areas of study
- Outcomes
- Key knowledge
- Key skills
- School-based assessment:
 - Satisfactory completion
 - Assessment of levels of achievement
 - Contribution to final assessment
 - School-assessed Coursework
 - School-assessed Task
- External assessment:
 - End-of-year examination

Software Development study page

APPLIED COMPUTING: SOFTWARE DEVELOPMENT

Accreditation period 2020-2024

The accreditation period for Applied Computing: Software Development has been extended and expires 31 December 2024.

Study Design



VCE Applied Computing: Software Development Study Design

Details on areas of study, outcomes and assessment for Applied Computing: Software Development Units 3 and 4: 2020-2024.

The Software Development study page includes content on:

- Study design
- Programming requirements
- 2024 Administrative information (SAT criteria)
- 2024 General advice on school-based assessment audits
- Examination reports
- Examination specifications
- Past examinations
- Support material
 - Advice for teachers
 - Professional learning videos (on-demand videos)
 - Resources for the SACs and SAT.

Advice for teachers

Content includes:

- Developing a program
- Teaching and learning activities
- Unit 3 and 4: Software Development – School-assessed Task
- Sample approach to developing an assessment task (SACs)
- Performance descriptors
- Sample weekly planners.

Applied Computing
Introduction
•Unit 1
•Unit 2
•Unit 3: Data analytics
•Unit 4: Data analytics
Unit 3 and 4: Data Analytics - School-assessed Task
•Unit 3: Software development
•Unit 4: Software development
Unit 3 and 4: Software Development - School-assessed Task
•Sample approaches to developing an assessment task
Performance descriptors
Sample weekly planner
Employability skills
Resources

Unit 3 and 4: Software Development - School-assessed Task

When designing learning activities for the School-assessed Task, teachers will refer to the problem-solving methodology specifications, and the areas of study and outcomes, including key knowledge and key skills, as listed in the @ [VCE Applied Computing Study Design \(docx - 3577kb\)](#)

The following table gives a breakdown of the four stages of the problem-solving methodology for the School-assessed Task.

Unit 3 Outcome 2		Unit 4 Outcome 1	
Analysis	Design	Development	Evaluation
Project management <ul style="list-style-type: none">• Develop a project plan (Gantt chart)• Create, monitor and modify the project plan		Project management <ul style="list-style-type: none">• Monitor, modify and annotate the project plan• Assess the effectiveness of the project plan	
Analysis <ul style="list-style-type: none">• Analyse a need or opportunity• Collect and analyse data• Select a development model• Document requirements, constraints and scope in a software requirements specification	Design <ul style="list-style-type: none">• Generate alternative design ideas• Develop evaluation criteria• Develop detailed design	Development <ul style="list-style-type: none">• Manage data and files• Develop a software solution• Validate, test and modify• Conduct usability tests	Evaluation <ul style="list-style-type: none">• Evaluate the efficiency and effectiveness of the software solution• Evaluate the effectiveness of the development model

Administrative information for School-based Assessment

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

Content includes for both U3 O2 and U4 O1:

- Details regarding the SAT
 - Nature of the task
 - Scope of the task
- Assessment criteria (1–10) rubrics
- Authentication of the SAT
- Authentication record form
- Assessment sheet

You should only be referring to the 2024 Administrative information

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 [2023 Important Administrative Dates and Assessment Schedule](#), published annually on the VCAA website.

VCAA Bulletin

VCAA BULLETIN
NO.91 – SEPTEMBER
2023

VCE curriculum

VCE Product Design and Technologies and Visual Communication Design implementation

In partnership with the VCAA, Home Economics Victoria is supporting the implementation of the recredited VCE Product Design and Technologies (2024-2028) and VCE Visual Communication Design (2024-2028) Study Designs.

Implementation sessions will be held in Bendigo on Wednesday 11 October 2023, and in Melbourne on Monday 16 October. The Melbourne session will also be hybrid via Zoom.

Teachers are advised to view the on-demand videos for [VCE Product Design and Technologies \(2024-2028\)](#) and [VCE Visual Communication Design \(2024-2028\)](#) on the VCAA website before attending the implementation sessions.

Please [register](#) to attend the sessions.

The *VCAA Bulletin* is an official VCAA publication for Early Years, Foundation–10, VCE, VCAL and VET, published in ten editions each year.

It is available by email subscription or can be downloaded as a PDF from the *VCAA Bulletin* index page.

If you aren't already a subscriber, please visit the [VCAA Bulletin subscription webpage](#).

Notices to Schools

2023 NOTICES TO SCHOOLS

October

- [Face-to-face professional learning – VCE Vocational Major & Victorian Pathways Certificate – Preparing for 2024](#) [Notice 149, October 2023]
- [2023 changes to VET credit calculation](#) [Notice 148, October 2023]
- [Last day to enter School Indicative External Assessment Grades for 2023 VCE written examinations and Extended Investigation Externally-assessed Tasks](#) [Notice 147, October 2023]
- [Webinar Sessions: How to apply for the VCE Season of Excellence 2024](#) [Notice 146, October 2023]
- [Lynne Kosky Memorial Applied Learning Grants 2024](#) [Notice 145, October 2023]
- Delivery of 2023 VCE, VCE VM, VCAL and VPC results packages [Notice 144 was emailed directly to schools/providers]
- [VCE Season of Excellence 2024 panel member Expression of Interest: deadline extended](#) [Notice 143, October 2023]
- [VCE Vocational Major and Victorian Pathways Certificate enrolment and credit arrangements 2024](#) [Notice 142, October 2023]
- [VCE Product Design and Technologies \(2024–2028\) on-demand videos](#) [Notice 141, October 2023]
- [VCE Food Studies on-demand videos](#) [Notice 140, October 2023]
- [VCE Sociology Study Design \(2024–2028\) Units 1–4 Webinar](#) [Notice 139, October 2023]
- [VCE Extended Investigation – information for prospective providers](#) [Notice 138, October 2023]

A Notice to Schools is an official communication to Victorian schools or Registered Training Organisations issued by the VCAA.

Teachers can register for Notices through the school's VASS administrator.

The VCAA then processes these requests and updates the distribution lists used to send Notices to Schools.

Other important resources

2024 Assessment Schedule

This document should be used in conjunction with **Important Administrative Dates 2024** on the VCAA website.

VCE Administrative Handbook 2024

This publication is a comprehensive guide for principals, teachers and administrators, outlining the rules, regulations and policies governing the delivery of the VCE.

VASS dates for 2024

- **Unit 3 School-assessed Task – July**
 - Software Development: Criteria 1–5
- **Unit 4 School-assessed Task – November**
 - Software Development : Criteria 6–10.

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.

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

Nature of the task – Unit 3 Outcome 2

Nature of task

A project plan (Gantt chart) indicating tasks, times, milestones, dependencies and critical path

And

A justification of the selected development model as a written report

And

An analysis that defines the requirements, constraints and scope of a solution in the form of a software requirements specification

And

A folio of alternative design ideas and detailed design specifications of the preferred design.

Nature of the task – Unit 4 Outcome 1

Nature of task

A software solution that meets the software requirements specification

And

Preparation and conduction of usability tests

And

- an evaluation of the efficiency and effectiveness of the software solution
- an evaluation of the effectiveness of the selected development model
- an assessment of the effectiveness of the project plan (Gantt chart) in monitoring project progress

in one of the following:

- a written report
- an annotated visual plan.

Scope of the task – Unit 3 Outcome 2

- Identification of need or opportunity
- Preparation of a project plan
- Development model
- Collection of data
- Development of software requirements specification
- Design folio

Scope of the task – Unit 4 Outcome 1

- Development of software solution
- Usability testing
- Evaluation of software solution and development model
- Assessment of project plan

Criteria

VCE Software Development: School-assessed Task 2024

Assessment Criteria	Levels of Performance											
	Indicators	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)					
Unit 3 Outcome 2 1. Skills in project management. <ul style="list-style-type: none"> Prepares a Gantt chart using software that documents all stages and activities of the problem-solving methodology for U3 O2 and U4 O1. Documents all the relevant tasks, sequencing, time allocations, milestones, dependencies and critical path. 	Insufficient evidence		Prepares a plan using software that documents some of the stages and/or activities of the problem-solving methodology.	Prepares a plan or Gantt chart using software that documents most stages and some activities of the problem-solving methodology for U3 O2 and U4 O1.	Prepares a Gantt chart using software that documents all the stages and some activities of the problem-solving methodology for U3 O2 and U4 O1.	Prepares a Gantt chart using software that documents in detail all the stages and most of the activities of the problem-solving methodology for U3 O2 and U4 O1.	Prepares a Gantt chart using software that comprehensively documents all the stages and activities of the problem-solving methodology for U3 O2 and U4 O1.					
			Identifies a limited number of relevant tasks, sequencing and time allocations.	Identifies some relevant tasks, sequencing and time allocations.	Documents a range of relevant tasks, sequencing, time allocations, milestones and dependencies.	Documents in detail most of the relevant tasks, sequencing, time allocations, milestones, dependencies and the critical path for the project.	Documents comprehensively all relevant tasks, sequencing, time allocations, milestones, dependencies and the critical path for the project.					
		0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

Authentication

- Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the VCE Administrative Handbook 2024. This is important to ensure that ‘undue assistance [is] not ... provided to students while undertaking assessment tasks’.
- Teachers must be aware of the requirements for the authentication of VCE Applied Computing: Software Development School-assessed Task.

Authentication record form

Authentication record form: VCE Applied Computing: Unit 3 Software Development SAT 2024

This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of the School-based Assessment Audit.

Student name Student No

--	--	--	--	--	--	--	--	--	--

School Teacher:

Component of School-assessed Task	Date observed and submitted	Teacher comments	Teacher's initials	Student's initials
Observation 1: Identification of need or opportunity The student has identified/has documented a real-world need or opportunity that can be solved as a software solution. The teacher has approved or not approved the need or opportunity.	Observed	Observation of need or opportunity		
	Submitted	Submission of need or opportunity		
Observation 2: Preparation of a project plan (Criterion 1) The student is preparing/has prepared a Gantt chart for both parts of the SAT (Unit 3 Outcome 2 and Unit 4 Outcome 1).	Observed	Observation of the development of the project plan		
	Submitted	Submission of project plan		
Observation 3: Development model (Criterion 2) The student has selected and is documenting/has documented the use of an appropriate development model.	Observed	Observation of the documenting of the development model		
	Submitted	Submission of the development model		
Observation 4: Collection of data (Criterion 3) The student has identified appropriate data and data collection methods for analysis and development of the software requirements specification.	Observed	Observation of the collected data		
	Submitted	Submission of collected data		
Observation 5: Development of a software requirements specification (part of Criterion 3; Criterion 4) The student is documenting/has documented the analysis in the form of a software requirements specification with the inclusion of analytical tools.	Observed	Observation of the development of the software requirements specification		
	Submitted	Submission of the software requirements specification		
Observation 6: Design folio (Criterion 5) The student is developing/has developed a folio of design ideas, evaluation criteria and their preferred detailed design.	Observed	Observation of the development of designs		
	Submitted	Submission of design folio		

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

Student signature Date

Assessment Sheet

2024

Victorian Certificate of Education
Applied Computing: Software Development Assessment Sheet
School-assessed Task

STUDENT NAME

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student's performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.

Criteria for the award of grades	Not Shown (0)	Very Low (1–2)	Low (3–4)	Med (5–6)	High (7–8)	Very High (9–10)
The extent to which the student demonstrates:						
1 skills in project management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 skills in the selection and justification of a development model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 skills in using analytical tools and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 skills in documenting a software requirements specification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 skills in designing the software solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 skills in using a programming language to develop the software solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 skills in managing data and files, and testing the software solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 skills in conducting usability testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 skills in evaluating the software solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 skills in assessing the project plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance on Criteria: Teacher's Comments
You may wish to comment on aspects of the student's work that led to your assessment.

If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.

SUBTOTALS

TOTAL SCORE

Marking

- Use the rubrics from the 2024 Administrative information for School-based Assessment – Software Development
- Mark the rubrics holistically
- Consider how you mark and the effect on statistical moderation on those marks
- The awarding of a 0 instead of an NA can affect the statistical moderation of your class results

Marking

- Late submission – this is a school-based decision with some flexibility
- NA is to be awarded when a criterion or group of is not observed and not submitted – can award a mark if observed and not submitted
- 0 is to be awarded when the work is submitted but does not meet the descriptors – students still need to be able to achieve an S

Commercial instructions

Concerns

- Teachers using commercial instructions without checking them against the study design – They can include content outside the scope of the outcome.
- Detailed instructions could constitute undue assistance. Instructions shouldn't tell students what to do.
- Incorrect rubrics being used or modified versions of VCAA rubrics.

Recommendations

- **Check** all instructions against the outcome statement, key knowledge and key skills.
- **Use only** VCAA criteria from the Administrative information for the current year (2024).

Contact

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