VCE Product Design and Technologies:
Administrative information for School-based Assessment in 2025

Units 3 and 4

School-assessed Task

The School-assessed Task (SAT) contributes 50 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

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 Outcomes 2 and 3 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 9–16. This assessment is subject to the VCAA’s statistical moderation process.

The 2025 Product Design and Technologies assessment sheet on page 21 is to be used by teachers to record the SAT scores. The completed assessment sheet must be made available on request by the VCAA.

The mandated assessment criteria are published annually on the Product Design and Technologies study page on the VCAA website and notification of their publication is given in the February *VCAA Bulletin*.

Details of authentication requirements and administrative arrangements for SATs will be updated annually and published in the [*VCE Administrative Handbook 2025*](https://vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx). The Authentication record form on pages 17–20 is to be used to record information for each student and must be made available on request by the VCAA.

The SAT has three components:

Unit 3 Outcomes 2 and 3

Unit 4 Outcome 1.

Teachers should be aware of the dates of submission of scores into VASS in July and November. These dates are published in the [2025 Important Administrative Dates and Assessment Schedule](https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx), published annually on the VCAA website.

Unit 3

Ethical product design and development

Outcome 2

On completion of this unit the student should be able to investigate a need or opportunity that relates to ethics and formulate a design brief, conduct research to analyse current market needs or opportunities and propose, evaluate and critique graphical product concepts.

Nature of task

* multimodal record of evidence that records:
	+ formulation of a design brief and gathering evidence of research that explores market needs or opportunities
	+ generation, design and evaluation of product concepts

Note: The multimodal record of evidence must include acknowledgement of intellectual property (IP) of others and demonstrate engagement with ethical design contexts.

Outcome 3

On completion of this unit the student should be able to evaluate product concepts related to ethical design, synthesise and apply feedback to justify a final proof of concept, and plan to make the product safely.

Nature of task

* multimodal record of evidence that records:
	+ justification of final proof of concept
	+ scheduled production plan.

Unit 4

Production and evaluation of ethical designs

Outcome 1

On completion of this unit the student should be able to implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.

Nature of task

* multimodal record of evidence that records:
	+ progress during the production process and decisions and modifications made to the scheduled production plan.

AND

* practical work that demonstrates:
* use of technologies to develop physical product concepts including prototypes and finished product
* management of time and other resources.

The record of evidence must include documentation of decisions and acknowledge sources of information.

Teachers note that:

* the working drawings and product specifications should be used when developing the scheduled production plan
* the documentation of researching and testing and trialling materials needs to be relevant to the design brief
* the design brief should include the end user(s) profile(s) and project scope
* the chosen product concept becomes the proof of concept that is made into the finished product
* the finished product should respond to the design brief
* students must work on their own design and production work. It is not a group project.

students use both quantitative and qualitative methods to research current market needs or opportunities for ethical products.

When developing product concepts, research should incorporate experimentation, trialling of processes and the development of both graphical and physical product concepts. This involves prototyping, testing, and experimenting in an iterative process. This research should collect both qualitative and quantitative data. Decisions and justifications need to be recorded to show an understanding of the suitability of materials, processes and tools. Sources of information must be appropriately acknowledged.

Production work to realise a quality, three-dimensional, ethical product that includes appropriate production processes. The product should be the realisation of the final proof of concept,including modifications approved by the end user(s) that meets the accepted standards and expected quality. While making the product, students should refer to, and manage,their scheduled production plan and demonstrate the safe application and management of processes and safe use of tools.

* A multimodal record of evidence of production progress using images, audio video and/or text making reference to decisions made and to end user(s) feedback, including documenting any outsourcing or support used.

Teachers must sight and monitor the development and documentation of the students’ work on a regular basis. The 2025 Product Design and Technologies Authentication record form on pages 17–20 must be completed at appropriate stages to monitor students’ work in progress for authentication purposes. In particular, this form needs to document skills, particularly those related to the safe use of tools and application of production processes (criteria 3, 4 6 and 7). This form must be signed and dated by both the teacher and student throughout the completion of the School-assessed Task and it must be made available if requested by the VCAA.

Advice on documenting information for the Authentication record form

The purpose of the 2025 Product Design and Technologies Authentication record form on pages 17–20 is for the teacher to document student progress throughout the completion of the SAT. In particular, teachers should make ongoing notes of observations of each student during the production of the SAT on this form.

The form provides teachers with the opportunity to present written information that may be requested in the School-based Assessment Audit. As the practical work for the SAT occurs over a period of time, it can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the Authentication record form when assessing the four criteria related to the practical work. The criteria related to the practical work for Product Design and Technologies are criteria 3, 4, 6 and 7.

The following information and questions are provided to assist teachers with the type of information they should include on the 2025 Product Design and Technologies Authentication record form for these criteria. Teachers are not expected to separately address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers could record.

Criterion 3: Skill to undertake tests, experimentation techniques and trial processes

* Did the student undertake relevant tests, experimentation techniques and trial processes of materials and processes? Tests, experimentation techniques and trial processes may have been undertaken but the student may not have documented the process in the record of evidence.
* Did the student select suitable materials, tools and processes to undertake tests, experimentations and trials?
* Was the student able to collect qualitative and quantitative data from the tests, experiments and/or trial processes?
* Has the appropriate documentation for the tests, experiments and/or trials been completed and included if students used:
	+ plant items requiring a student safe use test?
	+ restricted plant items?

Criterion 4: Skill to use research and end user(s) feedback to develop final proof of concept

* What research and end user(s) feedback was used to develop the final proof of concept?
* Did the student select suitable materials, tools and processes to develop prototypes that are appropriate to the identified needs or opportunities of the end user(s) and for the product?
* Did the student make sound judgments in terms of the appropriateness of correct materials, tools and processes to develop proof of concept?
* Did the student make and justify refinements to the physical product concepts?

Criterion 6: Skill in the application of appropriate technologies and risk management

* What processes were applied during the production of the product?
* Did the student carry out a range of processes in a safe and competent manner?
* Did the student refer to and incorporate risk management when carrying out practical work?
* Did the student independently use materials, tools and processes when producing the product or did they require assistance?
* Has the appropriate documentation for the production of the product been completed and included if students used:
	+ plant items requiring a student safe use test?
	+ restricted plant items?

Criterion 7: Skill in project management in developing an innovative, ethical product

* In what ways did the student develop an innovative product that addressed ethical considerations?
* Were there any impedients that prevented the student from developing an innovative, ethical product?
* Did the student complete the innovative, ethical product to the expected standard of quality?
* Were there any impediments that prevented the student from achieving the expected quality?
* Did the student independently implement their scheduled production plan when producing the product or did they require assistance?
* Did the student make efficient use of time during production of the product? Did they run to scheduled timelines?

Authentication of VCE Product Design and Technologies School-assessed Task (SAT)

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 2025*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). This is important to ensure that ‘undue assistance [is] not …provided to students while undertaking assessment tasks’.

Teachers must be aware of the following requirements for the authentication of VCE Product Design and Technologies SATs:

1. The product created for the Product Design and Technologies SAT Unit 4 Outcome 1 is based on the student work completed in Unit 3 Outcomes 2 and 3, which documents the product design process used while working as a designer to meet the needs and/or opportunities of an end user(s).
2. Students must work on their own design and production work. It is not a group project. Teachers must sight and monitor the development and documentation of the student’s work on a regular basis. The VCE Product Design and Technologies School-assessed Task Authentication record form must be completed at appropriate stages to monitor the student’s work-in-progress for authentication purposes. This form must be available if requested by the VCAA.
3. Students are encouraged to research all aspects of their proposed products in detail, but the work undertaken for their multimodal record of evidence and production must be their own. Teachers should be vigilant to monitor any undue assistance may occur during the development/collection and recording of all modes of evidence and/or production process; this includes undocumented teacher assistance and use of generative artificial intelligence (AI). During the planning stage teachers must make clear to students that the documentation and visual representations required as part of the multimodal record of evidence form the basis for authentication of their work. For example, students are required to undertake a range of research relevant to the multimodal record of evidence, show the development of design ideas and visualisations and use annotations to explain the relevance of the research and developmental work to an end user(s’) needs and requirements. All annotations should be dated and clearly documented to enable teachers to authenticate the student’s work; all student work must acknowledge the intellectual property (IP) of others and the sources of information used in the research.
4. The multimodal record of evidence must prove and authenticate the source of all work. All use of external support and/or tools must be planned and documented in the student’s work (for example, if the student uses tools sourced from outside the school or uses prefabricated material as part of their product). If work has been outsourced, the student must document this thoroughly. Teachers must certify that such support does not constitute undue assistance. All resource materials and assistance used must be acknowledged in the Authentication record form. Outsourced work cannot be used for assessment of student work.
5. During the production process, teachers must sight and monitor the development and documentation of students’ work on a regular basis. Teachers are reminded that it is not appropriate to provide ‘detailed advice on, corrections to, or actual reworking of students’ drafts or productions or records of evidence’.
6. Application of skills, particularly those related to the safe use of materials, tools and application of production processes should be documented on the 2025 Product Design and Technologies Authentication record form. The appropriate documentation must be included if students have used plant items requiring a student safe use test or restricted plant items.
7. Photographs, audio and videos taken during the production process must be true and accurate representations of a student’s work – this should be recorded in the final submission comments section of the Authentication record form. Photographs,video and audio files must be dated. This assists in ensuring the product can be authenticated and that the student is not receiving undue assistance. This, in turn, ensures that all students are assessed equitably.

Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. The School-based Assessment Audit includes the inspection of Authentication record forms. Authentication record forms will also be required to be forwarded for all works nominated for Season of Excellence awards in 2025. Incomplete Authentication record forms will result in an automatic disqualification of the student work from the nomination process.

| **VCE Product Design and Technologies: School-assessed Task Assessment Sheet 2025** |
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| **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)** |
| 1. **Skill in conducting and using research to develop the design brief and criteria**
 | * Identifies research methods
* Conducts ethical research and uses findings
 | Insufficient evidence | Identifies and undertakes methods of ethical research to explore current market needs or opportunities and gather, present and outline findings | Proposes, outline and undertakes methods of ethical research to explore current market needs or opportunities and gather, present and outline findings | Proposes, describes and undertakes methods of ethical research to explore current market needs or opportunities and gather, present and describe findings | Proposes, describes and undertakes methods of ethical research to explore current market needs or opportunities and gather, present and explain findings | Proposes, explains and undertakes methods of ethical research to explore current market needs or opportunities and gather, present and interpret findings |
| * Uses factors that influence design
 | Uses factors that influence product design to identify and/or critique existing ethical products to inform research findings | Uses factors that influence product design to examine, outline and/or critique existing ethical products to inform research findings | Uses factors that influence product design to examine, describe and critique existing ethical products to inform research findings | Uses factors that influence product design to examine, explain and critique existing ethical products to inform research findings | Uses factors that influence product design to examine, analyse and critique existing ethical products to inform research findings |
| * Identifies design problem that is informed by an ethical consideration
* Formulates design brief: end user profile, project scope
 | Formulates a design brief that addresses an ethical problem by using research findings to identify the profile of end user(s) and/or project scope, which includes considerations and/or constraints | Formulates a design brief that addresses an ethical problem by using research findings to identify the profile of end user(s) and project scope, whichincludes considerations and/or constraints | Formulates a design brief that addresses an ethical problem by using research findings to describe the profile of end user(s) and/or project scope, which includes considerations and constraints | Formulates a design brief that addresses an ethical problem by using research findings to describe the profile of end user(s) and project scope, which includes considerations and constraints | Formulates a design brief that addresses an ethical problem by using research findings to explain the profile of end user(s) and project scope, which includes considerations and constraints |
| * Develops criteria
* Works technologically
 | Develops criteria to inform, justify, evaluate or critique product concepts and to evaluate design processes to make the product or the finished product | Develops criteria to inform, outline, evaluate and/or critique product concepts and to evaluate design processes to make the product and/or the finished product | Develops criteria to inform, describe, evaluate and/or critique product concepts and to evaluate design processes to make the product as well as the finished product | Develops criteria to inform, explain, evaluate and/or critique product concepts and to evaluate design processes to make the product as well as the finished product | Develops criteria to inform, justify, evaluate and critique product concepts and to evaluate design processes to make the product as well as the finished product |
| Works technologically to identify relationships between design brief, evaluation criteria and/or research activities | Works technologically to identify relationships between design brief, evaluation criteria and research activities | Works technologically to outline and apply relationships between design brief, evaluation criteria and research activities | Works technologically to describe and apply relationships between design brief, evaluation criteria, and research activities | Works technologically to explain and apply relationships between design brief, evaluation criteria and research activities |
|  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technologies: School-assessed Task Assessment Sheet 2025** |
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| **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)** |
| 1. **Skill in gathering, using and interpreting research and using design thinking to develop graphical product concepts**
 | * Uses research
 | Insufficient evidence | Uses quantitative or qualitative research to identify the graphical product concepts related to ethical design  | Uses quantitative and qualitative research to identify the relationships between research and graphical product concepts related to ethical design  | Uses quantitative and qualitative research and outlines the relationship between research and graphical product concepts related to ethical design  | Uses quantitative and qualitative research and describes the relationship between research and graphical product concepts related to ethical design | Uses quantitative and qualitative research and explains the relationships between research and graphical product concepts related to ethical design |
| * Uses design thinking strategies
* Develops graphical product concepts
 | Uses creative thinking to generate, refine, and identify graphical product concept/s related to ethical design that demonstrates the characteristics of each drawing technique | Uses creative thinking to generate, refine, and outline graphical product concepts related to ethical design that demonstrates the characteristics of each drawing technique | Uses creative thinking to generate, refine, and describe graphical product concepts related to ethical design that demonstrates the characteristics of each drawing technique  | Uses creative thinking to generate, refine, and explain graphical product concepts related to ethical design that demonstrates the characteristics of each drawing technique | Uses creative thinking to generate, refine and critique graphicalproduct concepts related to ethical design that demonstrate the characteristics of each drawing technique |
| Uses critical and/or speculative thinking to: generate, refine, and identify graphical product concepts related to ethical design that demonstrates the characteristics of each drawing technique | Uses critical and/or speculative thinking to generate, refine, and outline graphical product concepts related to ethical design that demonstrates the characteristics of each drawing technique | Uses critical and/or speculative thinking to generate, refine, and describe graphical product concepts related to ethical design that demonstrates the characteristics of each drawing technique  | Uses critical and speculative thinking to generate, refine, and explain graphicial product concepts related to ethical design that demonstrates the characteristics of each drawing technique | Uses critical and speculative thinking to generate, refine, and critique graphical product concepts related to ethical design that demonstrates the characteristics of each drawing technique |
| * Acknowledges intellectual property
 | With support, identifies intellectual property (IP) | Identifies and acknowledges intellectual property (IP) | Identifies and acknowledges intellectual property (IP) using conventions | With support, identifies and acknowledges intellectual property (IP) using accepted conventions | Identifies and acknowledges intellectual property (IP) using accepted conventions |
|  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technologies School-assessed Task Assessment Sheet 2025** |
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| **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)** |
| 1. **Skill to undertake tests, experimentation techniques and trial processes**
 | * Uses ethical research methods
* Gathers quantitative and qualitative data
 | Insufficient evidence | Works technologically to gather and use qualitative and/or quantitative data from tests, experimentation techniques and/or trial processes to outline characteristics and/or properties of materials | Works technologically to gather and use qualitative and quantitative data from tests, experimentation techniques and/or trial processes to describe characteristics and properties of materials  | Works technologically to gather and use qualitative and quantitative data from tests,experimentation techniques and/or trial processes to explain characteristics and properties of materials | Works technologically to gather and use qualitative and quantitative data from tests, experimentation techniques and/or trial processes to analyse characteristics and properties of materials  | Works technologically to gather and use qualitative and quantitative data from tests, experimentation techniques and/or trial processes to evaluate characteristics and properties of materials  |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technologies: School-assessed Task Assessment Sheet 2025** |
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| **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)** |
| 1. **Skill to use research and end user(s) feedback to develop final proof of concept**
 | * Uses research data including end user(s) feedback
* Develops prototypes
* Designs physical product concepts
* Selects chosen product concept
* Develops final proof of concept
 | Insufficient evidence | Identifies and uses quantitative and/or qualitative data from research and/or feedback from end user(s) to develop prototypes to design and/or refine physical product concepts and select and outline chosen product concept, and outlines final proof of concept | Describes and uses quantitative and qualitative data from research and feedback from end user(s) to develop prototypes to design and refine physical product concepts and select and describe chosen product concept, and describes final proof of concept | Explains and uses quantitative and qualitative data from research and feedback from end user(s) to develop prototypes to design and refine physical product concepts and select and explain chosen product concept, and explains final proof of concept | Analyses and uses quantitative and qualitative data from research and feedback from end user(s) to develop prototypes to design and refine physical product concepts and select and analyse chosen product concept, and justify final proof of concept | Synthesises and uses quantitative and qualitative data from research and feedback from end user(s) to develop prototypes to design and refine physical product concepts and and select and justify chosen product concept, and justify final proof of concept |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technologies: School-assessed Task Assessment Sheet 2025** |
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| **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)** |
| 1. **Skill in preparing a scheduled production plan and using design thinking to select technologies to make an ethical product safely**
 | * Plans for production
* Uses design thinking to select materials, tools and processes
* Identifies impacts on individuals, society, economy and/or environment
* Assesses risks and records safety control measures.
 | Insufficient evidence | With support, develops a scheduled production plan for the creation of the preferred product concept. | Independently develops a scheduled production plan by identifying components for the creation of the preferred product concept. | Independently develops a scheduled production plan by outlining components for the creation of the preferred product concept. | Independently develops a scheduled production plan by describing components for the creation of the preferred product concept. | Independently develops a scheduled production plan by explaining components for the creation of the preferred product concept. |
| Uses critical thinking and/or speculative thinking to select materials, tools and processes.  | Uses critical and speculative thinking to select materials, tools and processes and identify impacts on individuals, society, economy and/or environment. | Uses critical and speculative thinking to select materials, tools and processes and outline impacts on individuals, society, economy and/or environment. | Uses critical and speculative thinking to select materials, tools and processes and describe impacts on individuals, society, economy and/or environment. | Uses critical and speculative thinking to select materials, tools and processes and explain impacts on individuals, society, economy and/or environment. |
| Assesses risk of materials or tools and identifies safety control methods to managerisk(s). | Assesses risk of materials and tools and identifies safety control methods to managerisk(s). | Assesses risk of materials and tools and outlines safety control methods to managerisk(s). | Assesses risk of materials and tools and describes safety control methods manage risk(s). | Assesses risk of materials, and tools, and explains safety controle methods to manage risk(s). |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technologies: School-assessed Task Assessment Sheet 2025** |
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| **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)** |
| 1. **Skill in the application of appropriate technologies and risk management**
 | * Demonstrates technacy
* Follows scheduled production plan
* Uses appropriate technologies
* Demonstrates risk management
* Responds to and uses end user(s) feedback
 | Insufficient evidence | With support, demonstrates technacy to conduct tests, experiments and/or trials and to implement aspects of the scheduled production plan, using materials, tools and processes safely and demonstrates risk management as well as identifies responses, including to end user(s) feedback throughout the project. | With support, demonstrates technacy to conduct tests, experiments and/or trials and to implement scheduled production plan, using materials, tools and processes with different degrees of difficulties safely, and demonstrate risk management, as well as outlines and implements responses including to end user(s) feedback and other decision-making throughout the project  | Independently demonstrates technacy to conduct tests, experiments and/or trials and to implement scheduled production plan, using materials, tools and processes with degrees of difficulties safely and demonstrates risk management, as well as outlines and implements responses including to end user(s) feedback and other decision-making throughout the project | Independently demonstrates technacy to conduct tests, experiments and/or trials and to implement scheduled production plan, using materials, tools and processes with different degrees of difficulties safely and demonstrates risk management, as well as describes and implements responses including to end user(s) feedback and other decision-making throughout the project  | Independently demonstrates technacy to conduct tests, experiments and/or trials and to implement scheduled production plan, using materials, tools and processes with different degrees of difficulties safely, and demonstrates risk management, as well as explains and implements responses including to end user(s) feedback and other decision-making throughout the project  |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technologies: School-assessed Task Assessment Sheet 2025** |
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| **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)** |
| 1. **Skill in project management in developing an innovative, ethical product**
 | * Produces an innovative, ethical product
* Produces a product that reflects final proof of concept and documented modifications
* Works technologically to demonstrate time management to make a quality product
 | Insufficient evidence | With support, produces an innovative, ethical product that addresses the design brief and reflects the final proof of concept and documented modifications, and works technologically to use methods to manage time and/or other resources to produce a quality product. | With support, produces an innovative, ethical product that addresses the design brief and reflects the final proof of concept and documented modifications, and identifies and works technologically to use methods to manage time and other resources to produce a quality finished product | Independently produces an innovative,ethical product that addresses the design brief and reflects the final proof of concept and documented modifications, and with support devises and works technologically to use methods to manage time and other resources to produce a quality finished product. | Independently produces an innovative,ethical product that addresses the design brief and reflects the final proof of concept and documented modifications and devises and works technologically to use methods to manage time and/or other resources to produce a quality finished product. | Independently produces an innovative, ethical product that addresses the design brief and reflects the final proof of concept and documented modifications, and devises and works technologically to use methods to manage time and other resources to produce a quality finished product. |
|  |  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

| **VCE Product Design and Technologies: School-assessed Task Assessment Sheet 2025** |
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| **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)** |
| 1. **Skill in documenting record of progress and justifying decisions and modifications in realising the final proof of concept**
 | * Develops multimodal record of progress
* Documents modifications
* Documents decisions
 | Insufficient evidence | Generates a multimodal record of evidence that outlines decisions and modifications made including use of end user(s) feedback and/or progress required to realise the final product concept  | Generates a multimodal record of evidence that describes decisions and/or modifications made including use of end user(s) feedback and progress required to realise the final product concept | Generates a multimodal record of evidence that describes decisions and modifications made including use of end user(s) feedback and progress required to realise the final product concept | Generates a multimodal record of evidence that explains decisions and modifications made including use of end user(s) feedback and progress required to produce the final product concept  | Generates a multimodal record of evidence that justifies decisions and modifications made, including use of end user(s) feedback and progress required to produce the final product concept  |
|  |  |  |  |  |
|  | 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |

Authentication record form: VCE Product Design and Technologies School-assessed Task 2025

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 its School-based Assessment Audit.

|  |  |  |  |  |  |  |  |  |
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Student name ………………………………………………………………………………. Student No.

School…………………………………………………………………………………………Teacher ……………………………………..…………………………………………….

| **Criteria for School-assessed Task** | **Indicators** | **Date observed/ submitted** | **Authentication issues/comments** | **Teacher’s initials** | **Student’s initials** |
| --- | --- | --- | --- | --- | --- |
| **1. Skill in conducting and using research to develop the design brief and criteria** | * Identifies research methods
 |  |  |  |  |
| * Conducts ethical research
 |  |
| * Uses research findings
* Uses factors that influence design
 |  |
| * Identifies design problem that is informed by an ethical consideration
 |  |  |  |
| * Formulates design brief, including end user profile and project scope
 |  |  |  |
| * Develops criteria
 |  |
| * Works technologically
 |  |
| **2. Skill in gathering, using and interpreting research and using design thinking to develop graphical product concepts** | * Gathers and uses research to develop product concepts
	+ research informs visualisatons
	+ working drawings based on visualisations
	+ graphical product concepts based on working drawings
 |  |  |  |  |
| * Uses design thinking strategies to demonstrate creative thinking
 |  |
| * Uses design thinking strategies to demonstrate critical thinking
 |  |
| * Uses design thinking strategies to demonstrate speculative thinking
 |  |
| * Acknowledges intellectual property
 |  |
| **3. Skill to undertake tests, experimentation techniques and trial processes** | * Uses ethical research methods
 |  | *(References materials/processes research, testing and trialling)* |  |  |
| * Gathers quantitative data
	+ by undertaking tests, experimentation techniques and trial processes
 |  |  |  |
| * Gathers qualitative data
	+ by undertaking tests, experimentation techniques and trial processes
 |  |  |  |
| **4. Skill to use research and end user(s) feedback to develop final proof of concept** | * Uses research data, including end user(s) feedback
 |  |  |  |  |
| * Develops prototypes
 |  |  |  |
| * Designs and refines physical product concepts
 |  |  |  |
| * Selects chosen product concept
 |  |  |  |
| * Develops final proof of concept
 |  |  |  |

| **Criteria for School-assessed Task** | **Indicators** | **Date observed/ submitted** | **Authentication issues/comments** | **Teacher’s initials** | **Student’s initials** |
| --- | --- | --- | --- | --- | --- |
| **5. Skill in preparing a scheduled production plan and using design thinking to select technologies to make an ethical product safely** | * Plans for production
	+ develop a scheduled production plan
 |  | *(Note: all outsourced processes must be acknowledged)*  |  |  |
| * Uses design thinking to select materials, tools and processes
	+ critical thinking
 |  |  |  |
| * Identifies impacts on individuals, society, economy and/or environment
	+ (speculative thinking)
 |  |  |  |
| * Assesses risks and records safety control measures.
 |  |  |  |
| **6. Skill in the application of appropriate technologies and risk management** | * Follows scheduled production plan
	+ implements scheduled production plan
	+ documents processes of scheduled production plan
 |  | *Note: at least three observations of production work needs to be documented and inc. plant and equipment risk management forms if appropriate)* |  |  |
| * Uses appropriate technologies
 |  |  |  |
| * Demonstrates risk management
 |  |  |  |
| * Responds to and uses end user(s) feedback
 |  |  |  |
|  |  |
|  | * Demonstrates technacy
 |  |  |  |  |
| **7. Skill in project management in developing an innovative, ethical product** | * Produces an innovative, ethical product
 |  |  |  |  |
| * Produces a product that reflects final proof of concept and documented modifications
 |  |  |  |
| * Works technologically to demonstrate time management
	+ makes an ethical product
 |  |  |  |
| **8. Skill in documenting record of progress and justifying decisions and modifications in realising the final proof of concept** | * Develops a multimodal record of progress
 |  |  |  |  |
| * Docurments decisions made including responses to end user(s) feedback and modifications made in implementation of scheduled production plan
 |  |  |  |  |

Please retain the Authentication record form. It may be requested as part of the School-based Assessment Audit.

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

Student signature …………………………………………………………………… Date …………………………………

|  |  |  |
| --- | --- | --- |
| **2025** | Victorian Certificate of EducationProduct Design and Technologies Assessment SheetSchool-assessed Task | STUDENT NAME |
| 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.  | student number |  |  |  |  |  |  |  |  |  |
| assessing school number |  |  |  |  |  |
|  |  |
| **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) | **Performance on criteria: Teacher’s comments**You may wish to comment on aspects of the student’s work that led to your assessment. |
| **The extent to which the record of evidence and production work demonstrates:** |  |  |  |  |  |  |
| 1 Skill in conducting and using research to develop the design brief and criteria |  |  |  |  |  |  |
| 2 Skill in gathering, using and interpreting research and using design thinking to develop graphical product concepts |  |  |  |  |  |  |
| 3 Skill to undertake tests, experimentation techniques and trial processes |  |  |  |  |  |  |
| 4 Skill to use research and end user(s) feedback to develop final proof of concept |  |  |  |  |  |  |
| 5 Skill in preparing a scheduled production plan and using design thinking to select technologies to make an ethical product safely |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 6 Skill in the application of appropriate technologies and risk management |  |  |  |  |  |  |
| 7 Skill in project management in developing an innovative, ethical product |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 8 Skill in documenting record of progress and justifying decisions and modifications in realising the final proof of concept |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 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** |  |  |