**Leanne Compton** - Hi, My name is Leanne Compton, and I'm the Curriculum Manager of Design and Technologies at Victorian Curriculum and Assessment Authority. With me today in this video is Simon Van Dillen. Simon is the state reviewer for VCE Product Design and Technology. This video is one in a series of videos that the VCAA has developed to support the delivery of VCE Product Design and Technology. This particular video focuses in on the school assessed task and unpacks criteria five to nine. Over to you Simon.

**Simon Van Dillen** - Thank you Leanne and thank you everyone for taking the time to watch this video, or suite of videos and I know your students will be very grateful and hopefully you take something away from this video today. As Leanne said, we're going to unpack that criteria, five through to nine, and to begin with, just want to make sure that all educators are using the current study design and to be sure that you got the current study design, it should be dated 2018 to 2023. So, administrative information for school-based assessment. This is information that comes out annually and it's published on the VCE Product and Design Technology study page of the VCAA webpage, and there's also that study page. You can also find the study design as well. This information contains the mandatory, or mandated assessment criteria that educators must use in assessing and ranking their students through using the School-assessed Task, through the SAT.

A notification of this, the updated information, and how and when to access it, is available on the February edition of the VCAA Bulletin. The School-assessed Task, it's Units three to four, it has crossed both. It contributes to 50% of the study score. It commences in Unit three and it's completed in Unit four. Authentication records for, as you go through the SAC, are required and it's required for each student, each individual student, and these authentication records must be available on request by the VCAA, can be requested from, must be available. Further information about the authentication can be found on the authentication video as part of this suite of videos. Teachers should be aware that the dates for submission of scores into VASS is in July and November, so please, work with your VASS coordinator at your school regarding these dates.

Unit three, applying the design process. So, this part of outcome three and the nature of it is a folio, and within this folio, students will include an end user, the design brief, evaluation criteria, research, the design options, the working drawings, final scheduled production plan, a list of relevant processes for larger scale production and a record of, sorry, record the production process progress and documented any decisions and modifications. So, SAT assessment criteria four, sorry, SAT assessment criteria five, and this is the ability to document understanding of, and judgments about suitable materials and production processes, tools, equipment, and machines, and identify how the products will be manufactured in the industry.

So the indicators here are the students will document suitability of materials, production processes, tools, equipment and machines, and identifies how the product will be manufactured in industry. We break these down a little bit more. The documenting of suitable materials and processes, tools, equipment and machines.

To achieve a very high for this indicator, students need to assess the suitability. That is really important that students are assessing the suitability of it. So, this could be taken, could be undertaken, through primary research of materials and processes, but it's not limited to, just to that. So, students can utilise it, use different methods, so different, both primary, secondary research, to be then, need to be able to demonstrate how they've assessed the suitability of that particular material, process, tools and equipment. Identifies how the product would be manufactured in industry. So, students should refer to the scales of manufacturing, which are indicated in the study design, and be able to demonstrate or provide knowledge on how their products that they have designed for their particular design problem, would be, or possibly would be made in industry, in a real world situation. So, different referring like scales of manufacturing.

So, Unit four, so, production and development and evaluation. So, to begin with, we have outcome two, and outcome two, on completion of this unit, students should be able to apply a range of production skills and processes safely, to make the product designed in Unit three, and manage time, resources effectively and efficiently. So, the nature of the task, we have students who apply a range of production skills and processes safely, designed in Unit three. So, this could be the production work that actually occurs and the students actually producing the product, and it's a functional product that conforms to the standards of quality indicated in the design brief and outline. So functional product but it could also be a functional prototype as well. So, SAT assessment criteria number six. So again, we start Unit four, skills in application of appropriate processes, including risk management and recording of progress. So, the indicators you're looking for here of students to achieve follows a production, a scheduled production plan, demonstrates record of progress including end-user feedback, uses appropriate processes with a level of complexity and demonstrates risk management.

So, let's break that down a little bit more. Follows a schedule production plan. So, this is through teacher observation during their production stage, checking against the student's production planning and the documentation of modifications or changes. So, it's very much around the educator making sure, watching and observing the student actually undertaking this, to make assessment here and demonstrates the record of progress, including use of both feedback, and this could be any form. So, as previously stated, the folio does not need to be an A3 written folio, it can also be a digital folio. It could also be a mixture of both. So, the recording of progress too, could be of any format.

Appropriate uses of processes with a level of complexity. So, students must independently undertake the process to achieve a very high. But it's important that the students are taught this process first. So, before they are being assessed on their ability to undertake the process. So, you don't expect students to just know automatically how to do every single process. The educator is going to have to train them, train them safely, make sure they're actually able to undertake, to do the particular process but the assessment of the student's ability to do the process is when they're applying it directly to their products and that they are doing this independently. And there's a level of precision and technical skill needed too. So, we're looking at that as well. Demonstrate risk management, once again, this is through teacher observation during the production stage, so that, making sure that the student is operating safely and following their risk assessment and their methods of controlling hazards, the prime risks.

Great, SAT assessment criteria seven, skills in project management and justifying modifications in realising the preferred option. So, the indicators here is, use project management skills and justifies modifications including end-user feedback. So, unpacking it a little bit more. If where, uses project management skills, manages time and demonstrates organisation. So this is once again, through teacher observations, during the process and justifying modifications, including use of feedback. So, as they're going through production, they might find modifications that had to occur to still produce the preferred option. So we're not producing, not modifying it to produce a whole different type of product. It needs to be still as per the preferred option with modifications added to it and using feedback from the end-user. So, and like a real life feedback from them. Just on criteria eight. Skills in developing a quality product that is creative and innovative. So, the indicators here, produces a quality, innovative and creative product. Links the product to the design brief and follows the schedule production plan and modifications. So, produces a quality, innovative or creative product, and creative product. So, the quality must match what the student has originally stated in their design brief to begin with, the level that was at, and as we spoke about in the previous video, that the quality is at a standard that's achievable by the student at that age and not expected from, you know, as someone who would have had a number of years of industry experience.

Innovative and creative, so what makes it different to other products on the market? And sometimes students find this a little bit difficult because they go 'Right, I don't know how to do that', so they keep it simple but really pushing them to make sure that they do create something that is innovative and creative, that you wouldn't have seen on the, out in the market, that you could easily get a hold of. Then it links to the product, to the design brief. So, that it meets the design brief and all the constraints and considerations, and when they're following their production plan and modifications, that it meets the requirements of the production plan and the modifications as they've gone through.

So, now we move onto outcome three of Unit four, and on completion of this unit, students should be able to evaluate the finished product, through testing and feedback against the criteria, create an end-user instructions or care label and recommending improvements to future products. So, the assessment task, so the assessment criteria here is criteria nine and criteria nine covers your ranking of your students for outcome three based on criteria nine. The skills in evaluating the finished product, use instructions/care labels which communicate the product features, care and assembly. So, the indicators here is, evaluates the finished product using the criteria and end-user feedback, identifies areas for improvement, and creates a care, sorry, creates user instructions/care labels to communicate the product features, care, use and assembly.

Let's break that down a little bit more. Evaluates the finished product using the criteria and end-user feedback. So, the evaluation, the four-part evaluation criteria, that students created back in criteria one. This is the criteria, these are the evaluation questions, the criteria they're going to now apply. So, they're going to apply the test. So, they're going to make sure they undertake the test, and then they're going to record their results. So, to achieve a very high for this, for this part of this criteria, for this indicator, the students need to assess their results and, for each test and present their findings. So, they need to take that information and actually use that data and assess it. Identifies areas for improvement. So, a student to achieve a very high tier, they need to justify, they need to explain, using that data that they've collected as they've gone through. Talk about how they would, if they were making this product again, areas for improvement and how they would improve the process and the actual production of the product and using end-user feedback.

So they're explaining what, if they had to make it again, how, what would they do to improve that? Improve it overall, and students can look up the entire design process and see which areas that they could look at to produce, that would actually help the improvement off this. Finally, they're creating end-user instructions and care label, and they need to show understanding of the features, the care and assembly. They need to explain the relevant information end-users may require, and so the students to demonstrate this in their folio, there would've been some learning activities that would've had to occur in the classroom beforehand, and so that students have an understanding of what it is at an industry level, how different manufacturers or different designers would then demonstrate that type of information and provide that information to their, to an end-user.

So, that's it for unpacking those criteria. I know that was quite quick, but hopefully it's answered a few questions for you. There will be SAT Q&A webinar, that'll be held in Term One, so please refer to the February edition of the VCAA Bulletin for those details, and after watching these videos, if you have any questions or information or clarification that you'd like to have clarified during that webinar, if you could please email those questions or information to Leanne and she'll be able to have that ready for us to go during that webinar. Thank you everyone.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2021