**Simon -** Welcome. My name is Simon and I'm a current Product Design and Technologies teacher. This video is the second of two recordings related to the School-assessed Task for VCE Product Design and Technologies, which is accredited from 2024 to 2028.

This video will unpack criteria 4 to 8 related to the School-assessed Task. The scores for these five criteria are due to VASS in November. The School-assessed Task assesses the content from both Units 3 and 4. It contributes 50% to the study score for Product Design and Technologies. Assessment of VCE Product Design and Technologies include a School-assessed Task. For this assessment, teachers will provide the VCAA a score representing an assessment of a student's level of performance in achieving Outcome 2 and 3 in Unit 3, and Outcome 1 in Unit 4, according to the criteria published by the VCAA. The School-assessed Task relates to both Unit 3, Ethical product design and development, and Unit 4, Production and evaluation of ethical design. In particular, the content from Area of Study 2 and 3 in Unit 3, and Area of Study 1 in Unit 4.

It is important, students are taught content from each area of study. prior to undertaking the School-assessed Task. Students are being assessed and ranked on their demonstration of understanding the content. Though it is important that they are taught the content first before they complete the SAT. Specific information about the School-assessed Task can be found in the study design on page 37. The Administrative information contains the Authentication record form. Teachers should use the VCAA Authentication record form to keep a record of student work. This form should be signed and dated by both the student and teacher as the student worked on the School-assessed Task throughout the year.

The student needs to collect and present a record of evidence to demonstrate their skills against the criteria. The record of evidence can be presented in a range of formats such as hard copy, electronic, or a combination of formats. It is multimodal, so students can use written texts or other visual formats, video files, audio files, et cetera to demonstrate their response to the criteria. The record of evidence does not need to be an A3 hard copy folio. In fact, there has never been any requirement for this format. The record of evidence is a way the student can demonstrate what they have done, made, said, written, or drawn to show their skills in relation to the criteria.

This Authentication record form can collect evidence of student work such as what they do, say, or make. This evidence can be used in conjunction with the student's record of evidence when assessing the student's work and making judgement on how the student is ranked. Evidence that is collected by the teacher as well as the student can be used to make this judgement. Let's have a closer look at the criteria. Criterion 4 is the skill to use research and end-user feedback to develop a final proof of concept.

The indicators that the students need to show evidence for is the use of research data, including end-user feedback, develops prototypes, designs physical prototype concepts, selects chosen product concept and develops final proof of concept. So, we'll talk about this a little bit further. Students need to use both qualitative and quantitative data from research to develop their physical product concepts. Physical product concepts can be virtual or actual. This research data needs to include feedback from the end user. Remember, an end user profile comprises a range of individuals that sit within the profile. So, the end-user feedback needs to come from more than one individual to provide opportunities for students to perform at the highest level where synthesis of data is required. Students also need to ensure that they develop physical product concepts and prototyping to refine physical product concepts. That is, students need to be using design thinking strategies to do this refining and to understand that they may not necessarily design their chosen product concept initially. The data from the end user and other research will assist with the refining of the product concepts.

In this criteria, students also need to select a chosen product concept and justify the final proof of concept. The final proof of concept is a prototype or graphical product concept design to validate the feasibility of the graphical product concepts or designs. A final proof of concept could be a working model or models or scaled samples. So, for students to perform at a very high level, they need to synthesise and use both qualitative and quantitative data from research and feedback. When synthesising data, students need to gather data from different sources to inform their decision-making. Gathering data from individuals who meet the end user profile is one source. So, students need to consider other sources of data, such as from testing, trials and experimentations that can be used. Trials and tests can be conducted to inform physical product concepts and to justify the selection of the chosen product concept.

Students need to think at a higher level to combine and synthesise data, to develop prototypes, to design and refine physical product concepts. Students need to demonstrate this refinement and the reasoning behind the refinement based on the research. Students need to select and justify the chosen product concept. The chosen product concept becomes the final proof of concept. Students need to justify the final proof of concept. When justifying, students need to show, with reasoning and evidence, a decision and or point of view using given data and or other information.

So, students need to use data and other information to show why they have selected their chosen product concept and the final proof of concept. Criterion 5 relates to students preparing a scheduled production plan and using design thinking to select technologies to make an ethical product safely. The indicators that students need to meet include a plan for production using design-thinking in particular, critical and speculative thinking, to select materials, tools, and processes.

Students need to identify impact on individuals, society, economically, and or the environment in relation to the technologies selected. They also need to assess risk and record safety control measures. For students to perform at a very high level, they need to independently develop a scheduled production plan. The key word here is independently and students demonstrating that they are able to develop a scheduled production plan without assistance, and this includes templates. As stated on page 14 of the study design, the schedule production plan is a timeline that includes production steps, estimated times, quality measures, materials, and costing lists, tools and processes, and risk assessments with safety control measures.

Students can develop their scheduled production plans in a variety of ways that could include information being provided in a range of modes, including texts or video. Students need to use critical and speculative thinking to select materials, tools, and processes. This needs to be documented how the student uses critical and speculative thinking. Criterion 6, Skills in the application of appropriate technologies and risk management. The indicators here for the students is that they demonstrate technacy, follows scheduled production plan, uses appropriate technologies, demonstrates risk management, and responds to and uses end-user feedback. The key word here is independently, so it is important that students are able to demonstrate technacy independently to be awarded are very high.

It is important to rank the student cohort. Students also need to independently implement their scheduled production plan, and use of materials and processes with a degree of difficulty safely. Students need to demonstrate risk management when implementing their scheduled production plan and using materials, tools, and processes. Again, this evidence may be documented through what the teacher observes occurring in the classroom and documents this in the Product Design and Technologies Authentication Record form. The teacher may need to use a range of evidence provided to make an on-balanced judgement about the student performance related to this criteria. Students need to also, provide evidence explaining their response to the end user feedback and other decisions made throughout the project. They need to give a detailed account on why decisions were made and make the relationship between their work and feedback. As mentioned, the feedback from a range of individuals who addresses the end user profile will provide greater opportunity for students to perform at a very high level as well as an explanation of responses, students can also need to implement the responses to the feedback from the end user and other decisions made throughout the project.

So, Criterion 7, skills in project management. in developing an innovative, ethical product. The indicators for the students to meet include produces and innovative, ethical product, produces a product that reflects final proof of concept and documented modification, and works technologically to demonstrate time management to make a quality product.

To perform at a very high students need to independently produce an innovative, ethical product that addresses the design brief and final proof of concept. Again, it is important that students are working independently to gain marks at a very high level. It is important that the production of the innovative, ethical product, and it also addresses the design brief. It should be clear, the link between product and the design brief, and also the final proof of concept. Any modifications should be documented in the record of evidence and can be done in a variety of ways, whether via text, audio, or video. This criterion relates to ensure the product reflects the design brief and that the final proof of concept and also the documented modifications. It's not about how the student has documented the modifications, but rather, does the product reflect the modifications documented.

Students also need to demonstrate how they devise and work technologically to use methods to manage time and other resources to produce the quality, finished product. Criterion 8 relates to the skill in documenting the record of progress and justifying decisions and modifications in realising the final proof of concept. This means, does the product reflect the final proof of concept? The following indicators are required in this criterion. Develops a multimodal record of progress, documents modifications, and documents decisions. To perform at the highest level for this criterion, the students need to generate a multimodal record of evidence.

The record of evidence needs to be multimodal and contain evidence from various modes such as text, audio, video, et cetera. The students to justify decisions and modifications are made. These decisions and modifications will include the use of end-user feedback. As mentioned, if a range of individuals who meet the end user profile are used to gather feedback, this will provide opportunities for students to perform at the higher levels. Students need to justify decisions and modifications made, so they need to show evidence of why decisions and modifications were made, using given data and or other information. The record of evidence needs to show progress that was undertaken to produce the final product concept.

That is how the student made the product from the final product concept selected. It is really important to be looking at our command terms as we go through and that teachers understand as they will assist with differentiating students' work. The command terms are used across the descriptors to show progression increasing, and complexity in the skills. Command terms used at a very high level are reflective of the command terms used in the relevant key skills from the study design. It's important teachers use the VCAA Glossary of command terms and other resources to gain a comprehensive understanding of what the terms in each criterion mean. The list of terms in the Glossary is not intended to be used exhaustively or limiting, and not all command terms from the study design are found in the Glossary. Reference to the relevant curriculum and VCE Study Design is paramount when using the criteria to assess the student's work.

When using assessment criteria, teachers have to make an on-balanced judgement about students' performance according to each criteria. They need to be consistent with how they weight the indicators within each criteria. It is important to use each criterion consistently to rank the students fairly. The purpose of the SAT is to rank the student cohort. So, the teacher needs to ensure that the criteria are used to ensure that there is a ranking of the cohort. If the student cohort is being bunched and not ranked, the teacher needs to consider how to use the criteria as best they can to rank the student cohort and obtain a spread of results.

Thank you for taking the time to watch this video. If you have any other questions or concerns, please contact Dr. Leanne Crompton, who is the Curriculum Manager for Design and Technologies at the VCAA. Thank you.

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