AUTHENTICATION AND ASSESSMENT OF VCE PRODUCT DESIGN AND TECHNOLOGY SCHOOL-ASSESSED TASK (SAT)

1. The Product Design and Technology product created for the School-assessed Task (SAT) Unit 4 Outcomes 2 and 3 is based on the design folio completed in Unit 3 Outcome 3 which documents the product design process used while working as a designer to meet the needs of a client and/or an end-user. The following information is provided to teachers of VCE Product Design and Technology in relation to the authentication and assessment of this SAT.

(a) AUTHENTICATION

2. Teachers are reminded of the need to comply with the authentication requirements specified in section 6.1 of the VCE and VCAL Administrative Handbook 2014 http://www.vcaa.vic.edu.au/Documents/handbook/2014/06-AdminHB-2014-School-based-Assess.pdf. This is important to ensure that ‘undue assistance [is] not … provided to students while undertaking assessment tasks’ (section 6.1.1).

3. The Authentication Record Form VCE Product Design and Technology School-assessed Task should be used for monitoring the student’s work in progress for authentication purposes.

4. 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 Authentication Record Form VCE Product Design and Technology School-assessed Task must be completed at appropriate stages to monitor the student’s work-in-progress for authentication purposes. This sheet must be available if requested by the VCAA.

5. Undue assistance may occur during the design folio and/or production process and teachers need to be vigilant. Students are encouraged to research all aspects of their proposed products in detail, but the work undertaken for their design folio and production must be their own. During the planning stage teachers must make clear to students that the written documentation and visual representations required as part of the design folio form the basis for authentication of their work. For example, students are required to undertake a range of research relevant to the design folio, show the development of design ideas and visualisations (concept sketches and drawings) and use annotations to explain the relevance of the research and developmental work to the client and/or end-user/s need/s. All notes 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 in the sources of information used in the research.

6. All use of external support and/or equipment must be documented in the product development (for example, if the student uses equipment sourced from outside the school or uses prefabricated material as part of their product). This is to ensure that any use of external support and/or equipment is appropriately limited and that the student does not receive undue assistance.

7. All use of external support must be planned and documented in the student’s design folio and 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 VCE Product Design and Technology School-assessed Task sheet. http://www.vcaa.vic.edu.au/Documents/vce/technology/SBA_proddes.pdf (p. 15)

8. If work has been outsourced, the student must document this thoroughly and teachers must understand the scope of the outsourced work.

9. 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 folios’ (section 6.5.2).

11. Photographs 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 VCE Product Design and Technology School-assessed Task. Photographs must be dated. This assists in ensuring the product can be authenticated as a realisation of the design folio developed by the student, and that the student is not receiving undue assistance. This, in turn, ensures that all students are assessed equitably.

12. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. School-based audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year. Authentication records will also be required to be forwarded for all works nominated for Seasons of Excellence awards in 2014. Incomplete authentication records will result in an automatic disqualification of the student work from the nomination process.

(b) ASSESSMENT

The assessment criteria for this SAT are reproduced below.

1. Teachers’ assessment of student work against these criteria must apply only to the knowledge and skills demonstrated by the student submitting the work.

2. In assessing Criterion 1, teachers must assess the design folio as completed in Unit 3 Production notes and annotations made after this time contribute to the assessment of Criterion 7.

3. In relation to Criterion 7, teachers must focus on the student’s individual realisation of the production plan. Detailed production notes and annotations made during production should explicitly support the effective completion of the product and record changes made during the process that demonstrate the development of the student’s appropriate skills and knowledge to support their presentation and creative approach.

4. In assessing Criterion 8, teachers must base their assessment on the evidence of the student’s skill in developing a quality product and communicating its features and care requirements to the client and/or end-user/s.

VCE Product Design and Technology SAT assessment criteria

1. Skill in developing a client and/or end-user/s profile, a design brief and evaluation criteria.

2. Skill in conducting research and communicating developmental work.

3. Ability to document understanding of and judgments about suitability of materials and production processes, tools, equipment and machines.

4. Skill in developing innovative and creative design options, ability to use a decision matrix and justify the preferred option.

5. Skill in preparing working drawings and a production plan

6. Skill in the application of appropriate processes, including risk management, and in gaining feedback, recording progress and justifying modifications.

7. Skill in project management and in realising the preferred option as a finished product.

8. Skill in developing a quality product and communicating its features and care requirements to the client and/or end-user/s.

9. Skill in checking, testing and evaluating the finished product and in evaluating the product design process.