VCE Product Design and Technology

Moderation for VCE Product Design and Technology

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

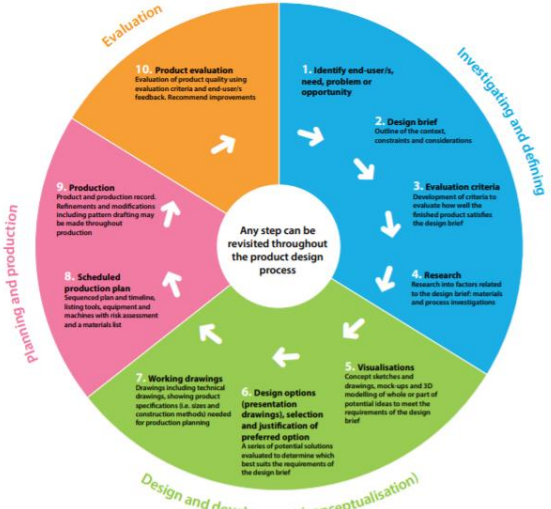
School-assessed Coursework

- There are three SACs across the year
- SACs should be different each year
- SACs should allow for students to show differentiation (some questions should be worth 6 – 8 marks) i.e. **about how well** students show understanding of content in order to rank the cohort
- SACs should be developed for the school's specific student cohort.
- Use assessment criteria and make sure the key knowledge and key skills are used across the assessment criteria, and only assessed once (efficiency)

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Investigate and define a design problem, and discuss how the design process leads to product design development.	25	A structured, annotated design brief, evaluation criteria and an explanation of how the designer will research and develop design ideas from the design brief, with reference to product design factors.
Outcome 2 Explain and analyse influences on the design, development and manufacture of products within industrial settings.	35	The student's performance on the outcome is assessed using one or more of the following: • extended response • a short written report • an oral presentation accompanied by notes and/or visual materials.
Total marks	60	

Outcome	Marks allocated	Assessment tasks
Outcome 1 Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.	40	The student's performance on the outcome is assessed using one or more of the following: • an extended response • a short written report • structured questions • an oral presentation accompanied by notes • an annotated visual report.
Total marks	40	

Outcomes	Assessment tasks
Unit 3 **Outcome 3** Document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.	• A folio comprising: – An end-user/s' profile, a design brief, evaluation criteria, research, visualisations, design options with justification of the selected option, working drawings of final option, a scheduled production plan, a list of relevant processes used for larger scale production, and a record of progress and modifications. The design folio must include documentation of decisions, and acknowledge sources of information. – Production work accompanied by a record of production progress and documentation of modifications with justification of these changes (text and images should be included).
Unit 4 **Outcome 2** Apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.	AND • A functional product that conforms to standards of quality indicated in the design brief outline of context.
Outcome 3 Evaluate the finished product through testing and feedback against the criteria, create end-user/s' instructions or care labels and recommend improvements to future products.	AND • A written report that includes evaluation of the product. AND • Relevant end-user/s instructions or care labels which highlight the features, assembly, care and/or repair of the product in any of the following formats: video tutorials, annotated image of the product or other multimedia format.



Question examples to enable ranking of student cohort

Good six mark question

- **Question 12 (6 marks)**

If you were to apply the *Extended producer responsibility (EPR) /product stewardship* sustainability model to the Nokia 3310 phone, analyse the role that the manufacturers, retailers, consumers and governments would all play in sharing the responsibility of reducing the environmental impact during the phone's life cycle.

Poor six mark question

- **Question 8 (6 marks)**

Match the product design factor to its parameter.

Material	User needs and wants
Economics	Design Elements and Principles
Legal	Time and Cost
User centred design	Standards, IP, OH&S
Sustainability	Properties and Characteristics
Visual Tactile and Aesthetics	Environment, economic, Social

School-assessed Task

- Provide the students with a copy of the assessment criteria and unpack content for students
- Discuss with your moderation group at the beginning of the year how each criteria will be assessed and what level of response the moderation group will be looking for. This makes it fair for each student in the cohort
- Use examples of previous works of students in your teaching programs to support student understanding of the level of response required.
- Weight indicators in each criteria to suit your student cohort.
- The SAT is to rank your student cohort against each other, not against other students in the state.

When should moderation occur?

1. Directly after each specific assessment task, for the ranking of a students cohort, is completed.
   - Unit 3 Outcome 1, Unit 3 Outcome 2 and Unit 4 Outcome 1.
2. Directly after students submit their responses to the SAT assessment criteria 1 – 3
   - scores for these three SAT criteria are due mid year
3. Directly after students submit their responses to the SAT assessment criteria 4 – 9.

Who to moderate with?

The Product Design and Technology study is relatively small. Many schools will only offer one class of this study. This means many teachers are teaching the study solo within their school.

- More than one teacher teaching the study would moderate together.
  - such as teacher of wood, metal, plastics with teacher of textiles
- Only one teacher could moderate with another teacher who has taught the study in the past
- Only one teacher could moderate with another teacher from another school with a similar student cohort.
- Only one teacher who's school is in a partnership with another school, these teachers should moderate together.

School-assessed Task key points

- Assess the evidence provided by the student
- Be objective when applying the assessment criteria to a student's response. The following are examples of things that should **never** influence a student's score.
  - S/he worked so hard, or her/his behavior was appalling.
  - S/he hasn't completed the work, but I think s/he can do it.
  - Her/his handwriting is so messy, or this folio is all out of order.
- Always be fair and equitable to the student's response you are marking but also to the rest of the student cohort.

For further information

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