

# 2014 Administrative information for school-based assessment

## VCE Product Design and Technology

### Units 3 and 4

#### School-assessed Task

The School-assessed Task 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 Outcome 3 and Unit 4 Outcomes 2 and 3. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 6–15. This assessment is subject to the VCAA's statistical moderation process.

The 2014 Product Design and Technology assessment sheet on page 16 is to be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. The performance descriptors for the assessment criteria are published annually on the Product Design and Technology 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 School-assessed Tasks are published annually in the current year's *VCE and VCAL Administrative Handbook*.

The School-assessed Task has two components. They relate to:

- Unit 3 Outcome 3
- Unit 4 Outcomes 2 and 3.

### Unit 3

#### Food preparation, processing and food controls

#### Outcome 3

Present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

#### *Nature of task*

A design folio comprising: a client and/or end-user profile, a design brief, evaluation criteria, research, visualisations, design options with decision matrices and justification of the selected option, working drawings of final option, production plan and record of progress and modifications.

The design folio must include documentation of decisions and acknowledge sources of information.

## Unit 4

### Product development and evaluation

#### Outcome 2

Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.

##### ***Nature of task***

Production work accompanied by a record of production progress, documentation of decisions and modifications with justification of these changes (text and images should be included)

**and**

A functional product that conforms to standards of quality.

#### Outcome 4

Evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

##### ***Nature of task***

An evaluation report that includes evaluation of the product and the design, planning and production processes

**and**

An informative presentation to highlight the features of the product in any of the following formats:

- annotated image of the product
- multimedia
- image and commentary.

**and**

A care label.

##### ***Scope of task***

The design folio should reflect the product design process on page 12 of the study design and must include the following:

- A client and/or end-user/s profile that links to their needs and requirements, based on an interview.
- A design brief that defines the context of the client and/or end-user/s problem, needs and requirements with reference to the product design factors (page 14, study design). The design brief should include constraints and considerations. It should also identify the expected quality of the finished product.
- Teachers should note that the design brief should be based on the assumption that a minimum of one three-dimensional functional product, that has the potential to include processes with an appropriate degree of difficulty, can be developed in response to the brief. The product to be developed should not include significant mechanical/electrical and control systems components. Teachers should also note that the materials categories and examples of design specialisation areas on page 15 of the study design may influence the content of the design brief.

- Evaluation criteria as follows:
  - Weighted evaluation criteria (based on their degree of importance) to be used within decision matrices to assist in the selection of the preferred design option. These evaluation criteria should be drawn from the constraints and considerations in the design brief, and therefore show a link to the product design factors.
  - Four-part evaluation criteria, also drawn from the design brief, used to evaluate the finished product. The evaluation criteria should be written as questions, with each having a justification and explanation of its relevance to the design brief, (actions to ensure) how the criteria can be achieved, and how it can be tested or checked both while the product is being made, and specifically when it is finished.
  - Product design process evaluation criteria, including those based on the investigating and defining, design and development and planning and production stages and that will allow for comment on efficiency and effectiveness of the design, planning and production activities.
- A range of research relevant to the design brief and the relevant product design factors listed on page 14 of the study design. Annotations should be used to explain the relevance of the research. This research is primarily based on the use of secondary resources. Students must appropriately acknowledge the intellectual property (IP) of others in the sources of information used in the research.
- Design ideas and visualisations (concept sketches and drawings) of potential ideas for whole or part/s of the product. Annotations should be used to explain the relevance of this developmental work to the design brief and research. Students should use creative and critical thinking techniques and ICT tools as appropriate.
- Three to six presentation drawings of potential solutions (design options) showing annotated references to proposed materials, sizes and processes and relevance to the design brief.
- Selection and justification of the preferred option using the decision matrix (which includes the application of weighted evaluation criteria to rank the design options), in conjunction with client and/or end-user/s feedback.
- Working drawings (technical drawings) or patterns of the preferred option (including any modifications) using accepted conventions to establish the product specifications (materials, sizes, construction methods). Working drawings may include assembly and detail drawings, templates, flats, plans and pattern drafting, and notations as appropriate. It should be noted that if commercial patterns are used as the basis for the preferred option for a garment, they should have three modifications, which are noted in the folio work. The working drawings should contain adequate details to develop the materials costing list.
- Production plan including:
  - documentation of researching, testing and trialling materials, fittings and fastenings, and processes relevant to the design brief. This primary research should incorporate experimentation and trialling of processes and may include production of a scale model or toile. Judgments and decisions are recorded to show an understanding of the suitability of materials, processes and tools, equipment and machines. Sources of information must be appropriately acknowledged
  - an overall timeline or Gantt chart showing how the product will be completed within the allocated time frame
  - detailed work plan including sequence of steps in production, showing estimated time to complete processes, including reference to materials, tools, equipment and machines to be used
  - quality-control measures and their timing within the work plan to ensure that standards of quality will be met in the finished product

- risk assessment including safe use of tools, equipment and machines and processes
- materials costing list, including fittings and fastenings, drawn from the product specifications (established through the working drawings).
- The working drawings and product specifications should be used when developing the production plan.
- Production work to realise a quality, functional, three-dimensional product that includes appropriate production processes, including some that are complex (have a suitable degree of difficulty, for example). The product should be the realisation of the preferred option (including modifications approved by the client/end-user/s) that meets the accepted standards and expected quality. Whilst making the product, students should refer to their production plan and demonstrate the safe application and management of processes and safe use of tools, equipment and machines.
- A record of production progress using images and text making reference to decisions made and to client/end-user/s feedback.
- A justified explanation of modifications to the design, planning and production plans indicating how these have been negotiated and communicated to the client/end-user/s.
- An evaluation report documenting:
  - checking, testing and evaluation of the finished product using evaluation criteria for the finished product, and how well it meets the needs and requirements of the client and/or end-user/s
  - identification of, and recommendations for areas for improvement in the finished product
  - evaluation of the effectiveness and efficiency of the design, planning and production activities/processes used whilst working through the product design process (investigation and defining, design and development and planning and production stages), using previously established evaluation criteria, client and/or end-user/s feedback with recommendations for improvements.
- An informative presentation to explain how the product meets the design brief and the relevant product design factors highlighting its features to the client and/or end-user/s, using either an annotated image of the product, multimedia or image and commentary.
- A care label for the product to communicate to the client and/or end-user/s ways to prolong the product's life and maintain its appearance and function.

**Note that for the entire School-assessed Task, 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 students' work on a regular basis. The Authentication Record Form Product Design and Technology School-assessed Task must be completed at appropriate stages to monitor students' work in progress for authentication purposes. This sheet must be available if requested by the VCAA. The 2014 Product Design and Technology Teacher Additional Comment Sheet on page 17 should be used to document skills, particularly those related to the safe use of tools, equipment and machines and application of production processes. The 2014 Product Design and Technology Teacher Additional Comment Sheet must also be available if requested by the VCAA.

## **Advice on the use of the 2014 Product Design and Technology Teacher Additional Comment Sheet**

The purpose of the 2014 Product Design and Technology Teacher Additional Comment Sheet on page 17 of this supplement is for the teacher to document student production skills for the purpose of school-based assessment audit and review.

Teachers should make ongoing notes of observations of each student during the production of the School-assessed Task on the 2014 Product Design and Technology Teacher Additional Comment Sheet.

The sheet provides teachers with the opportunity to present written information that may be required to support the school-based assessment audit and review. As the production work for the School-assessed Task occurs over a period of time, the 2014 Product Design and Technology Teacher Additional Comment Sheet can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the four criteria related to the production work. The criteria related to the production work for Product Design and Technology are Criteria 3, 6, 7 and 8.

The following information and questions are provided to assist teachers with the type of information they should include on the 2014 Product Design and Technology Teacher Additional Comment Sheet. 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 should record.

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

- Did the student undertake relevant research/trialling and testing of materials and processes? (Research and trialling may have been undertaken but the student may not have documented it in the folio.)
- Did the student select suitable materials that are appropriate to the identified needs of client and/or end-user/s and for the product?
- Were sound judgments made in terms of the appropriateness of correct tools, equipment and machines to carry out research and trialling processes?

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

- What processes were applied during the production of the product?
- Did the student competently carry out a range of processes, including some that were more complex or had a suitable degree of difficulty?
- Did the student refer to and incorporate risk management when carrying out production processes?

### ***Criterion 7: Skill in project management and in realising the preferred option as a finished product.***

- Did the student refer to their production plan when producing the product? How frequently?
- Did the student make efficient use of time during production of the product?

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

Did the student complete the product to the expected standard of quality?

What impediments prevented the student from achieving the expected quality?

## PRODUCT DESIGN AND TECHNOLOGY SCHOOL-ASSESSED TASK

### ASSESSMENT CRITERIA

Assessor:	Student:	Student no.:
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CRITERIA	LEVELS OF PERFORMANCE					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>1. Skill in developing a client and/or end user(s) profile, a design brief and evaluation criteria.</b>		<p>Very limited profile of the client and/or end user(s).</p> <p>Very limited design brief that partially outlines the purpose, function and context of the need(s), with very little identification of the expected quality of the finished product.</p> <p>Applies very limited evaluation criteria to design options, the brief and the methods of checking/testing during production and to the finished product.</p>	<p>Limited profile of the client and/or end user(s) that shows some relationship to their need(s).</p> <p>Limited design brief that outlines the purpose, function and context of the need(s), with some identification of the expected quality of the finished product.</p> <p>Applies some relevant evaluation criteria to design options, the brief and the methods of checking/testing during production and to the finished product.</p>	<p>Clear profile of the client and/or end user(s) that shows appropriate relevance to their need(s).</p> <p>Clear design brief that identifies the purpose, function and context of the need(s), and satisfactorily describes the expected quality of the finished product.</p> <p>Applies a range of mostly relevant evaluation criteria to design options, the brief and the methods of checking/testing during production and to the finished product.</p> <p>Provides a four-part justified evaluation criteria and generally clear explanation of their relevance to the brief and the methods of checking/testing during production and to the finished product.</p>	<p>Clear and detailed profile of the client and/or end user(s) that is highly relevant to their need(s).</p> <p>Well-structured and clear design brief that identifies the purpose, function and context of the need(s), and effectively describes the expected quality of the finished product.</p> <p>Applies a relevant and clear range of weighted criteria questions to evaluate design options and the product design process.</p> <p>Provides a four-part justified evaluation criteria and clear explanation of their relevance to the brief and the methods of checking/testing during production and to the finished product.</p>	<p>Comprehensive profile of the client and/or end user(s) that is highly relevant to their need(s).</p> <p>Very well-structured and clear design brief that appropriately identifies the purpose, function and context of the client/end user(s) problems, need(s) and requirements, and very effectively describes the expected quality of the finished product.</p> <p>Applies a comprehensive, relevant range of weighted criteria questions to evaluate design options and the product design process.</p> <p>Provides a four-part justified evaluation criteria and very clear explanation of their relevance to the brief and the methods of checking/testing during production and to the finished product.</p>
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## PRODUCT DESIGN AND TECHNOLOGY SCHOOL-ASSESSED TASK

### ASSESSMENT CRITERIA

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CRITERIA	LEVELS OF PERFORMANCE					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>2. Skill in conducting research and communicating developmental work</b>		Very limited research that addresses the design brief and product design factors.	Limited research is provided that addresses the design brief and some of the product design factors.	A satisfactory range of research is provided that addresses the design brief and most of the relevant product design factors.	A broad range of relevant research is provided that addresses the design brief and all of the relevant product design factors.	An extensive range of relevant research is provided that addresses the design brief and all of the relevant product design factors.
		Very limited developmental work and visualisations.	Limited developmental work and visualisations.	Some detail in the developmental work and visualisations that show some evidence of creative and critical design thinking techniques.	Highly detailed and clear developmental work and visualisations that show evidence of creative and critical design thinking techniques.	Extensive, highly detailed and clear developmental work and visualisations that show evidence of creative and critical design thinking techniques.
		Very few annotations to explain the relevance of research and developmental work to the need(s) of the client/end user(s).	Some annotations to explain the relevance of research and developmental work to the need(s) of the client/end user(s).	Adequate annotations to explain the relevance of research and developmental work to the need(s) of the client/end user(s).	Detailed annotations to explain the relevance of research and developmental work to the need(s), including evidence of feedback from the client end user(s).	Comprehensive annotations to explain the relevance of research and developmental work to the need(s), including evidence of feedback from the client end user(s).
		Very little acknowledgement of sources of information.	Little acknowledgement of sources of information.	Appropriate acknowledgement of sources of information using accepted conventions.	Detailed acknowledgement of sources of information using accepted conventions.	Thorough and appropriate acknowledgment of sources of information using accepted conventions.
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**PRODUCT DESIGN AND TECHNOLOGY  
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**ASSESSMENT CRITERIA**

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CRITERIA	LEVELS OF PERFORMANCE					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>3. Ability to document understanding of and judgments about suitability of materials and production processes, tools, equipment and machines.</b>		<p>Little documentation of testing and trialling materials and/or processes.</p> <p>Very little explanation provided for the selection of suitable materials, production processes, tools, equipment and machines.</p>	<p>Some documentation of testing and trialling materials and processes with some relevance to the need(s) of the client and/or end user(s) as identified in the design brief.</p> <p>Some explanation provided for the selection of suitable materials, production processes, tools, equipment and machines.</p>	<p>Adequate documentation of testing and trialling materials and processes relevant to the need(s) of the client and/or end user(s) as identified in the design brief.</p> <p>Satisfactory explanation and adequate reasons provided for the selection of suitable materials, production processes tools, equipment and machines.</p>	<p>Detailed documentation of testing and trialling materials and processes relevant to the needs of the client and/or end user(s) as identified in the design brief.</p> <p>Detailed explanation and thoughtful reasons provided for the selection of suitable materials, production processes tools, equipment and machines.</p>	<p>Comprehensive documentation of testing and trialling materials and processes relevant to the need(s) of the client and/or end user(s) as identified in the design brief.</p> <p>Thorough explanation and detailed descriptions of the characteristics and properties of materials and insightful reasons provided for the selection of suitable materials, production processes tools, equipment and machines.</p>
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## PRODUCT DESIGN AND TECHNOLOGY SCHOOL-ASSESSED TASK

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	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>4. Skill in developing innovative and creative design options, ability to use a decision matrix and justify the preferred option.</b>		<p>Limited range of communication methods used to convey design options.</p> <p>Design options incorporate very limited annotations relevant to the design brief and there is very little evidence of the use of innovative and creative design thinking techniques.</p> <p>Very limited justification of the preferred option using the decision matrix or evidence of feedback from the client and/or end user(s).</p>	<p>Some communication methods used to convey design options.</p> <p>Design options incorporate limited annotations relevant to the design brief and there is little evidence of the use of innovative and creative design thinking techniques.</p> <p>Some justification of the preferred option using the decision matrix, with limited reference to client and/or end user(s) feedback.</p>	<p>Adequate use of a range of communication methods to convey design options.</p> <p>Design options incorporate adequate annotations relevant to the design brief that show innovative and creative design thinking techniques.</p> <p>Satisfactory justification of the preferred option using weighted criteria in the decision matrix, in conjunction with client and/or end user(s) feedback.</p>	<p>Careful use of a broad range of communication methods, including appropriate use of ICT, to clearly and effectively convey design options.</p> <p>Design options incorporate detailed annotations relevant to the design brief that show innovative and creative design thinking techniques.</p> <p>Well-developed justification of the preferred option using weighted criteria in the decision matrix, in conjunction with client and/or end user(s) feedback.</p>	<p>Thorough use of an extensive range of communication methods to clearly and effectively convey viable design options.</p> <p>Design options incorporate very detailed annotations relevant to the design brief that show highly innovative and creative design thinking techniques.</p> <p>Extensive and thorough justification of the preferred option using weighted criteria in the decision matrix, in conjunction with client and/or end user(s) feedback.</p>
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

## PRODUCT DESIGN AND TECHNOLOGY SCHOOL-ASSESSED TASK

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CRITERIA	LEVELS OF PERFORMANCE					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>5. Skill in preparing working drawings and a production plan.</b>		Incomplete or very limited working drawings/patterns.	Limited detail in the working drawings/patterns, with minimal use of accepted conventions.	Adequate working drawings/patterns using some accepted conventions.	Clear and detailed working drawings/patterns using accepted conventions.	Highly detailed and effective working drawings/patterns using accepted conventions.
		Very limited detail provided in the production plan, with very little indication of the sequence of steps in production and limited details of the materials and/or tools, equipment and machines to be used.	Limited detail provided in the production plan, with some indication of the sequence of steps in production and some details of the materials, tools, equipment and machines to be used.	Provides a well-developed production plan including an overall timeline, sequence of steps in production and the required materials, tools, equipment and machines to be used.	Provides a clear, well-developed production plan including an overall timeline, sequence of steps in production and the required materials, tools, equipment and machines to be used.	Provides a comprehensive production plan including a precise timeline, sequence of steps in production and the required materials, tools, equipment and machines to be used.
		Limited comment on quality-control measures to ensure that standards of quality will be met in the finished product.	Some explanation of quality-control measures to ensure that standards of quality will be met in the finished product.	Sound explanation of quality-control measures to ensure that standards of quality will be met in the finished product.	Clear explanation of quality-control measures to ensure that standards of quality will be met in the finished product.	Clear and thorough explanation of quality-control measures to ensure that standards of quality will be met in the finished product.
		Very limited knowledge of risk assessment, materials, machinery, tools and processes. Very limited knowledge of the safe use of technology, equipment, machines and processes to produce the preferred design option.	Some knowledge of risk assessment showing some understanding of the materials, machinery, tools and processes. Some knowledge of the safe use of tools, equipment, machines and processes to produce the preferred design option.	Adequate knowledge of risk assessment showing satisfactory understanding of the materials, machinery, tools and processes. Satisfactory knowledge of the safe use of tools, equipment, machines and processes to produce the preferred design option.	Detailed knowledge of risk assessment, materials, machinery, tools and processes. Thorough knowledge of the safe use of technology, equipment, machines and processes to produce the preferred design option.	Extensive and thorough knowledge of risk assessment, materials, machinery, tools and processes. Comprehensive knowledge of the safe use of tools, equipment, machines and processes to produce the preferred design option and a highly accurate costed materials list.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

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<b>6. Skill in the application of appropriate processes, including risk management, and in gaining feedback, recording progress and justifying modifications.</b>		Demonstrates limited skill in use of tools, equipment and machines to complete a few processes with a very limited level of difficulty.	Demonstrates some level of skill in the safe use of tools, equipment and machines to complete some processes with a limited level of difficulty.	Demonstrates a sound level of skill in the safe use of tools, equipment and machines to complete a range of innovative and creative processes, including some that have a level of difficulty.	Demonstrates a high level of skill in the safe use of tools, equipment and machines to complete a range of innovative and creative processes, including some that have a high level of difficulty.	Demonstrates a very high level of skill in the safe use of tools, equipment and machines to complete a wide range of innovative and creative processes that have a very high level of difficulty.
		Very little evidence of seeking feedback. Very limited recording of progress, with little reference to modifications to the production plan.	Little evidence of seeking feedback; provides some recording of progress and modifications to the production plan with some explanation provided for modifications.	Evidence of seeking some feedback; provides clear recording of progress and modifications to the production plan with adequate explanations and justifications for modifications.	Evidence of seeking regular feedback; provides clear and regular recording of progress and modifications to the production plan with detailed explanations and justifications for modifications.	Evidence of seeking very regular feedback; provides clear, concise and regular recording of progress and thorough explanations and justifications for modifications to the production plan.
		Applies limited risk management throughout the production.	Applies some risk management throughout the production.	Applies satisfactory risk management throughout the production.	Applies effective risk management throughout the production.	Applies very effective risk management throughout the production, identifying and managing unforeseen risks.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

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<b>7. Skill in project management and in realising the preferred option as a finished product.</b>		Demonstrates very limited project management skills, including goal setting and time and resource management, in realising the preferred option.  Limited documentation of modifications to the preferred option and working drawings/patterns.	Demonstrates some levels of project management skills, including goal setting and time and resource management, in realising the preferred option.  Some documentation of modifications to the preferred option and working drawings/patterns.	Demonstrates satisfactory level of project management skills, including goal setting and time and resource management, in realising the preferred option that meets expected standards of quality.  Adequate documentation of modifications to the preferred option and working drawings/patterns.	Demonstrates high level of project management skills, including goal setting and time and resource management, in realising the preferred option that meets expected standards of quality.  Detailed documentation of modifications to the preferred option and working drawings/patterns.	Demonstrates very high level of project management skills, including goal setting and time and resource management, in realising the preferred option with an outstanding quality of finish that meets expected standards.  Comprehensive documentation of modifications to the preferred option and working drawings.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

## PRODUCT DESIGN AND TECHNOLOGY SCHOOL-ASSESSED TASK

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<b>8. Skill in developing a quality product and communicating its features and care requirements to the client and/or end user(s).</b>		Limited ability to complete a functional product and provide comment on how it meets the requirements of the design brief or how it incorporates any of the product design factors.	Some level of ability to complete a functional product and provide a brief explanation of how it meets the requirements of the design brief and how it incorporates a few of the product design factors.	Adequate ability to complete a functional product and provide a satisfactory explanation of how it meets the requirements of the design brief and incorporates relevant product design factors.	High level of ability to complete a functional product and provide a comprehensive explanation of how it meets the requirements of the design brief and incorporates the relevant product design factors.	Very high level of ability to complete a functional product, and provide a thorough explanation of how it meets the requirements of the design brief and how it incorporates the relevant product design factors and details features of the product.
		Very low level of skill in identifying and communicating care requirements of the product to the client and/or end user(s) to prolong the product's life and maintain its appearance.	Some level of skill in identifying and communicating care requirements of the product to the client and/or end user(s) to prolong the product's life and maintain its appearance.	Adequate level of skill in identifying and communicating care requirements of the product to the client and/or end user(s) to prolong the product's life and maintain its appearance.	High level of skill in identifying and communicating care requirements of the product to the client and/or end user(s) to prolong the product's life and maintain its appearance.	Very high level of skill in identifying, understanding and communicating care requirements of the product to the client and/or end user(s) to prolong the product's life and maintain its appearance.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

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CRITERIA	LEVELS OF PERFORMANCE					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>9. Skill in checking, testing and evaluating the finished product and in evaluating the product design process.</b>		Limited conclusions documented, with little reference to evidence from checking and testing the suitability of the product and the extent to which it meets the design brief.	Some judgments and conclusions documented, using some evidence from checking and testing the suitability of the product and the extent to which it meets the design brief.	Sound judgments and conclusions documented, using appropriate evidence from checking and testing the suitability of the product and the extent to which it meets the design brief.	Detailed judgments and conclusions documented, using relevant evidence from checking and testing the suitability of the product and the extent to which it meets the design brief.	Comprehensive judgments and extensive conclusions documented, using relevant evidence from checking and testing the suitability of the product and the extent to which it meets the design brief.
		Very brief evaluation of the effectiveness of the investigating and defining stage of the product design process.	Some evaluation of the effectiveness of the investigating and defining stage of the product design process.	Adequate evaluation of the effectiveness of the investigating and defining stage of the product design process.	Detailed evaluation of the effectiveness of the investigating and defining stage of the product design process.	Highly detailed and thorough evaluation of the effectiveness of the investigating and defining stage of the product design process.
		Very little evaluation of the effectiveness of the design and development stage of the product design process.	Some evaluation of the effectiveness of the design and development stage of the product design process.	Adequate evaluation of the effectiveness of the design and development stage of the product design process.	Detailed evaluation of the effectiveness of the design and development stage of the product design process.	Highly detailed and thorough evaluation of the effectiveness of the design and development stage of the product design process.
		Limited evaluation of the effectiveness of and efficiency shown in implementing the planning and production stage of the product design process.	Some evaluation of the effectiveness of and efficiency shown in implementing the planning and production stage of the product design process.	Adequate evaluation of the effectiveness of and efficiency shown in implementing the planning and production stage of the product design process.	Detailed evaluation of the effectiveness of and efficiency shown in implementing the planning and production stage of the product design process.	Highly detailed and thorough evaluation of the effectiveness of and efficiency shown in implementing the planning and production stage of the product design process.
		Limited ability to use client and/or end user(s) feedback in the evaluation of the finished product and in the product design process.	Some level of ability to use client and/or end user(s) feedback in the evaluation of the finished product and in the product design process.	Sound level of ability to use client and/or end user(s) feedback in the evaluation of the finished product and in the product design process.	High level of ability to use client and/or end user(s) feedback in the evaluation of the finished product and in the product design process.	Very high level of ability to use and analyse client and/or end user(s) feedback in the evaluation of the finished product and in the product design process.

**PRODUCT DESIGN AND TECHNOLOGY  
SCHOOL-ASSESSED TASK**

**ASSESSMENT CRITERIA**

Assessor:	Student:	Student no.:
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	LEVELS OF PERFORMANCE									
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)				
		Limited recommendations are provided for improvements to the product and to the use of the product design process.	Some recommendations are provided for improvements to the product and to the use of the product design process.	Detailed recommendations are provided for improvements to the product and to the use of the product design process.	Concise and detailed recommendations are provided for improvements to the product and to the use of the product design process.	Extensive and detailed recommendations are provided for improvements to the product and to the use of the product design process.				
0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>



**2014**

# Victorian Certificate of Education

## Product Design and Technology Assessment Sheet

### School–assessed Task: Design folio, production and evaluation

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)

**The extent to which the design folio demonstrates:**

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

     
**The extent to which the design folio and production work (materials/processes research, experimenting, testing and trialling) demonstrates:**

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

     
**The extent to which the design folio demonstrates:**

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

     
**The extent to which the design folio and production work demonstrates:**

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

     
**The extent to which the production work, product, informative presentation and care label demonstrate:**

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

     

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**

**PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS**

You may wish to comment on aspects of the student's work that led to your assessment of Very High, High, Medium, Low, Very Low or Not Shown for specific criteria.

# 2014 Product Design and Technology

## Teacher Additional Comment Sheet

School-assessed Task only

Some skills, particularly those relating to the use of tools, equipment, machines and safety measures may not be clearly documented by the student. Teachers should supply written information based on observations of the student during practical work sessions.

Please complete this sheet and retain at the school. The VCAA may request submission of this sheet as part of the school-based assessment audit and review.

Please refer to page 5 for details on how to complete this sheet.

### STUDENT NUMBER

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Comments

Criterion 3

Criterion 6

Criterion 7

Criterion 8

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Teacher's signature \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/2014

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*Please retain this sheet. It may be requested as part of the school-based assessment audit.*

## Authentication Record Form

### VCE Product Design and Technology School-assessed Task

Please print clearly

This form must be completed by the class teacher. It provides a record of the monitoring of students' work in progress for authentication purposes.

Student name .....

Student number

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Teacher's name ..... Class .....

Component of "School-assessed Task"	Date observed/ submitted	Authentication issues/comments	Teacher's initials	Student's initials
Client or end-user/s profile				
Design brief				
Evaluation criteria for design options, finished product and product design process				
Research (Note: all resources used must be acknowledged)				
Visualisations				
Design options				
Working drawings/patterns				
Production plan and timeline				
Materials/processes research, testing and trialling				
Production work and record of production (Note: all outsourced processes must be acknowledged)				
Production work (2nd observation)				
Production work (3 <sup>rd</sup> observation)				
Product features presentation				
Care label				
Evaluation of finished product and product design process				
Final submission of School-assessed Task				

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

Student signature ..... Date .....

**This form is to be retained by the school, sighted by the principal and filed.**

**This form may be requested by the VCAA as part of the School-assessment audit and review program.**