VCE Software Development: School-assessed Task 2025						
Assessment Criteria	**Levels of Performance**					
	Indicators	**Not shown**	**1–2 (very low)**	**3–4 (low)**	**5–6 (medium)**	**7–8 (high)**	**9–10 (very high)**
Unit 3 Outcome 2 1. **Skills in developing a brief and in project management.**	• Documents a problem, need or opportunity as a brief.	Insufficient evidence	Identifies a problem, need or opportunity.	Describes how the proposed solution aims to address the identified problem, need or opportunity. Identifies the users or clients of the proposed solution.	Explains how the proposed solution aims to address the identified problem, need or opportunity. Describes the users or clients of the proposed solution.	Describes the relevant features of the programming language to be used within the proposed solution.	Justifies how the development of the proposed solution will be feasible, original and address the identified problem, need or opportunity.
	• Prepares a Gantt chart using software that documents all stages and activities from the problem-solving methodology for Unit 3 Outcome 2 and Unit 4 Outcome 1.		Prepares a plan using software that documents the stages from the problem-solving methodology.	Prepares a Gantt chart using software that documents the stages from the problem-solving methodology for Unit 3 Outcome 2.	Prepares a Gantt chart using software that documents the stages from the problem-solving methodology for Unit 4 Outcome 1.	Prepares a Gantt chart that documents the stages and activities from the problem-solving methodology for Unit 3 Outcome 2 and Unit 4 Outcome1.	Prepares a Gantt chart that clearly and accurately documents the all the stages and activities from the problem-solving methodology for Unit 3 Outcome 2 and Unit 4 Outcome1.
	• Documents all the relevant tasks, sequencing, time allocations, milestones, dependencies and critical path.		Lists relevant tasks.	Outlines a plan that includes tasks and time allocations.	Documents the appropriate sequencing of tasks, time allocations and teacher-provided milestones.	Documents the appropriate sequencing of student-provided milestones. Explains why the project needs to be monitored.	Documents the dependencies and the critical path. Discusses how the progress of the project will be monitored and documented.
		0 ❑	1 ❑ 2 ❑	3 ❑ 4 ❑	5 ❑ 6 ❑	7 ❑ 8 ❑	9 ❑ 10 ❑