Supplement 1

2012 Administrative advice for school-based assessment

The advice contained in this supplement should be read in conjunction with:

- Special Edition December 2011 VCAA Bulletin VCE, VCAL and VET
- VCE and VCAL Administrative Handbook 2012
- VCAA Bulletins and Notices to Schools
- VCE Assessment Handbooks
- VCE Assessment Reports (available on VCAA website only)
- VASS Guidelines to Data Entry of School Assessments booklet (download in VASS)
- specific study information available on the VCAA website.

This supplement contains:

- summary details of 2012 enhanced program for school-based assessment
  - school-based audit and review
  - timelines
  - information sessions
- general information on school-based assessment
  - authentication
  - management of entry of school assessments into Victorian Assessment Software System (VASS) and timelines for entry
  - document resources available for school-based assessment
  - support for issues with school-based assessment
  - release of student work for School-assessed Tasks
- assessment resources for School-assessed Tasks
  - task description
  - assessment criteria sheets
  - criteria descriptors
  - authentication Record proforma
  - teacher Additional Comment Sheet (Technology studies).

Applications for Review Panel: school-based assessment now available online at
www.ssms.vic.edu.au/

Studies

<table>
<thead>
<tr>
<th>Studies</th>
<th>Technology</th>
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</thead>
<tbody>
<tr>
<td>AR03 Art</td>
<td>FY03 Food and Technology</td>
</tr>
<tr>
<td>ME03 Media</td>
<td>DT03 Product Design and Technology</td>
</tr>
<tr>
<td>SA03 Studio Arts</td>
<td>SE03 Systems Engineering</td>
</tr>
<tr>
<td>VC03 Visual Communication and Design</td>
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</table>
Section A

Summary details of enhanced school-based assessment program 2012

In December 2011, schools received advice that the VCE Unit 3 and 4 school-based assessment program for 2012 and beyond would include:

• school-based assessment audit and review for all studies
• statistical moderation of the School-assessed Task
• greater levels of professional support for teachers, starting with a pilot of twelve studies in 2012.


School-based assessment audit and review for all studies at VCE Units 3 and 4

From 2012, all VCE studies will be subject to a model of audit that includes an initial online submission in response to specific questions. These submissions will be considered by a Review Panel for the study. For selected schools, further evidence may be required in the form of, for example, assessment tasks, details of assessment criteria or marking schemes, evidence of internal moderation practice or samples of student work.

For studies with at least one School-assessed Task, the VCAA will select a number of schools for review of their delivery of the School-assessed Task to students. The review will be implemented alongside the coursework audit.

Program description

The school-based assessment audit and review program for all VCE studies will be carried out in four stages—two stages for each of Unit 3 and Unit 4. (A timeline for each stage is provided in Supplement 1 of the Special Edition December 2011 VCAA Bulletin VCE, VCAL and VET [2012 VCE School-based assessment audit and review].) Teachers of VCE Arts and Technology studies should note that there are specific requirements for the School-assessed Tasks.

Stage 1 – Unit 3 initial audit submission

Each provider selected for audit for one or more studies will complete a form supplying information about their planned assessment program for each study. The form will be completed and submitted online. It will not be necessary to provide actual assessment tasks, work samples or marking schemes in Stage 1.

Providers selected for the coursework audit for studies with a School-assessed Task will have questions related to the School-assessed Task included in the online submission. Providers of Studio Arts cannot be selected for a coursework audit but may be selected for an initial submission of their planned assessment of School-assessed Task 1. Providers of Visual Communication and Design may have questions on their planned assessment of the School-assessed Task or this may be delayed until Stage 3.

Selected providers will be notified by email. The email will contain a link to the online submission form and any other necessary details.

Audit submissions will be considered by the School Assessment Review Panels in consultation with the relevant Curriculum Managers. Providers will then be notified of one of the following outcomes:

• Submission meets requirements
  This means that no immediate action is required. Some evidence may be requested in Stage 2.
• Further evidence required
  This means that the submission is incomplete or otherwise not satisfactory, indicating that there is an issue requiring follow-up by the VCAA. Providers will be contacted and evidence will be requested in Stage 2 (members of the School Assessment Review Panel may visit the provider).

Stage 2 – Unit 3 evidence collection

Providers selected for audit in Stage 1 may be requested to supply evidence of their assessment design and practice for one or more of the audited studies. The evidence may be in the form of, for example, coursework assessment tasks, details of assessment criteria or marking schemes, evidence of internal moderation practice, authentication records or samples of student work. Evidence requests may vary between providers depending on the information provided in the Stage 1 Audit submission.

All evidence must include the VCAA cover sheet and be contained in one PDF (or Word) file and named using the following file convention: study code and unit VCAA provider number (five digits).

For example, a submission for Psychology Unit 3 for VCAA provider number 00000 would be named PY033_00000.pdf

The VCAA will provide schools with advice on how to convert documents to PDFs.

The requested evidence must be emailed to the VCAA at school.assessment.vcaa@edumail.vic.gov.au by Monday 18 June 2012.
Following consideration of evidence, all providers will be notified whether the evidence meets requirements or if the evidence does not meet requirements. If the evidence does not meet the requirements, further discussions will take place between the VCAA and the study teacher.

**Stage 3 – Unit 4 submission**

Providers identified in Stage 2 of the current year or from Stage 4 of the previous year for one or more studies (notification will be sent last week in July) will complete a form supplying information about their planned assessment program, specifically for Unit 4. The form will be completed and submitted online as for Stage 1.

Studies with a School-assessed Task will have questions related to the School-assessed Task included in the online submission. This will be particularly relevant for Studio Arts Task 2 and Visual Communication and Design.

The submissions will be considered as in Stage 1 and feedback provided to schools in the same manner.

**Stage 4 – Unit 4 evidence**

Providers selected for audit in Stage 3 may be requested to supply evidence of their assessment design and practice for one or more of the audit studies, similar to the Stage 1 Audit submission. Where the study includes a School-assessed Task, preliminary student work may be requested. This may be followed up at a later date by a request for completed Authentication Records and for the Technology studies, by a request for copies of the Teacher Additional Comment Sheets.

**Statistical moderation of the School-assessed Task**

From 2012, all scores for School-assessed Tasks will be statistically moderated. This program of statistical moderation, course review as described above and enhanced professional support will replace the current program of moderation by visitation. Details about the enhanced program of audit and review for school-based assessment were in Supplement 1 of the Special Edition December 2011 VCAA Bulletin VCE, VCAL and VET:


**Information sessions for School-assessed Tasks**

Information sessions for School-assessed Tasks will be held at the VCAA Assessment Centre in February and March. Details about registration were provided in a Notice to Schools and can be found under ‘Notices’ on the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

<table>
<thead>
<tr>
<th>Study</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Sunday 18 March</td>
</tr>
<tr>
<td>Media</td>
<td>Saturday 25 February</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>Saturday 17 March</td>
</tr>
<tr>
<td>Visual Communication and Design</td>
<td>Saturday 3 March</td>
</tr>
<tr>
<td>Product Design and Technology</td>
<td>Sunday 4 March</td>
</tr>
<tr>
<td>Food and Technology</td>
<td>Saturday 24 March</td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>Saturday 17 March</td>
</tr>
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</table>
Section B

General information on school-based assessment

Authentication

Students must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-assessed Coursework form.

For School-assessed Tasks, teachers must monitor and record in the Authentication Record for School-assessed Task (study name) form each student’s development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. For each student, teachers should complete an Authentication Record for the School-assessed Task, available in this supplement. This record should be retained by the school and made available on request to the VCAA. This form may be collected by the VCAA as part of the school-assessment audit and review program.

The authentication requirement for School-assessed Tasks also applies to the Externally-assessed Task for Music Style and Composition.

The VCE and VCAL Administrative Handbook 2012 provides strategies for avoiding authentication issues.

Management of entry of school assessments into VASS

Schools will have their own data management processes that will ensure the timely collection and entry of scores for school assessments. Teachers will need to provide precise information for VASS input - the study, the unit of coursework, the outcome-related coursework assessment and/or the School-assessed Task (if applicable) activity undertaken by each student and the score. Input sheets for each class of students and for each study can be printed from VASS.

Advice is available in 2012 VASS Guidelines to Data Entry of School Assessments booklet (available as a download from VASS).

A reminder that the 2012 due dates for school assessments are:

| SIAR 2 | Unit 3 coursework and Studio Arts SAT 1 | Monday 30 July |
| SIAR 3 | School-assessed Tasks | Monday 15 October |
| SIAR 4 | Unit 4 coursework | Monday 12 November |

A complete list of important administrative dates can be found at: [www.vcaa.vic.edu.au/schooladmin/admindates/index.html](http://www.vcaa.vic.edu.au/schooladmin/admindates/index.html)

Document resources available for school-based assessment


The following table summarises documents that should be used by teachers:

<table>
<thead>
<tr>
<th>Advice/materials</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum requirements</td>
<td>Study Design</td>
</tr>
<tr>
<td>Assessment criteria sheets for School-assessed Tasks and descriptors for the criteria</td>
<td>Only provided for School-assessed Tasks in: Art (AR03); Product Design and Technology (DT03); Food and Technology (FY03); Media (ME03); Studio Arts (SA03); Systems Engineering (SE03), and Visual Communication and Design (VC03). Found in Section C of this supplement</td>
</tr>
</tbody>
</table>
Support for issues with school-based assessment

The following table lists school-based assessment issues for which advice may be required:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Contact</th>
<th>Telephone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based assessment audit and review Authentication</td>
<td>Assessment Operations</td>
<td>(03) 9225 2214 <a href="mailto:school.assessment.vcaa@edumail.vic.gov.au">school.assessment.vcaa@edumail.vic.gov.au</a></td>
<td>(03) 9225 2229</td>
</tr>
<tr>
<td>Study design content Designing School- assessed Coursework</td>
<td>Curriculum Division</td>
<td>(03) 9651 4489 <a href="mailto:curriculum.vcaa@edumail.vic.gov.au">curriculum.vcaa@edumail.vic.gov.au</a></td>
<td>(03) 9651 4324</td>
</tr>
<tr>
<td>Clarification of school-assessed Task (content)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Provision</td>
<td>Assessment Operations</td>
<td>(03) 9225 2219 or 1800 205 455 <a href="mailto:vcaa.special.provision@edumail.vic.gov.au">vcaa.special.provision@edumail.vic.gov.au</a></td>
<td>(03) 9225 2234</td>
</tr>
<tr>
<td>Student enrolments and results Amendments to student results Partnerships VET programs</td>
<td>Student Records and Results Unit</td>
<td>(03) 9651 4338 <a href="mailto:student.records@edumail.vic.gov.au">student.records@edumail.vic.gov.au</a></td>
<td>(03) 9651 4470</td>
</tr>
<tr>
<td>Technical and system support for VASS problems when entering assessments/results</td>
<td>Administrative Support Unit (VASS)</td>
<td>(03) 9651 4482 or 1800 827 721 <a href="mailto:vass.support@edumail.vic.gov.au">vass.support@edumail.vic.gov.au</a></td>
<td>(03) 9651 4551</td>
</tr>
</tbody>
</table>

Study Focus Areas

The VCAA uses the Focus Area for Arts and Technology studies to review the efficacy of the study design. All studies that include a School-assessed Task require the entry of a focus area for each student. The Focus Area will default to ‘non-specified’ if a code is not entered. The correct Focus Area can be entered using: STUDENT PROGRAM → VCE → Enrolment.

- Enter the student’s name or number and click the [Find] button. The student’s enrolments will be displayed.
- Select the required unit and click the [Modify] button.
- Select the correct Focus Area from the drop down and save the change.

The focus codes are reported for each student on the Student Full Details Report (STUDENT ADMIN → Student Full Details Report) and on the detailed version of the class list (STUDENT PROGRAM → VCE Reports → Class Lists). The detailed version of the class list should be given to the relevant teachers to confirm the focus codes for each study.

Release of student work

To assist schools with their end of year planning, Friday 30 November is the earliest date by which School-assessed Tasks can be returned to students. Schools should have a formal release process and a document that students sign on taking their work from the school premises for purposes such as an interview. However, the VCAA reserves the right to recall any work from a student should the need arise.

Any further information required or any clarification of school-based assessment audit and review procedures should be directed to Susan Meadows on (03) 9225 2214 or email: meadows.susan.s@edumail.vic.gov.au

Teacher Additional Comment Sheet for Technology Studies

Technology teachers are reminded that they should complete the Teacher Additional Comment Sheet as provided in this supplement (also available from VASS). The form may be collected by the VCAA as part of the school-based assessment audit and review program.

DT03 Product Design and Technology – use to describe the extent to which the production work demonstrates the qualities associated with Criteria 3, 6, 7 and 8.

FY03 Food and Technology – use to describe the extent to which the production work demonstrates the qualities associated with Criteria 3, 4, 5, 6 and 7.

SE03 Systems Engineering – use to describe the extent to which the production work and diagnostic test procedures demonstrate the qualities associated with Criteria 3, 4, 5 and 6.
Section C

School-assessed Tasks assessment sheets and criteria

VCE Art

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 representing an assessment of the student’s level of performance for Outcome 2 in Unit 3 and Outcome 2 in Unit 4. The total score must be based on the teacher’s assessment of the student’s performance according to the criteria on pages 8–11. This assessment will be subject to review by a panel appointed by the VCAA.

Details of authentication requirements and administrative arrangements for the School-assessed Task will be published annually in the February edition of the VCAA Bulletin VCE, VCAL and VET and in the current year’s VCE and VCAL Administrative Handbook.

The sole basis for the assessment of School-assessed Tasks is the set of criteria for the award of grades and is to be used by teachers to award a total score. The assessment sheet on page 12 is to be used by teachers to award a total score. The completed assessment sheet for each student’s School-assessed Task must be available on request by the VCAA.

The School-assessed Task has two components. They relate to:
- Unit 3 Outcome 2
- Unit 4 Outcome 2.

Unit 3

Investigation and interpretation through artmaking

Outcome 2
Explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

Nature of task
A body of work that presents broad and creative explorations within the selected art form/s and/or media. The work includes both written and visual material that clearly demonstrates personal thinking and working practices. The work focuses on creative exploration, investigation and experimentation and includes at least one finished artwork.

Students use appropriate aspects of the Analytical Frameworks to reflect upon and annotate their work.

Scope of task
A range of visual responses should be developed to demonstrate the student’s ideas, concepts and observations. Sound and video recording of performance art or site specific artwork may be required depending on the medium selected by the student. Written responses should demonstrate the student’s development of thinking and working with personal ideas and concepts. The documentation should demonstrate how the student applies materials and techniques to achieve an effective visual language. The student’s use of visual language should demonstrate an awareness and understanding of the application of the formal elements and principles of art, artmaking skills and aesthetic awareness.

At least one finished artwork must be produced in addition to the developmental work. A finished artwork is one that is judged by the student to best demonstrate their acquisition of the key knowledge and key skills for the outcome. This includes their knowledge of a visual language that reflects imagination and demonstrates the communication of the student’s ideas, concepts and skill in their application of techniques and materials. Evidence of initial ideas, exploration, investigation and experimentation of materials and techniques in the body of work accompanied by reflective annotations should be linked to the finished artwork. The finished artwork should be completed within the specified timeframe and clearly labelled ‘Finished artwork Unit 3’.

Students should refer to the Analytical Frameworks when reflecting on and annotating their artmaking. They should use appropriate aspects and language of the Formal Analytical Framework and at least one other Analytical Framework (Personal, Cultural and/or Contemporary).

Students should:
- develop their own art responses that are inspired by personal ideas, concepts and observations
- apply imagination and creativity as they explore and develop their visual language through the investigation and experimentation of materials, techniques, processes and art form/s
- engage in ongoing personal exploration, reflection, analysis and evaluation as they progressively develop and refine their ideas
- document, analyse and reflect on thinking and working practices using the language and context of the Formal Analytical Framework and at least one other selected Analytical Framework/s as appropriate to support their reflection on either personal, cultural and/or contemporary aspects of their art works. Selected Analytical Frameworks must be clearly identified with the content of the annotation.

The body of work may have a number of starting points and multiple directions. Starting points might involve:
- experimental exploration of media and materials
- investigation into the qualities of artform/s
- exploration of themes/concepts through a variety of approaches.

In addition to the finished artwork/s, the exploration and experimentation is part of the student’s body of work.

The refinement of ideas leading to at least one finished artwork might occur through:
- trialling and refining techniques and processes
- progressive resolution of ideas and skills
practices in the refinement of ideas and concepts must be appropriate technical skill to complete at least one finished artwork by the end of Unit 3.

The effective communication of thinking and working practices in the refinement of ideas and concepts must be documented with visual and written material. This may include:

• grouping, numbering, dating and/or commenting on specific aspects or sections of work from initial concept to the resolution of ideas
• related photographs, models and/or experimental proofs explaining the sequential development of work/s in progress
• progressive annotation, explanation and evaluation of ideas, concepts and visual directions
• work organised chronologically, thematically and/or stylistically to logically reflect the student’s conceptual approach to their practical work.

Students should support the development and refinement of their artwork/s using appropriate written and visual material throughout Units 3 and 4.

Teachers need to be aware that:

• They must sight and monitor the development and documentation of the student’s thinking and working practices throughout the unit to authenticate the work as the student’s own.
• Students must acknowledge the source of materials and information used to support the development of ideas including materials identified for inspiration and further development. This includes documentation of any appropriated imagery with information detailing how the work has evolved from the source imagery.
• Framing of finished artworks or any aspect of the body of work is not required. However, students should use appropriate labelling to clearly identify their finished artwork and label as ‘Finished artwork Unit 3’. Identification is also required in their documentation and evaluation.
• Students should be encouraged to complete their artwork in school. Where students use external service providers, their documentation should demonstrate that they have researched and identified the appropriate and correct technical methods required and also created their own specifications for the service provider. This will show their complete creative control over the making of their artwork. Without this evidence the teacher may not be able to authenticate the student’s artwork, or apply the SAT assessment criteria fairly.
• Finished artworks submitted at the completion of Unit 3 must have secure storage for assessment at the completion of Unit 4.
• Students must acknowledge and employ appropriate health and safety practices relevant to their practical work with respect to themselves and the environment.

Unit 4

Realisation and resolution

Outcome 2
Progressively communicate ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their art making.

The nature of the task
A refined body of work that builds on the work developed in Unit 3, includes at least one other finished artwork and employs a visual language reflecting imagination and the progressive development and refinement of skills. The work includes both written and visual material that communicates ideas and directions within selected art form/s and the effective manipulation of the formal elements and principles of art.

Students use appropriate aspects of the Analytical Frameworks to reflect upon and annotate their work.

They should use appropriate aspects and language of the Formal Analytical Framework and at least one other Analytical Framework (Personal, Cultural and/or Contemporary).

Scope of the task
A range of visual responses should be developed to demonstrate the student’s ideas, concepts and observations. Sound and video recording of performance art or site specific artwork may be required depending on the medium selected by the student.

The use of visual language should demonstrate the ability to manipulate the formal elements and principles of art, and technical artmaking skills. The refinement of a visual language includes an aesthetic awareness used in conjunction with skills and techniques to communicate ideas and personal concepts.

All the student’s exploration, refinement and resolution contributes to and constitutes their body of work and at least one finished artwork must be produced. A finished artwork is one that is judged by the student to best demonstrate their acquisition of the key knowledge and key skills for the outcome. This includes their knowledge of a visual language that reflects imagination and demonstrates the communication of the student’s ideas, concepts and skill in their application of techniques and materials.

It should be evident that the finished artwork in this unit is a progression from the artwork presented at the completion of Unit 3. Written responses in Unit 4 should demonstrate progression and refinement of work produced in Unit 3. The documentation should demonstrate how the student applies materials and techniques to achieve an effective visual language.

The manipulation of formal and technical qualities should be supported by the application of techniques and materials. Evidence of initial ideas, exploration, investigation and experimentation of materials and techniques in the body of work and in accompanying annotations should be linked to the finished artwork.

The investigations and personal explorations of Unit 3 may be continued in Unit 4 or new directions may be undertaken having evolved from the previous investigations in Unit 3.
Students continue to select appropriate aspects and language of the Analytical Frameworks to reflect upon and annotate their work in an informed manner. Students must select the specific language and appropriate concepts of the Formal Analytical Framework to support their reflective annotation when discussing the formal aspects of their creative artmaking. Students continue to select the appropriate aspects and language of at least one other Analytical Framework to support their developed and reflective annotation on the personal, cultural and/or contemporary aspects of their artmaking. The Analytical Frameworks selected by the student must be identified and clearly labelled throughout annotation. Students clearly indicate the development, progression and refinement of their ideas, directions, skills and application of materials and techniques.

It should be clearly evident that realisation and resolution of ideas, directions and application of materials and techniques has extended and evolved beyond work begun in Unit 3.

Students should:
• continue to develop the body of work begun in Unit 3 and complete at least one finished artwork for Unit 4. At the conclusion of Unit 4, the student must have at least 2 finished artworks
• continue to reflect on personal concepts as they progressively develop, refine and resolve their artworks
• investigate, refine and show their developed knowledge of materials, processes and artforms
• continue to analyse and reflect on thinking and working practices in an informed way using the language and context of the Formal Analytical Framework and at least one other selected Analytical Framework/s as appropriate to support their reflection on either personal, cultural and/or contemporary aspects of their art works
• apply and clearly identify selected Analytical Framework/s when annotating their work to demonstrate reflection on the context and influences on their work and ongoing inquiry and refinement of a visual language
• continue to document their thinking and working practices to reflect exploration, experimentation and developed skill
• provide documentation that indicates the initial idea/s or concepts, the refinement of these directions and the resolution of all finished artwork/s.

The realisation and resolution of students’ thinking and working practices in the refinement of ideas and concepts must be effectively communicated and documented with visual and written material. This may include:
• grouping, numbering, dating and/or commenting on specific aspects or sections of work from initial concept to the resolution of ideas
• related photographs, models and/or experimental proofs explaining the sequential development of work/s in progress through to refinement of finished artwork/s
• progressive annotation, explanation and evaluation of ideas, concepts and visual directions
• work organised chronologically, thematically and/or stylistically to logically reflect the student’s conceptual approach to their practical work.

Teachers need to be aware that:
• They must sight and monitor the development and documentation of the student’s thinking and working practices throughout the unit to authenticate the work as the student’s own.
• Students must acknowledge the source of materials and information used to support the development of ideas including materials identified for inspiration and further development. This includes documentation of any appropriated imagery with information detailing how the work has evolved from the source imagery.
• Framing of finished artworks or any aspect of the body of work is not required at. However, students should use appropriate labelling to clearly identify their finished artwork and label as ‘Finished artwork Unit 4’. Identification is also required in their documentation and evaluation.
• Students should be encouraged to complete their artwork in school. Where students use external service providers, their documentation must demonstrate that they have researched and identified the appropriate and correct technical methods required and also created their own specifications for the service provider. This will show their complete creative control over the making of their artwork. Without this evidence the teacher may not be able to authenticate the student’s artwork, or apply the School-assessed Task assessment criteria fairly.
• Finished artwork/s completed in Unit 3 must be released from secure storage to be assessed collectively with finished artworks completed in Unit 4.
• Students must acknowledge and employ appropriate health and safety practices relevant to their practical work with respect to themselves and the environment.

Assessment criteria
The extent to which the Folio demonstrates:

Criterion 1
Exploration of personal ideas through a conceptual and practical investigation in artmaking.

Very High
Evidence of comprehensive and highly informative exploration of personal ideas and observations in a conceptual and practical investigation.

Focused and effective investigation of the selected art form/s and/or media, highly relevant to the student’s intentions. Provides insightful and considered evidence of the development of concepts, directions and skills.

The scope of the investigation is comprehensive and imaginative. Thorough and consistent, highly effective visual and written material clearly communicates thinking and working practices throughout the body of work.

High
Evidence of highly informative exploration of personal ideas and observations in a conceptual and practical investigation.

Focused and effective investigation of the selected art form/s and/or media, relevant to the student’s intentions. Provides insightful evidence of the development of concepts, directions and skills.

The scope of the investigation is clear and imaginative. Consistent and effective visual and written material communicates thinking and working practices throughout the body of work.

Medium
Evidence of informative exploration of personal ideas and observations in a conceptual and practical investigation.
Effective investigation of selected art form/s and/or media, relevant to the student’s intentions. Provides evidence of the development of concepts, directions and skills.

The scope of the investigation is clear and/or imaginative. Adequate visual and written material communicates thinking and working practices throughout the body of work.

Low
Evidence of limited exploration of personal ideas, concepts and observations in a practical investigation.

Limited investigation of selected art form/s and/or media, not always relevant to the student’s intentions. Provides limited evidence of the development of concepts, directions and skills.

The scope of the investigation is narrow. Some visual and/or written material communicates the student’s thinking and working practices intermittently in the body of work.

Very Low
Some evidence of exploration of personal ideas, concepts and observations in a practical investigation.

Very limited investigation of selected art form/s and/or media, not always relevant to the student’s intentions, provides very limited evidence of the development of concepts, directions and skills.

The scope of the investigation is very narrow. Limited visual and/or written material communicates the student’s thinking and/or working practices occasionally in the body of work.

Criterion 2
The progressive development and refinement of ideas and concepts demonstrated in the body of work.

Very High
A highly innovative development and refinement of ideas and personal concepts through consistent and highly effective consolidation of thinking and working practices gives a clear focus and strength to visual imagery in a variety of ways.

The refinement of thinking and working practices is effectively communicated through thorough and highly developed visual material in the body of work.

High
An innovative development and refinement of ideas and personal concepts through consistent and effective consolidation of thinking and working practices gives focus and strength to visual imagery in a variety of ways.

The refinement of thinking and working practices is effectively communicated through sustained reflection evident in visual material in the body of work.

Medium
An adequate development and refinement of ideas and personal concepts through consolidation of thinking and working practices supports ideas through appropriate visual imagery.

The refinement of thinking and working practices is communicated through appropriate visual material in the body of work.

Low
A limited development and refinement of ideas and personal concepts with some consolidation of thinking and working practices supports ideas through visual imagery.

Some refinement of thinking and working practices is communicated with limited visual material in the body of work.

Very Low
A very limited development and refinement of ideas and personal concepts with some attempt at consolidation of thinking and working practices. Provides some support of ideas through visual imagery.

Some refinement of techniques and processes is communicated with very limited visual material in the body of work.

Criterion 3
Exploration, investigation and experimentation of materials, techniques, processes and artforms and in the development of related technical skills.

Very High
Evidence of highly innovative exploration and investigation of selected art form/s and/or media, relevant to the student’s intentions.

Evidence of a very high level of sustained experimentation leading to a high level of control in the application of materials and techniques.

Highly informative and effective visual material displays evidence of accomplished, effective and consistent handling of materials and techniques from the initial exploratory work to the finished artworks.

High
Evidence of innovative exploration and investigation of selected art form/s and/or media, relevant to the student’s intentions.

Evidence of a high level of experimentation leading to confidence in and control of the application of materials and techniques.

Effective and informative visual material displays evidence of consistent handling of materials and techniques, from the initial exploratory work to the finished artworks.

Medium
Evidence of satisfactory exploration and investigation of selected art form/s and/or media, relevant to the student’s intentions.

Evidence of satisfactory experimentation leading to adequate control in the application of materials and techniques.

Informative visual material shows evidence of adequate and competent use of materials and techniques from the initial exploratory work to the finished artworks.

Low
Limited evidence of exploration and investigation of selected art form/s and/or media, relevant to the student’s intentions.

Evidence of limited experimentation leading to limited control in the application of materials and techniques.

Limited visual material shows some evidence of skill in the use of materials and techniques from the initial exploratory work to the finished artworks.

Very Low
Very limited evidence of exploration and investigation of selected art form/s and/or media, with some relevance to the student’s intentions.
Evidence of some experimentation in the application of materials and techniques.

Very limited evidence of skill in the use of materials and techniques, from the initial exploratory work to the finished artworks.

Criterion 4
Understanding, application and manipulation of visual language and elements and principles in artmaking.

Very High
Highly skilled and effective use and manipulation of visual language and elements and principles to comprehensively communicate the student’s personal art responses, ideas, concepts and observations.

Evidence of highly effective use of elements and principles from the initial exploration through to the finished artworks.

Insightful and conceptually sophisticated use of visual language and elements and principles that reveals a very high level of understanding and control in the body of work.

High
Skilled and effective use and manipulation of visual language and elements and principles to clearly communicate the student’s personal art responses, ideas, concepts and observations.

Evidence of effective use of elements and principles from the initial exploration through to the finished artworks.

Conceptually effective use of visual language and elements and principles that reveals a high level of understanding and control in the body of work.

Medium
Effective use and manipulation of visual language and elements and principles to communicate the student’s personal art responses, ideas, concepts and observations.

Evidence of appropriate use of elements and principles from the initial exploration through to the finished artworks.

Appropriate use of visual language and elements and principles that reveals satisfactory understanding and control in the body of work.

Low
Limited use and manipulation of visual language and elements and principles to communicate the student’s personal art responses, ideas, concepts and observations.

Some evidence of use of elements and principles from the initial exploration through to the finished artworks.

The body of work shows a limited understanding of visual language and elements and principles.

Very Low
Very limited use and manipulation of visual language and elements and principles to communicate the student’s personal art responses, ideas, concepts and observations.

Limited evidence of use of elements and principles from the initial exploration through to the finished artworks.

The body of work shows a very limited understanding of visual language and elements and principles.

Criterion 5
Reflective annotation and documentation of working practices that use art language and selected Analytical Frameworks.

Very High
Strong evidence of a very high level of understanding of art language through insightful documentation of the use and manipulation of elements and principles and aesthetics.

Highly effective and relevant use of the language of the Formal Framework and at least one other selected Analytical Framework in reflective annotation of working practices.

Highly informative documentation and critical evaluation, with consistent and confident use of the selected Analytical Frameworks, referencing the initial exploration of personal art responses, ideas, concepts and observations through to the finished artworks.

High
Clear evidence of a high level of understanding of art language through informed documentation of the use and manipulation of elements and principles and aesthetics.

Effective and relevant use of the language of the Formal Framework and at least one other Analytical Framework in reflective annotation of working practices.

Informative documentation and critical evaluation, with consistent application and use of Analytical Frameworks, referencing the initial exploration of personal art responses, ideas, concepts and observations through to the finished artworks.

Medium
Evidence of a satisfactory level of understanding of art language through adequate documentation of the use and manipulation of elements and principles and aesthetics.

Satisfactory use of the language of the Formal Framework and at least one other Analytical Framework in reflective annotation of working practices.

Informative documentation and critical evaluation, using the Analytical Frameworks, referencing the initial exploration of personal art responses, ideas, concepts and observations through to the finished artworks.

Low
Evidence of some understanding of art language through limited documentation of the use and manipulation of elements and principles and aesthetics.

Inconsistent use of the language of the Formal Framework and at least one other Analytical Framework in reflective annotation of working practices.

Limited use of the Analytical Frameworks evident in evaluation of personal art responses, ideas, concepts and observations in the finished artworks.

Very Low
Evidence of limited understanding of art language through limited documentation of the use and manipulation of elements and principles and aesthetics.

Some use of the language of the Formal Framework and at least one other Analytical Framework in reflective annotation of working practices.

Little reference to the Analytical Frameworks evident in evaluation of personal art responses, ideas, concepts and observations in the finished artworks.
**Criteria 6**

*Resolution of ideas, directions and/or personal concepts in a body of work that includes at least two finished artworks.*

**Very High**

Highly innovative and well presented body of work, displaying well articulated reflection on the progressive development and exploration of personal ideas, concepts and directions, from the initial exploratory work through to their refinement.

Evidence of highly imaginative resolution of thinking and working practices in the presentations of at least two finished artworks.

Comprehensively resolved and finished artworks demonstrating a very high level of technical skills in the resolution of ideas and directions.

**High**

Innovative and well presented body of work, displaying considered reflection on the progressive development and exploration of personal ideas, concepts and directions, from the initial exploratory work through to their refinement.

Evidence of very imaginative resolution of thinking and working practices in the presentation of at least two finished artworks.

Resolved and finished artworks demonstrating a high level of technical skills in the resolution of ideas and directions.

**Medium**

Well presented body of work, reflecting on the progressive development and exploration of personal ideas, concepts and directions from the initial exploratory work through to their refinement.

Evidence of imaginative resolution of thinking and working practices in the presentation of at least two finished artworks.

Adequately finished artworks demonstrating a satisfactory level of technical skills in the refinement of ideas and directions.

**Low**

Some reflection in the body of work displaying limited development and exploration of personal ideas, concepts and directions in work practice.

Some evidence of resolution of thinking and working practices in the presentation of finished artworks.

Finished artworks demonstrate limited level of technical skills in the refinement of ideas and directions.

**Very Low**

Very limited reflection in the body of work displaying very limited development and exploration of personal ideas, concepts and directions in work practice.

Minimal evidence of resolution of thinking and working practices in the presentations of finished artworks.

Finished artworks demonstrate a very limited level of technical skills.
### Criteria for the Award of Scores

<table>
<thead>
<tr>
<th>The extent to which the Folio demonstrates:</th>
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<tbody>
<tr>
<td>1. exploration of personal ideas through a conceptual and practical investigation in artmaking</td>
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<tr>
<td>2. the progressive development and refinement of ideas and concepts demonstrated in the body of work</td>
</tr>
<tr>
<td>3. exploration, investigation and experimentation of materials, techniques, processes and artforms in the development of related technical skills</td>
</tr>
<tr>
<td>4. understanding, application and manipulation of visual language and formal qualities in artmaking</td>
</tr>
<tr>
<td>5. reflective annotation and documentation of working practices that uses art language and selected Analytical Frameworks</td>
</tr>
<tr>
<td>6. resolution of ideas, directions and/or personal concepts in a body of work that includes at least two finished artworks</td>
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<table>
<thead>
<tr>
<th>Very High (5)</th>
<th>High (4)</th>
<th>Medium (3)</th>
<th>Low (2)</th>
<th>Very Low (1)</th>
<th>Not Shown (0)</th>
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### 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.

<p>| | | | | | |</p>
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### Advice to Teachers

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student’s performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 8–11 of Supplement 1 to the February 2012 VCAA Bulletin VCE, VCAL and VET No. 94. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student’s performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0.
## Authentication Record Form
### VCE Art School-assessed Task

Please print clearly.
This form must be completed by the class teacher. It provides a record of the monitoring of student’s work in progress for authentication purposes.

Student name .......................................................................................................................................................................................................................................

Student number

Teacher’s name ................................................................................................................................................................. Class ......................................................

### Component of School-assessed Task

<table>
<thead>
<tr>
<th>Component of School-assessed Task</th>
<th>Date observed/Submitted</th>
<th>Authentication issues/comments</th>
<th>Teacher’s initials</th>
<th>Student’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation #1 Exploration of ideas:</strong> student has begun a process of exploring ideas and concepts in body of work</td>
<td></td>
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<tr>
<td><strong>Observation #2 Reflective Annotations:</strong> Student has selected and identified the use of the Formal and at least one other Analytical Framework in written annotations</td>
<td>Tick appropriate box(es)</td>
<td>Formal Analytical Framework</td>
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<td>Personal Analytical Framework</td>
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<td>Cultural Analytical Framework</td>
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<td></td>
<td></td>
<td>Contemporary Analytical Framework</td>
<td></td>
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</tr>
<tr>
<td><strong>End Unit 3</strong> Observation #3: Student has submitted at least one Final Artwork at the completion of Unit 3 (Note: Artwork(s) must be clearly labelled as completed in Unit 3)</td>
<td></td>
<td>List each final artwork with a brief description including art form/s, techniques, materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>End Unit 4</strong> Observation #4: Student has submitted at least one Final Artwork at the completion of Unit 4 (Note: Artwork(s) must be clearly labelled as completed in Unit 4)</td>
<td></td>
<td>List each final artwork with a brief description</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation #5: Citation of source material</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student has cited all images and other material referenced in body of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final submission of School-assessed Task</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

This sheet is to be retained by the school, sighted by the principal, and filed (see Section 10.1.2 of the VCE and VCAL Administrative Handbook 2012). It should be produced if requested by the VCAA.

This form may be collected by the VCAA as part of the School-assessment audit and review program.
VCE Media

Units 3 and 4

School-assessed Task
The School-assessed Task contributes 37 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 representing an assessment of the student’s level of performance in achieving Outcomes 2 and 3 in Unit 3 and Outcome 1 in Unit 4. The total score must be based on the teacher’s assessment of the student’s performance according to the criteria on pages 16–19.

The 2012 assessment sheet on page 20 is to be used by teachers to award a total score. The completed assessment sheet for each student’s School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for School-assessed Tasks will be published annually in the February issue of the VCAA Bulletin VCE, VCAL and VET and in the current year’s VCE and VCAL Administrative Handbook.

The School-assessed Task has three components. They relate to:
• Unit 3 Outcome 2
• Unit 3 Outcome 3
• Unit 4 Outcome 1.

Unit 3

Media Production Skills

Outcome 2
Use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.

Nature of task
Two media production exercises that are each supported with a statement of intention and an evaluation. Exercises must demonstrate the use of a range of technical equipment, applications and media processes. Evaluations must identify the capacity of technical equipment, applications and processes used to present ideas, achieve effects and explore aesthetic qualities in media forms.

Scope of task
Students will undertake two production exercises. The exercises should be designed to allow students the opportunity to demonstrate knowledge and skills in such areas as media design planning processes, competence in using technical equipment and applications and the exploration of aesthetic and structural qualities of media products. Students will not undertake a complete production. The exercises should be designed to allow students to demonstrate Area of Study 2 knowledge and skills.

Production exercises should include:
• exploration/s of production design techniques and practices appropriate to media product/s
• investigation/s of the capacities of technical equipment, applications and/or media processes appropriate to a media product
• evidence of the operation of technical equipment, use of applications and/or application of media processes to develop skills in areas identified in the production design plan specifications
• exploration/s of aesthetic and structural qualities and characteristics of media products.

Production exercises would normally be undertaken in the medium in which students plan to undertake their media production; however, this is not necessarily the case. As a result of completing his or her production exercises a student may choose to work in another medium. In this case the student may not have time to develop production skills in the new medium and may be disadvantaged; he or she should be advised of this.

Production exercises should be clearly differentiated from the teaching and learning phase of this area of study and from the media design plan (Unit 3 Outcome 3) and media production (Unit 4 Outcome 1). Production exercises should be clearly differentiated from each other. Production exercises should be numbered ‘Production exercise 1’ and ‘Production exercise 2’ respectively.

Production exercises together with accompanying documentation should be retained by the school and assessed as part of the School-assessed Task. They are subject to audit.

Each exercise should include the following documentation which contributes to the assessment of this outcome.

1. Intention
A Statement of Intention that describes the purpose of the exercise: aesthetics and/or structural capacities and/or characteristics of a media product to be explored; technical equipment to be operated; applications used and/or media processes to be applied to develop particular skills to present specific ideas to achieve particular effects and/or explore aesthetic qualities.

2. Evaluation
An explanation of how the completed exercise realises the stated intention/s of the exercise. The explanation should outline the extent to which the intention/s were realised. The production exercises may be thematically linked, content-related or alternatively unconnected in their themes or content.

Note that the focus of each exercise should be clearly differentiated. The length and/or duration of each production exercise should allow students to demonstrate skills relevant to the stated intention of the exercise. Extended or extensive media productions should not be completed as part of the production exercises.

Production exercises that could be undertaken include:
• a storyboard, plan, script, rough, navigation plan, flowchart or treatment that establish ideas and/or concepts
• an exercise in editing, for example editing a sequence of shots and/or sound to achieve a required intention for a particular audience or combining music and sound effects to establish a location
• an exercise in recording sound, for example resolving a given sound problem with available equipment
• an exercise in lighting, for example lighting in space for a specific intention, which is recorded
• arranging the composition within a frame to achieve a particular style, which is filmed or photographed
• organising the layout of a page using typography and/or images
• processing of negatives or film in the darkroom to suit a specific intention
• planning a multimedia presentation or product with reference to design plan specifications
• an exercise which compares the use of filters to convey a specific intention or style
• an exercise that demonstrates the advantages and disadvantages of two or more techniques or processes
• planning, photographing or recording an activity (such as moving from one place to another) within a set number of shot types and/or camera angles.

Unit 3

Media Production Design

Outcome 3
Prepare and document a media production design plan in a selected media form for a specified audience.

Nature of task
A media production design plan prepared for one of the media forms identified in Unit 3 Area of Study 3 Media production design. The plan should be related to a media product to be completed in Unit 4 and include specifications as identified in Unit 3 Area of Study 3 Media Production Design.

Scope of task
A production design plan for a specific media product, including:
• written planning documentation detailing audience and intention and including, for example treatment, script, interview questions
• visual representations, for example rough, storyboard, navigation plan, flowchart, mock-up.

The media production design plan should be commenced and completed in Unit 3.

The written planning document and visual representations should clearly establish the audience and intention of the media production to be undertaken in Unit 4 and make reference to the appropriate specifications.

The completion of the media product in Unit 4 involves systematically working through (with modifications where necessary) the production design plan. The written planning document and visual representations in combination should clearly establish the idea and concept of the media product to be undertaken.

Forms for this documentation may include the following, as appropriate:
• script with accompanying visual representations such as drawings and/or photographs
• treatment with supporting visual representations such as drawings and/or photographs
• storyboard with annotations relevant to the specifications
• rough with a commentary that outlines production considerations
• treatment and a navigation plan with annotations relevant to the specifications
• script and flow chart with annotations relevant to the specifications
• script, flow chart and mock-up with annotations relevant to the specifications
• script, rough and navigation plan with annotations relevant to the specifications
• script and storyboard with annotations relevant to the specifications.

The idea and concept of the media production in the written planning document and visual representations should be clearly established and communicated in the order of its intended realisation.

This should be done progressively throughout the documentation and may involve:
• numbering, dating and/or commenting on specific stages of work from the initial concept to its completion
• annotation and explanation of ideas, concepts and solutions.

The media production design plan should:
• be for one of the media forms identified in Unit 3 Area of Study 3 ‘Media production design’ as identified on page 23 of the VCE Media Study Design
• be for a media product to be completed in Unit 4.

Unit 4

Media Process

Outcome 1
Produce a media product for an identified audience from the media production design plan prepared in Unit 3.

Nature of task
A media product including audio, visual and/or text components as appropriate.

Scope of task
Product and product duration and/or length:
• video or film sequence 3–10 minutes in length, including title and credit sequences
• a radio or audio production of a minimum of 8 minutes in length, including title and credit sequences
• an animated production of no more than 10 minutes in length, including title and credit sequences
• a photographic presentation, sequence or series of images that incorporates a minimum of 10 original source images that must be processed and printed by the student
• print production of a minimum of 8 pages or layouts printed by the student
• a digital and/or online production that demonstrates comparable complexity and provides user accessibility consistent with other media forms listed
• a convergent media production that incorporates aspects of a range of media forms and is consistent with product durations and/or descriptors listed.

The production of the media product should be undertaken individually. However, the implementation of the production design plan may, in some audio and audiovisual productions, require the collaboration of others to realise the student’s intentions as developed in the media production design plan. Group production work and group media production design plans are not appropriate.

The production ranges for the different media forms indicate the production length considered appropriate to undertake while meeting the criteria for the award of grades. The upper limit of the range is the maximum that will be considered for assessment.

While students may incorporate pre-existing material in media productions, the use of such material may detract from the student’s capacity to develop an individual and/or distinctive product and may not allow a student the opportunity...
to fully demonstrate management and organisational skills.

Therefore, students need to be aware of the implications of including such material in their work.

Schools and teachers should be familiar with the relevant conditions and restrictions of the Copyright Act 1968 (Cwlth) in relation to the use of professionally produced music, sounds and images in student productions. Variations to the plan made during its implementation should be documented and attached to the media production design plan as submitted for Outcome 3 in Unit 3.

Documentation may include brief notes on the plan including liner notes on the plan itself, post-it note attachments and/or brief point form annotations. Variations should be clearly differentiated from the original plan.

**Assessment criteria**

The extent to which the production exercises, media production design plan and media product demonstrate:

**Production exercises**

**Criterion 1**

*Use of media equipment, applications and/or processes to present ideas and/or achieve particular effects in a media form.*

**Very High**

Technically accomplished production exercises that skilfully explore media design and production techniques. Highly developed skills in the operation of technical equipment, applications and/or media processes. Insightful understanding of the possibilities and/or limitations of relevant technical equipment, applications and/or media processes. A highly developed understanding of aesthetic and/or structural qualities used to present ideas and/or achieve effects in a media product.

Documentation includes a focused statement of intention and an informed evaluation accompanying each exercise that makes a clear connection to its intention. Precise application of media language and terminology is evident throughout the documentation.

**High**

Technically proficient production exercises that effectively explore production intention specifications to clearly present ideas and/or achieve particular effects. Well-developed skills in the operation of technical equipment, applications and/or media processes. Thorough understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes. A thorough understanding of aesthetic and/or structural qualities of the media products explored and/or investigated. Documentation includes a clear statement of intention and a thorough evaluation accompanying each exercise that appropriately analyses knowledge developed in the media process showing a clear connection to the intention. Highly appropriate media language and terminology is employed in both the intention and evaluation of both exercises.

**Medium**

Technically competent production exercises that generally explore production intention specifications to present ideas and/or achieve particular effects. Competent skills in the operation of technical equipment, applications and/or media processes. Sound understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes. An appropriate understanding of aesthetic and/or structural qualities of the media products explored and/or investigated. Documentation includes a statement of intention and an evaluation accompanying each exercise that analyses knowledge developed in the media process showing an appropriate connection to the intention. Appropriate media language and terminology is employed in both the intention and evaluation of both exercises.

**Low**

Technical production exercises that explore production intention specifications to present ideas and/or achieve particular effects. Evidence of some skill in the operation of technical equipment, applications and/or media processes. Some understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes. A low level of understanding of aesthetic and/or structural qualities of the media products explored and/or investigated. Documentation includes a statement of intention and an evaluation accompanying each exercise that presents knowledge developed in the media process showing a connection to the intention. Limited media language and terminology is employed in both the intention and evaluation of both exercises.

**Media production design plan**

**Criterion 2**

*Development and preparation of a media production design plan in a selected media form for a specified audience.*

**Very High**

A highly developed concept for a production in a selected media form for a specified audience/s is evident in comprehensive written planning documentation and visual representations. The plan demonstrates extensive knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose. Focused research and evaluation of possibilities for a media production is insightful and informs the media production design plan. A highly coherent plan presents a proposal for a production that can be realised.

**High**

A well-developed sense of purpose and organisation for the specified audience/s is evident in well-written planning documentation and visual representations that demonstrate...
a high level of knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose. A high level of research and evaluation of possibilities for a media production is thoughtful and informs the media production design plan. A sound and integrated proposal presents an individual/distinctive plan that can be realised.

**Medium**
A clear sense of purpose and organisation for the specified audience/s is evident in written planning documentation and visual representations that demonstrate effective knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose. Some research and an evaluation of possibilities for a media production informs the media production design plan. An appropriate proposal presents an individual/distinctive plan that can be realised.

**Low**
Some sense of purpose and organisation for the specified audience/s is evident in written planning documentation and visual representations that demonstrate a knowledge of some preproduction codes and conventions appropriate to the intended media product form and purpose. Some research and a low level evaluation of possibilities for a media production informs the media production design plan. The proposal presents an individual/distinctive plan that may not be able to be fully realised.

**Very Low**
A limited sense of purpose and organisation for the specified audience/s is evident in written planning documentation and visual representations that demonstrate a very limited knowledge of preproduction codes and conventions appropriate to the intended media product form and purpose. Very limited research and a low level evaluation of possibilities for a media production informs the media production design plan. The proposal presents an individual/distinctive plan that may not be able to be fully realised.

**Criterion 3**
Application and understanding of styles, codes and conventions appropriate to the selected media form.

**Very High**
Extensive and convincing understanding and accomplished application of media form/s, appropriate style, codes and conventions highly relevant to the media product is evident throughout the production design plan and media product. A highly accomplished application of style and/or genre is evident in the production design plan and the media product.

**High**
Thorough understanding of media form/s, appropriate style, codes and conventions of the media product to be produced. Consistent and competent understanding of media form/s, use of conventions and development of style and or genre are evident in the media production design plan and the completed media product. The competent use of conventions and style demonstrates a clear and competent understanding of the media form/s appropriate to the product produced.

**Medium**
General understanding of media form/s, appropriate style, codes and conventions stylistic of the media product to be produced. Appropriate understanding of media form/s, use of conventions and development of style and genre are evident in the media production design plan and the completed media product. The use of conventions and style demonstrates a general understanding of the media form/s appropriate to the product produced.

**Low**
Some understanding of media form/s, style, codes and conventions of the media product to be produced is evident in the media production design plan and the completed media product. The use of conventions and style demonstrates a basic understanding of the media form/s appropriate to the product produced.

**Very Low**
Limited understanding of media form/s, stylistic, codes and conventions of the media product to be produced is evident in the media production design plan and/or the completed media product. The use of conventions and style demonstrates a limited understanding of the media form/s appropriate to the product produced.

**Criterion 4**
Realisation of an individual/distinctive media product appropriate to the intention for selected audience/s that demonstrates appropriate style.

**Very High**
A sophisticated and convincing product that is individual or distinctive and demonstrates a style that is highly appropriate to the selected media form and audience/s. Effective and skilful communication of ideas and concepts is achieved consistently through the structure and organisation of a media product that successfully realises its intention.

**High**
An accomplished product that is individual or distinctive and demonstrates a style that is appropriate to the selected medium, product and audience/s. Skillful and thoughtful communication of ideas and concepts is achieved through the crafting of the structure and organisation of a media product that effectively realises its intention for the selected audience/s.

**Medium**
A well-developed product that is individual or distinctive and demonstrates a style that is appropriate to the selected medium, product and audience/s. The communication of ideas and concepts is achieved through the crafting of the structure and organisation of a media product that addresses some aspects of the intention for the selected audience/s.

**Low**
A product that demonstrates some individual or distinctive qualities and some awareness of a style that is appropriate to the selected medium, product and audience/s. The communication of ideas and concepts is evidenced in aspects of the structure and organisation of a media product that addresses some aspects of the intention for the selected audience/s.

**Very Low**
A product that demonstrates very limited individual or distinctive qualities and awareness of a style appropriate to the selected medium, product and audience/s. Ideas and concepts may not be resolved, are vague or lack coherence. The structure and organisation of a media product demonstrate a very limited relationship to the intention for the selected audience/s.
Criterion 5
Skill in the operation of equipment and use of materials and processes appropriate to the selected media form.

Very High
Accomplished and technically adept use and/or operation of production equipment and/or facilities is consistently evident throughout the production. Equipment and/or facilities are employed in a controlled manner demonstrating an informed understanding of their possibilities and limitations in the development of structures and representations in the media product.

High
Highly developed skill/technical competence in the use and/or operation of production equipment and/or facilities is evident in the production. Equipment and/or facilities are used with an understanding of their possibilities and limitations in the development and organisation of structures and representations in the media product. The use of production equipment and/or facilities demonstrates a considered understanding of the media form/s.

Medium
Developed skill/technical competence in the use and/or operation of a range of production equipment and/or facilities is evident in the production. Equipment and/or facilities are used with a general understanding of their possibilities and limitations in the development and organisation of structures and representations in the media product. The use of production equipment and/or facilities demonstrates an understanding of the media form/s.

Low
Limited skill/technical competence in the use and/or operation of production equipment and/or facilities is evident in the production. Equipment and/or facilities are used with some understanding of their possibilities and limitations in the development and organisation of structures and representations in the media product. The use of production equipment and/or facilities demonstrates a limited understanding of the media form/s.

Very Low
Very limited skill/technical competence in the use of production equipment. Equipment and/or facilities are used with limited understanding of their potential and operation. A vague understanding of the media form/s is demonstrated through the use of production equipment and/or facilities.

Criterion 6
Management of the production of a media product

Very High
The product demonstrates accomplished, consistent and thorough management of the media production at each stage and for all roles in the production process.

High
The product reveals an effective understanding of the management and organisation of the production process at most stages and for most roles of the production process. Competent management and organisation skills demonstrated in the structures and representations in the media production.

Medium
The product reveals an adequate understanding of the management and organisation of the production process at most stages and for most roles of the production process. Adequate management and organisation skills demonstrated in the structures and representations in the media production.

Low
The product reveals some understanding of the management and organisation of the production process at some stages and/or roles of the production process. Basic management and/or organisation skills demonstrated in some structures and representations in the media production.

Very Low
The product reveals very limited understanding of the management and organisation of the production process. Very limited evidence of management or organisational skills is presented in structures or representations in the media production.

Criterion 7
Realisation of the production design plan in the media product

Very High
An effective realisation of the student’s production design plan demonstrating a strong correlation between the design plan and media product is evident in the plan though documentation made during production and post-production. This documentation, in the form of detailed production notes and annotations, explicitly supports the effective completion of the product and records changes made during the process that demonstrate the development of appropriate skills and knowledge to support management and creative direction.

High
A sound realisation of the student’s production design plan. Demonstration of a clear correlation between the design plan and media production. The design plan reveals detailed evidence of use throughout the production and post-production stages of the media product. A record of documentation in the form of production notes and annotations to the design plan made during these stages supports the completion of the production. Records of changes to the plan have been made during each stage of the process and demonstrate the development of appropriate skills and knowledge to support management and creative direction.

Medium
An adequate realisation of the student’s production design plan. Demonstration of a correlation between the design plan and media production. The design plan reveals evidence of use throughout the production and post-production stages of the media product. A record of documentation in the form of production notes and annotations to the design plan made during these stages supports the completion of the production. Generally records of changes to the plan have been made during stages of the process and demonstrate the development of skills and knowledge to support management and/or creative direction.
Low
The product is based on the student’s production design plan. There is some correlation between the design plan and media production. The design plan reveals some evidence of its use during production and post-production stages of the media product. Documentation in the form of production notes and annotations to the design plan made during these stages support aspects of the completion of the production. Records of changes to the plan are limited but address some aspects of the development of skills, knowledge and/or creative direction.

Very Low
There may be a lack of clarity to determine that the product is based on the student’s production design plan. There is a limited correlation between the design plan and media production. The design plan reveals a lack of evidence of its use during production and post-production stages of the media product. Documentation in the form of production notes and annotations to the design plan made during these stages is very limited. Records of changes to the plan are very limited and do not adequately address aspects of the development of skills, knowledge and/or creative direction.
### Criteria for the Award of Scores

The extent to which the Production exercises, Media production design plan and Media product demonstrates:

<table>
<thead>
<tr>
<th>Production exercises</th>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
<th>Not Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. use of media equipment, applications and/or processes to present ideas and/or achieve particular effects in a media form</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media production design plan and media product</th>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
<th>Not Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. development and preparation of a media production design plan in selected media form for a specified audience</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. application and understanding of styles, codes and conventions appropriate to the selected media form</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. realisation of an individual/distinctive media product appropriate to the intention for selected audience/s that demonstrates appropriate style</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. skill in the operation of equipment and use of materials and processes appropriate to the selected media form</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>6. management of the production of a media product</td>
<td></td>
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</tr>
<tr>
<td>7. realisation of the production design plan in the media product</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**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.
**Authentication Record Form**

**VCE Media School-assessed Task**

Please print clearly.
This form must be completed by the class teacher. It provides a record of the monitoring of student’s work in progress for authentication purposes.

<table>
<thead>
<tr>
<th>Component of School-assessed Task</th>
<th>Date observed/Submitted</th>
<th>Authentication issues/comments</th>
<th>Teacher’s initials</th>
<th>Student’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media form selected</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation #1 of individual work in class: work-in-progress, production exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two production exercises and accompanying documentation completed</td>
<td></td>
<td>List each exercise with a brief description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation #2: Media Production Design Plan</td>
<td></td>
<td>Brief description of product to be made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Production Design Plan completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation #3: Media product development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media product and accompanying documentation notes completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final submission of task</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

This sheet is to be retained by the school, sighted by the principal, and filed (see Section 10.1.2 of the *VCE and VCAL Administrative Handbook 2012*). It should be produced if requested by the VCAA.

This form may be collected by the VCAA as part of the School-assessment audit and review program.
VCE Studio Arts

Unit 3

School-assessed Task 1

School-assessed Task 1 contributes 33 per cent to the study score and is commenced and completed in Unit 3. Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score representing an assessment of the student’s level of performance for Outcomes 1 and 2 in Unit 3. The total score must be based on the teacher’s assessment of the student’s performance according to the criteria on pages 23–25. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 assessment sheet on page 26 is to be used by teachers to award a total score. The completed assessment sheet for each student’s School-assessed Task must be available on request by the VCAA. Details of authentication requirements and administrative arrangements for School-assessed Tasks will be published annually in the February issue of the VCAA Bulletin VCE, VCAL and VET and in the current year’s VCE and VCAL Administrative Handbook.

The School-assessed Task has two components.

Each is prepared in Unit 3. The components are:

- Outcome 1 Exploration proposal
- Outcome 2 Design process.

Outcome 1

Prepare an exploration proposal that formulates the content and the parameters of an individual design process, and that includes a plan as to how the proposal will be undertaken.

Nature of task

An exploration proposal should create a framework for an individual design process in which the student plans how their subject matter, ideas, aesthetics, materials and techniques will be explored and developed.

The student’s exploration proposal needs to be developed on an individual basis and personal and creative responses should be encouraged throughout the preparation.

The teacher and student should negotiate the contents of the exploration proposal and the art form/s in which the work will be undertaken to ensure the student is working within the range of art form/s and facilities the school is able to offer.

It is expected that the exploration proposal will be of a substantial length that comprehensively addresses the scope of the task.

Scope of task

The exploration proposal should include:

- an explanation of the focus and subject matter to be developed
- a discussion of the conceptual possibilities and an explanation of the ideas to be explored
- a description of the art form/s to be explored
- a discussion of the sources of inspiration to be investigated
- an explanation of the aesthetic qualities to be explored
- an explanation of the materials to be explored
- an explanation of the techniques to be developed
- a plan for how the exploration proposal will be implemented.

The area of exploration should be defined in the exploration proposal in enough breadth to allow for substantial exploration during the design process to facilitate the development of a range of potential directions.

The exploration proposal should be developed prior to the commencement of the individual design process but may be expanded upon during the initial stages of the design process. However, it should be noted that the exploration proposal sets out the content and parameters of the student’s future proposed work and is not a summary of what has been done.

The exploration proposal should, where possible, be word processed and may be presented as an extended statement, a series of short paragraphs and may include dot points and visual reference material. This visual reference material may include illustrations, diagrams or images of other artists’ work as a means of clarifying ideas expressed in the exploration proposal.

If an exploration proposal is not presented a student has not satisfactorily achieved the outcome and is unable to score in Criteria 1, 2, 3, 4, and 6 of School-assessed Task 1 and should be assessed as NS (Not Shown) for these criteria.

Outcome 2

Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.

Nature of task

The individual design process should consist of experimental and developmental work that clearly addresses aesthetic qualities and techniques related to the student’s individual ideas and subject matter defined in the exploration proposal. The student should use the exploratory and developmental stage to investigate, clarify and consolidate ideas. They should explore, develop and refine the application of techniques, the use of materials and the manipulation of visual and other elements related to their ideas, concepts and aesthetic qualities as outlined in the exploration proposal. Students undertake annotation throughout the individual design process to reflect, analyse and evaluate the experimental and developmental work. They should clarify their thinking and working processes via images and annotations throughout the design process. The annotation will identify and select aspects of the individual design process that will contribute to the production of a folio of artworks in Unit 4. Students should fully acknowledge any borrowed visual or written material with clear evidence of the relevance of this material to their own artmaking and explain how it will inform the exploration and development of ideas and subject matter.

Potential directions

Potential directions should reflect ideas discussed in the exploration proposal. Potential directions are developed progressively evolving from and throughout the individual design process and should be seen in this context rather than as finished artworks. The nature of the potential directions will vary according to the characteristics of individual art forms and may contribute in their entirety or in part to final artworks.

Annotation throughout the design process should identify potential directions as part of the student’s process of evaluation. It should be noted that a range of potential directions is required and that the presentation of one potential direction does not satisfy the requirements for this task. At the
production of a cohesive folio of finished artworks in Unit 4 for the production of a cohesive folio.

Students might select potential directions that:

• most effectively communicate concepts, ideas and aesthetics documented in the exploration proposal
• offer the opportunity to demonstrate an appropriate level of technical skill
• Provide the appropriate qualities to support a cohesive folio of work.

If students appropriate the visual or intellectual property of others, teachers must ensure that this is clearly acknowledged and that the use of such material does not constitute plagiarism or contravene copyright and licensing agreements. All images used in the design process should appear with evidence of their source and any development which clearly establishes the work as that of the student. The use of other artist’s aesthetic qualities should be carefully considered during the design process. Over-use or direct copying of aesthetics of others may not allow students to develop individually creative explorations. All developmental work should relate directly to the student’s individual ideas expressed in the exploration proposal.

Relationship between art making in Units 3 and 4
At the conclusion of Unit 3 it is expected that the student will have developed a range of potential directions. At the commencement of Unit 4 students select the potential directions that will be used to create finished artworks in a cohesive folio.

Students may have access to Unit 3 potential directions when undertaking the School-assessed Task in Unit 4. Access to this exploratory work should be controlled and where possible take place under supervised conditions. Access should only be given to the exploratory work that is relevant to the production of a cohesive folio of finished artworks in Unit 4.

Unit 3 work can be released to the students after SIAR 1 results have been approved and released to schools.

Presentation of artworks for assessment should be carefully considered to ensure that the surface qualities of the work are not obscured and the close examination of aesthetic qualities and technical applications is not obstructed. Framing of artworks is not required; however, it may be considered if the student feels that it will enhance the presentation of their ideas. It should be remembered that the use of glass, perspex, plastic or other such materials may obscure the surface and obstruct the close examination of the techniques and texture of the medium/media used in the work presented for assessment. Presenting a series of images in a concertina book would be considered one artwork. Mounting more than one piece of work in a multi-cut mount may be considered one piece of artwork and as such does not present a folio of artworks, as is required for Unit 4.

Assessment criteria
The extent to which the exploration proposal and the individual design process demonstrate:

Criterion 1
*Use of an exploration proposal to define the development of an individual design process that includes a plan of how the proposal will be undertaken.*

Very High
A personal and comprehensively defined and articulate exploration proposal that plans how the individual design process will be developed, clearly explaining the focus and subject matter. Provides insight to the student’s motivation and sources of inspiration to be investigated. Perceptive and thoughtful discussion of conceptual possibilities relevant to the subject matter and art form/s and the range of related ideas to be investigated. Comprehensive explanation of the aesthetic qualities to be developed in relation to the student’s ideas. Comprehensive description of the art form/s to be explored. Detailed discussion of the proposed exploration of appropriate materials, development of techniques, processes and skills to be presented.

High
A personal and well defined exploration exploration proposal that clearly plans how the individual design process will be developed. Clear explanation of the focus and subject matter to be explored with discussion about sources of motivation and inspiration to be investigated. Thoughtful discussion of the conceptual possibilities relevant to the subject matter and art form/s and a range of related ideas to be investigated. Clear explanation of the aesthetic qualities to be developed in relation to the student’s ideas. Confident description of the art form/s to be explored. Sound discussion of the proposed exploration of appropriate materials, development of techniques and skills to be presented.

Medium
A personal and clearly defined exploration proposal that satisfactorily plans how the individual design process will be developed. Satisfactory explanation of the focus and subject matter to be explored with discussion about sources of motivation and inspiration to be investigated. Discussion of the conceptual possibilities relevant to the subject matter and art form/s and a range of related ideas to be investigated. Explanation of some aesthetic qualities to be developed in relation to the student’s ideas. Satisfactory description of the art form/s to be explored. Adequate description of the proposed exploration of appropriate materials, development of techniques and skills to be presented.

Low
An exploration proposal that provides some evidence of the student’s ability to plan most aspects of the individual design process. The subject matter is identified and simple ideas to be investigated are described. Aesthetic qualities are suggested or described with some indication as to how they relate to the ideas presented. Ideas to be explored are described with limited exploration or development plan. Art form/s and some materials and techniques to be explored are listed.

Very Low
An exploration proposal that provides limited evidence of the student’s ability to plan some aspects of the individual design process. The proposal demonstrates limited sense of exploration and development. The subject matter may be ill defined with little indication as to process for investigation. Limited reference to aesthetic qualities with little indication as to how they relate to the student’s ideas. Art form/s or some materials or techniques to be used are listed.
**Criterion 2**

**Exploration and development of subject matter and ideas within the design process that are related to concepts and ideas described in the exploration proposal.**

**Very High**
Demonstration of highly creative and insightful approaches in the exploration and development of a range of ideas and conceptual possibilities within the design process. Comprehensive and thoughtful exploration that progressively develops and refines ideas and subject matter in the development of the student’s personal imagery as described in the exploration proposal. Highly informative and detailed investigation of sources of inspiration and motivation, including documentary evidence of the development of the student’s personal imagery.

**High**
Demonstration of creative and well articulated approaches in the exploration and development of a range of ideas and conceptual possibilities within the design process. Clear and thoughtful exploration that develops and refines ideas and subject matter in the development of the student’s personal imagery as described in the exploration proposal. Well informed investigation of sources of inspiration and motivation, including documentary evidence of the development of the student’s personal imagery.

**Medium**
Demonstration of a considered exploration of a number of related ideas in developing subject matter within the design process. Relevant exploration develops and refines ideas and subject matter as described in the exploration proposal. Adequate investigation of sources of inspiration and motivation, including documentation of the development of the student’s imagery.

**Low**
Some exploration of ideas related to the student’s subject matter within the design process work present a limited investigation of sources of inspiration and motivation. Limited suggestions as to how this contributes to the development of the student’s imagery as described in the exploration proposal.

**Very Low**
Limited exploration of ideas within the design process related to the student’s subject matter as described in the exploration proposal with limited investigation of source/s of inspiration and motivation.

**Criterion 3**

**Exploration and development of aesthetic qualities in the design process relevant to the ideas described in the exploration proposal.**

**Very High**
Comprehensive and effective visual and written documentation that demonstrates how a range of visual formal elements communicate the aesthetic qualities related to the student’s ideas and subject matter. Consistently creative and individual exploration and development of aesthetic qualities in the student’s personal imagery demonstrates an extensive investigation throughout the design process. The student’s imagery is progressively developed and refined to effectively communicate ideas described in the exploration proposal.

**High**
Effective visual and written documentation that demonstrates how a range of visual formal elements communicate the aesthetic qualities related to the student’s ideas and subject matter. Considered and creative exploration and development of aesthetic qualities in the student’s personal imagery demonstrates a thorough investigation throughout the design process. The visual effectiveness of the student’s imagery is developed and refined to communicate ideas described in the exploration proposal. Comprehensive written material uses appropriate art language and terminology.

**Medium**
Satisfactory visual and written documentation demonstrates how a range of visual formal elements communicate the aesthetic qualities related to the student’s ideas and/or subject matter. Satisfactory exploration and development of aesthetic qualities in the student’s personal imagery demonstrates sound investigation during the design process. The visual effectiveness of the student’s imagery is adequately developed to communicate ideas described in the exploration proposal. Written material uses some art language and terminology.

**Low**
Limited visual and/or written documentation provides some indication as to how formal elements are used to create aesthetic qualities and reflect ideas. Some exploration and use of visual and other elements is evident. Limited evidence of use of individual ideas in the exploration and development. Written material uses some art language and terminology.

**Very Low**
Some visual elements in visual and/or written documentation are used with very limited reference to aesthetic qualities and ideas mentioned or listed in the exploration proposal. Very limited evidence of use of individual ideas in the exploration and development. Very limited use of art language or terminology.

**Criterion 4**

**Exploration of materials and development of techniques and processes within the design process relevant to the art form/s and ideas described in the exploration proposal.**

**Very High**
Extensive and thoughtful exploration, comprehensive documentation of a range of materials and development of techniques appropriate to the selected art form/s as articulated in the exploration proposal. Demonstration of a consistently high level of skill in the use of materials and techniques, showing sensitivity to and awareness and understanding of particular characteristics of materials.

**High**
Consistent and considered exploration and documentation of a range of materials, and the development of techniques appropriate to the selected art form/s as articulated in the exploration proposal. Demonstration of consistent development and refining of skills in the use of materials and techniques, showing appreciation and understanding of particular characteristics of the materials.
Medium
Adequate exploration and documentation of a range of materials, and the development of techniques relevant to the selected art form/s as articulated in the exploration proposal. Clear demonstration of development of skills in the use of materials and techniques, showing some appreciation and/or understanding of particular characteristics of materials.

Low
Some documentation accompanies the exploration of materials and techniques related to the selected art form/s as articulated in the exploration proposal. Evidence of some development of skill in the use of materials and techniques. Limited appreciation of materials and/or understanding of particular characteristics of materials.

Very Low
Little documentation accompanying the exploration of materials and techniques related to the selected art form/s and little reference to this in the exploration proposal. Limited development in the use of materials and techniques and limited understanding of the selected art form/s is evident.

Criterion 5
Evaluation of exploratory and developmental work throughout the design process.

Very High
Comprehensive and highly informative annotation documenting processes of analysis, evaluation and the refinement of ideas, aesthetics and techniques in the design process. Strongly evident consolidation of the student’s thought processes with accomplished use of art language that signals directions for development of artwork. Insightful use of art elements in the presentation of a range of potential directions in the design process that could form the basis for future artwork.

High
Clear and informative annotation documenting processes of analysis, evaluation and refinement of ideas, aesthetics and techniques in the design process. Clear evidence of the student’s thought processes with confident use of art language that signals directions for development of artwork. Thoughtful use of art elements in the presentation of a range of potential directions in the design process that could form the basis for future artwork.

Medium
Relevant annotation documenting a process of evaluation and development of ideas, aesthetics and techniques in the design process. Satisfactory level of evidence of the student’s thought processes with appropriate use of art language that signals directions for development of artwork. Evidence of use of art elements in the presentation of a range of potential directions in the design process that could form the basis for future artworks.

Low
Annotation provides some evidence of refinement of ideas and/or techniques that contribute to the development of the design process. Some documentation of the student’s thought processes using art language is evident and may signal directions for development of artwork. Limited use of art elements in the presentation of a range of potential directions that could form the basis for future artworks.

Very Low
Inconsistent and superficial evidence of ideas and/or techniques that contribute to the development of the design process. Some reference to art elements present in some potential directions but with limited evidence in the design process.

Criterion 6
Selection and evaluation of a range of potential directions that will form the basis of artworks in Unit 4.

Very High
Comprehensive evaluation of a range of potential directions that provides substantial material on which future artworks will be based. The potential directions comprehensively reflect, both visually and in writing, the investigation, development and refinement of ideas, aesthetics and techniques discussed in the exploration proposal. Demonstration of effective, creative and innovative approaches in the communication of concepts and ideas.

High
Thorough evaluation of a range of potential directions that provides sufficient material on which future artworks will be based. The potential directions clearly reflect, both visually and in writing, the investigation, development and refinement of ideas, aesthetics and techniques discussed in the exploration proposal. Demonstration of effective approaches to the communication of ideas.

Medium
Evaluation of a range of potential directions that provides adequate material on which future artworks will be based. The potential directions reflect, visually and/or in writing, the investigation and development of ideas, aesthetics and techniques discussed in the exploration proposal. Demonstration of effective approaches to the communication of ideas.

Low
Limited evaluation of potential directions that could be used for the production of future artworks. The potential directions reflect limited investigation, visually and/or in writing, the development of ideas, techniques and/or aesthetics. Potential directions may not be clearly identified and may present a limited connection to the ideas expressed in the exploration proposal.

Very Low
Minimal evidence of potential directions is evident which bears little relationship to the student’s ideas, techniques and/or aesthetics. Limited number of potential directions, visually and/or in writing, contain very limited connection to the ideas expressed in the exploration proposal.
### Victorian Certificate of Education

**Studio Arts Assessment Sheet**

**School-assessed Task 1: Exploration proposal and design process**

**Advice to Teachers**

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 23–25 of Supplement 1 to the February 2012 VCAA Bulletin VCE, VCAL and VET No. 94. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0.

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### Criteria for the Award of Scores

<table>
<thead>
<tr>
<th>The extent to which the exploration proposal and the individual design process demonstrate:</th>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
<th>Not Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. use of an exploration proposal to define the development of an individual design process that includes a plan of how the proposal will be undertaken</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. exploration and development of subject matter and ideas within the design process that are related to concepts and ideas described in the exploration proposal</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. exploration and development of aesthetic qualities in the design process relevant to the ideas described in the exploration proposal</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. exploration of materials and development of techniques and processes within the design process relevant to the art form/s and ideas described in the exploration proposal</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. evaluation of exploratory and developmental work throughout the design process</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. selection and evaluation of a range of potential directions that will form the basis of artworks in Unit 4</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Subtotals**

**Total Score**

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If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.

**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.
## Authentication Record Form
### VCE Studio Arts School-assessed Task 1

Please print clearly. This form must be completed by the class teacher. It provides a record of the monitoring of student’s work in progress for authentication purposes.

**Student name**

**Student number**

**Teacher’s name**

**Class**

<table>
<thead>
<tr>
<th>Component of School-assessed Task</th>
<th>Date observed</th>
<th>Authentication issues/comments</th>
<th>Teacher’s initials</th>
<th>Student’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration proposal draft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploration proposal submitted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art form/s, techniques to be explored</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation of individual design process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of potential directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of potential directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final submission of School-assessed Task</td>
<td></td>
<td>List work submitted, i.e: visual diary, supportive process work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Student signature**

**Date**

This sheet is to be retained by the school, sighted by the principal, and filed (see Section 10.1.2 of the *VCE and VCAL Administrative Handbook 2012*). It should be produced if requested by the VCAA.

This form may be collected by the VCAA as part of the School-assessment audit and review program.
Unit 4

School-assessed Task 2

School-assessed Task 2 contributes 33 per cent to the study score and is commenced and completed in Unit 4. Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score representing an assessment of the student’s level of performance for Outcomes 1 and 2 in Unit 4. The total score must be based on the teacher’s assessment of the student’s performance according to the following criteria on pages 29–31. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 assessment sheet on page 32 is to be used by teachers to award a total score. The completed assessment sheet for each student’s School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for School-assessed Tasks will be published annually in the February issue of the VCAA Bulletin VCE, VCAL and VET and in the current year’s VCE and VCAL Administrative Handbook.

The School-assessed Task 2 has two components.

Each is prepared in Unit 4. The components are:
- Outcome 1 Folio
- Outcome 2 Focus, reflection and evaluation

Outcome 1

Present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.

Nature of task

A cohesive folio of finished artworks, which demonstrates the refinement and resolution of themes, concepts, ideas, techniques and aesthetics explored and developed in the design process. The artworks should be presented in a manner appropriate to the art form/s.

Scope of task

In this task students are expected to develop, refine and evaluate artworks in order to contribute toward the production of a cohesive folio of finished artworks based on the investigation and development of potential directions in the design process in Unit 3.

The terms ‘materials and techniques’ may not be relevant to all art form/s, for example in relation to digital media the art forms could be explained as ‘media and processes’.

The Folio must consist of no fewer than two finished artworks. However, the number of finished artworks will be determined by the nature of the artworks, the scale and complexity of the work undertaken, the art form/s and the design process completed. For example, a series of small intricately designed artforms produced through a process of complex techniques may be equivalent in time and effort to two large expressively painted canvasses or a series of digitally manipulated images. If only one finished art work is submitted for assessment a student has not satisfactorily achieved the outcome and is unable to score in Criteria 1, 2, 3, 4, 5 and 6 of School-assessed Task 1 and should be assessed as NS (Not Shown) for these criteria.

Outcome 2

Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

Nature of task

A visual and written statement that is completed after the production of the folio. The documentation identifies the refined focus of the folio, reflects on the communication of ideas, use of materials and techniques, the resolution of aesthetics and the relationship between the artworks that form the cohesive folio.

Prior to the commencement of the folio the student must provide visual evidence of the potential directions selected at the end of Unit 3, that will contribute to the production of finished artworks.

After the completion of the folio the student must use appropriate art language and terminology to complete the visual and written statement that will:
- identify the refined focus and subject matter of the folio
- discuss ways in which potential directions contributed to the production of finished artworks
- identify reasons why particular potential directions were selected
- discuss any further refinement and development of potential directions completed in order to produce artworks
- explain how materials and techniques were applied in the finished artworks
- explain how aesthetic qualities were resolved in the finished artworks
- analyse how the finished artworks realise the student’s communication of ideas
- discuss the presentation of the cohesive folio.

Depending on the degree of resolution in the potential directions the student may need to further refine them prior to commencing the final artworks. Where further refinement is undertaken evidence of such refinement and a description and/or explanation of the processes involved must be documented. This refinement should not supplement work that should have been undertaken in Unit 3, School-assessed Task 1. Refinement of potential directions must be resolved within the first two weeks of Unit 4, to allow the student sufficient time to complete the cohesive folio of artworks.

The documentation is not a repetition of the design process; rather it is a clear and succinct visual and written document that clearly defines the folio focus, provides evidence of the potential directions that informed the focus of the folio and provides evidence of the student’s reflection and evaluation of the cohesive folio.

Scope of task

The written component of the focus, reflection and evaluation should be word processed and may be presented as an extended statement, short paragraphs and where appropriate may include dot points.

Visual material that must be included in the extended statement and collated prior to the commencement of the folio may include photographs, screen dumps or photocopies of selected potential directions from Unit 3, School-assessed Task 1.

Students may also include sketches and plans of the proposed artworks, images, drawings or/and screen dumps.
demonstrating the application of software to be used to create artworks. Annotations should accompany all the visual material.

Potential directions may include further refinement such as maquettes, mock ups, sketches and highly effective plans that support the development of the finished artworks.

The folio focus, reflection and evaluation document is used by the teacher to directly inform the assessment of Criteria 1, 3 and 6. The documentation may be used in conjunction with the cohesive folio to support the assessment of Criteria 2, 4 and 5.

Without a folio focus, reflection and evaluation document the student cannot be assessed in Criterion 6.

If a folio focus, reflection and evaluation document is not presented a student cannot score in Criterion 3 of School-assessed Task 2 and should be assessed as NS (Not Shown).

Assessment criteria
The extent to which the cohesive folio and folio focus, reflection and evaluation documentation demonstrate:

Criterion 1
Use of potential directions in producing finished artworks.

Very High
Provision of comprehensive and detailed visual and written evidence of highly suitable selected potential directions that have been insightfully evaluated as to how they have been used to produce finished artworks.

Thorough and articulate explanation, using appropriate art language and terminology, of how the potential directions have informed the development and refinement of ideas, techniques and aesthetics in the finished artworks. Highly effective presentation of potential directions appropriate to the selected artform/s of the finished artworks. Strong evidence of the use of potential directions as the basis for the development of the finished artworks.

High
Provision of clear and detailed visual and written evidence of suitable selected potential directions that have been thoughtfully evaluated as to how they have been used to produce finished artworks. Articulate explanation, using appropriate art language and terminology, of how the potential directions have informed the development and refinement of ideas, techniques and aesthetics in the finished artworks. Effective presentation of potential directions appropriate to the selected artform/s of the finished artworks. Clear evidence of the use of potential directions as the basis for the development of the finished artworks.

Medium
Provision of satisfactory visual and written evidence of selected potential directions that have been adequately evaluated as to how they have been used to produce finished artworks. Clear explanation, using art language and terminology, of how the potential directions have informed the development and refinement of ideas, techniques and aesthetics in the finished artworks. Clear presentation of potential directions appropriate to the selected artform/s of the finished artworks. Satisfactory evidence of the use of potential directions as the basis for the development of the finished artworks.

Low
Provision of some visual and written evidence of potential directions that shows limited evaluation as to how they have been used to produce finished artworks. Limited explanation of how the potential directions have informed the development and refinement of ideas, techniques and aesthetics in the finished artworks. Presentation of potential directions demonstrates inconsistent links to the selected artform/s of the finished artworks.

Very Low
Provision of some visual or written evidence of potential directions that makes a limited connection to the production of finished artworks. Very limited explanation of how the potential directions have informed the development and refinement of ideas, techniques and aesthetics in the finished artworks. Presentation of potential directions demonstrates tenuous links to the selected artform/s of the finished artworks.

Criterion 2
Application of materials, techniques and processes relevant to the chosen artform/s.

Very High
Consistent and highly skilful application of materials, techniques and processes throughout the folio support strong resolution of ideas and aesthetic qualities. Demonstration of a thorough understanding and sensitivity to the inherent characteristics of materials, techniques and processes and their relationship to the depiction of subject matter. Highly skilful and appropriate use of relevant materials, techniques, processes and methods of presentation demonstrates an insightful understanding of the selected art form/s.

High
Consistent and skilful application of materials, techniques and processes throughout the folio support competent resolution of ideas and aesthetic qualities. Demonstration of a sound understanding and sensitivity to the inherent characteristics of materials, techniques and processes and their relationship to the depiction of subject matter. Skilful and appropriate use of relevant materials, techniques, processes and methods of presentation demonstrates a sound understanding of the selected art form/s.

Medium
Satisfactory application of materials, techniques and processes throughout the folio support satisfactory resolution of ideas and aesthetic qualities. Demonstration of a satisfactory understanding of the inherent characteristics of materials, techniques and processes and their relationship to the depiction of subject matter. Appropriate use of relevant materials, techniques, processes and methods of presentation demonstrates a satisfactory understanding of the selected art form/s.

Low
Limited understanding of the application of materials, techniques and processes throughout the folio sometimes supports resolution of ideas and aesthetic qualities. Demonstration of some understanding of the inherent characteristics of materials, techniques and processes and
their relationship to the depiction of subject matter. The use of materials, techniques, processes and methods of presentation demonstrates a limited understanding of the selected art form/s.

**Very Low**
Undeveloped application of materials, techniques and processes throughout the folio barely support resolution of ideas and aesthetic qualities. Demonstration of limited understanding of the inherent characteristics of materials, techniques, processes and their relationship to the depiction of subject matter. The use of materials, techniques, processes and methods of presentation demonstrates a very limited understanding of the selected art form/s.

**Criterion 3**

**Communication and resolution of ideas presented in the cohesive folio.**

**Very High**
Evidence of highly creative and innovative realisation of the communication of individual ideas in finished artworks. The resolution of ideas makes a very strong connection between the artworks. Demonstration of highly creative, effective and comprehensive analysis of the resolution and communication of ideas in the focus, reflection and evaluation documentation.

**High**
Evidence of creative realisation and resolution of the communication of individual ideas in finished artworks. The resolution of ideas makes a strong connection between the artworks. Demonstration of effective and comprehensive analysis of the resolution and communication of ideas in the focus, reflection and evaluation documentation.

**Medium**
Evidence of satisfactory realisation and resolution of the communication of individual ideas in finished artworks. The resolution of ideas makes a connection between the artworks. Demonstration of sound analysis of the resolution and communication of ideas in the focus, reflection and evaluation documentation.

**Low**
Evidence of limited realisation of the communication of individual ideas in at least one of the finished artworks. Resolution of ideas is intermittent and does not make a clear connection between the artworks. Demonstration of limited analysis of the resolution and communication of ideas in the focus, reflection and evaluation documentation.

**Very Low**
Evidence of inconsistent and limited realisation of the communication of individual ideas in at least one of the finished artworks. Resolution of ideas is lacking and does not make a clear connection between the artworks. Demonstration of very limited analysis of the resolution and communication of ideas in the focus, reflection and evaluation documentation.

**Criterion 4**

**Resolution of aesthetic qualities in the artworks that realises and communicates the student’s ideas.**

**Very High**
Highly effective use of aesthetic elements provides strong support to the successful communication of ideas in the artworks. Highly skilful and thoughtful application of art elements contributes toward the development and resolution of aesthetic qualities throughout the folio. The aesthetic qualities evident in the finished artworks contribute toward a highly creative interpretation of subject matter that effectively supports the communication of ideas.

**High**
Effective use of aesthetic elements provides support to the successful communication of ideas in the artworks. Considered and skilful application of art elements contributes toward the development and resolution of aesthetic qualities throughout the folio. The aesthetic qualities evident in the finished artworks contribute toward a creative interpretation of subject matter that competently supports the communication of ideas.

**Medium**
Satisfactory use of aesthetic elements provides support to the successful communication of ideas in the artworks. Appropriate application of art elements contributes toward the development and resolution of aesthetic qualities throughout the folio. The aesthetic qualities evident in the finished artworks contribute toward a creative interpretation of subject matter that adequately supports the communication of ideas.

**Low**
Inconsistent use of aesthetic elements offer support to the interpretation of subject matter that barely supports the communication of ideas.

**Very Low**
Very limited understanding of how aesthetic elements offer support to the communication of ideas in the artworks. Application of art elements makes some contribution toward the development of aesthetic qualities but remains unresolved throughout the folio. The aesthetic qualities evident in the finished artworks offer some support toward the interpretation of subject matter that intermittently supports the communication of ideas.

**Criterion 5**

**Cohesive relationship between finished artworks in the folio.**

**Very High**
Strong cohesive relationship between the artworks, illustrating consistency in concepts where each artwork contributes to the development of the highly cohesive folio. Finished artworks
are very clearly connected through highly effective depiction of subject matter and the use of strong and consistent aesthetic qualities and applications of materials and techniques.

**High**
Consistent cohesive relationships between the artworks, based on common concepts where each artwork contributes to the development of the highly cohesive folio. Finished artworks are clearly connected through the depiction of subject matter and the use of appropriate and consistent aesthetic qualities and applications of materials and techniques.

**Medium**
Cohesive relationships between the artworks, based on common concepts where each artwork contributes to the development of the cohesive folio. Finished artworks are connected through the depiction of subject matter and the use of consistent aesthetic qualities and applications of materials and techniques.

**Low**
Limited cohesive relationships between the artworks, based partly on common concepts where some artworks contribute to the development of the cohesive folio. Finished artworks may be connected through the depiction of subject matter and some consistent use of aesthetic qualities or/and applications of materials and techniques.

**Very Low**
Underdeveloped cohesive relationships between the artworks. Finished artworks may indicate narrow or limited connections regarding subject matter or common ideas, the use of aesthetic qualities and/or applications of materials and techniques.

**Criterion 6**
**Documentation that identifies the folio focus, evaluates the use of potential directions in finished artworks and reflects on the cohesive folio.**

**Very High**
Presentation of visual and written documentation includes comprehensive description and discussion of subject matter and focus of the folio. Comprehensive and informative discussion of refinement or refocusing undertaken when producing finished artworks for the cohesive folio. Comprehensive evaluation of how relationships were established between finished artworks and how they were produced and presented. Comprehensive and informative explanation of how techniques and aesthetics have been applied. Highly reflective discussion on how ideas have been communicated, resolved and realised in all the finished artworks.

**High**
Presentation of visual and written documentation includes effective description and discussion of subject matter and focus of the folio. Informative discussion of refinement or refocusing undertaken when producing finished artworks for the cohesive folio. Informative evaluation of how the finished artworks reflect the potential directions. Comprehensive evaluation of how relationships were established between finished artworks and how they were produced and presented. Informative explanation of how techniques and aesthetics have been applied. Reflective discussion on how ideas have been communicated, resolved and realised in all the finished artworks.

**Medium**
Presentation of visual and written documentation includes a competent description and discussion of subject matter and focus of the folio. Adequate discussion of refinement or refocusing undertaken when producing finished artworks for the cohesive folio. Satisfactory discussion of how the finished artworks reflect the potential directions. Satisfactory evaluation of how relationships were established between finished artworks and how they were produced and presented. Adequate explanation of how techniques and aesthetics have been applied. Satisfactory discussion on how ideas have been communicated, resolved and realised in all the finished artworks.

**Low**
Presentation of visual and/or written documentation includes description and/or discussion of subject matter and/or focus of the folio. Limited discussion of refinement or refocusing undertaken when producing finished artworks for the cohesive folio. Limited discussion of how the finished artworks reflect the potential directions. Some indication of how relationships were established between finished artworks and how they were produced and presented. Limited identification of how techniques and aesthetics have been applied. Limited acknowledgement of how ideas have been communicated, resolved and/or realised in the finished artworks and evidence of lack of resolution of ideas in artworks.

**Very Low**
Presentation of visual and/or written documentation may include an outline of subject matter and/or focus of the folio. Minimal discussion of refinement or refocusing undertaken when producing finished artworks for the cohesive folio. Very limited discussion of how the finished artworks reflect the potential directions. Minimal indication of how relationships were established between finished artworks and how they were produced and presented. Very limited identification of how techniques and aesthetics have been applied. Minimal acknowledgement of how ideas have been communicated, resolved and/or realised in the finished artworks and evidence of lack of resolution of ideas in artworks.
### Victorian Certificate of Education

**Studio Arts Assessment Sheet**

**School-assessed Task 2: Folio and Focus, reflection, evaluation statement**

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#### Advice to Teachers

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student’s performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 29–31 of Supplement 1 to the February 2012 VCAA Bulletin VCE, VCAL and VET No. 94. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student’s performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0.

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#### Criteria for the Award of Scores

<table>
<thead>
<tr>
<th>Criteria Description</th>
<th>Very High (5)</th>
<th>High (4)</th>
<th>Medium (3)</th>
<th>Low (2)</th>
<th>Very Low (1)</th>
<th>Not Shown (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of a potential directions in producing finished artworks</td>
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<tr>
<td>Application of materials, techniques and processes relevant to the chosen art form(s)</td>
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<tr>
<td>Communication and resolution of ideas presented in the cohesive folio</td>
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<td>Resolution of aesthetic qualities in the artworks that realises and communicates the student’s ideas</td>
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<tr>
<td>Cohesive relationship between finished artworks in the folio</td>
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<tr>
<td>Documentation that identifies the folio focus, evaluates the use of potential directions in finished artworks and reflects on the cohesive folio</td>
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#### 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.

---

**Student Number**

**Assessing School Number**

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If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.
**Authentication Record Form**

**VCE Studio Arts School-assessed Task 2**

Please print clearly.  
This form must be completed by the class teacher. It provides a record of the monitoring of student’s work in progress for authentication purposes.

**Student name** .......................................................................................................................................................................................................................................  
**Teacher’s name** ................................................................................................................................................................  
**Class** ..............................................................................................................................................................................

<table>
<thead>
<tr>
<th>Component of School-assessed Task</th>
<th>Date observed/Submitted</th>
<th>Authentication issues/comments</th>
<th>Teacher’s initials</th>
<th>Student’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence and documentation of potential directions selected/refined from U3O2 contributing to production of finished art work</td>
<td>Note: refinement must occur within first 2 weeks of Unit 4</td>
<td></td>
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<tr>
<td>Art form/s, selected techniques and materials</td>
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<tr>
<td>Observation of individual work in class</td>
<td>Include notes indicating number/form of art works (at least two finished art works required)</td>
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<tr>
<td>Focus, written reflection and evaluation component of task completed</td>
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<tr>
<td>Final submission of School-assessed Task</td>
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</tbody>
</table>

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

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

This sheet is to be retained by the school, sighted by the principal, and filed (see Section 10.1.2 of the VCE and VCAL Administrative Handbook 2012). It should be produced if requested by the VCAA.

This form may be collected by the VCAA as part of the School-assessment audit and review program.
VCE Visual Communication and Design

Unit 4

School-assessed Task
The School-assessed Task contributes 33 per cent to the study score and is commenced in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) an assessment of the student’s level of performance for Outcomes 1, 2 and 3 in Unit 4. The total score must be based on the teacher’s assessment of the student’s performance according to the criteria on pages 36–39. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 assessment sheet on page 40 is to be used by teachers to award a total score. The completed assessment sheet for each student’s School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for School-assessed Tasks will be published annually in the February issue of the VCAA Bulletin VCE, VCAL and VET and in the current year’s VCE and VCAL Administrative Handbook.

The School-assessed Task has three components. Each is prepared in Unit 4. The components are:
- Outcome 1 Preparation of a brief
- Outcome 2 Production of a developmental folio, and
- Outcome 3 Production of two final presentations based on the brief.

Outcome 1
Prepare one brief that describes a client’s communication need and specifies possible resolutions, and proposes two distinct final visual communication presentations suitable for a stated audience/s.

Nature of task
A written brief for a client that includes a description of two distinct final visual communication presentations.

Scope of task
Students should prepare a single brief which clearly identifies:
- the communication need/s of a client including constraints and expectations
- purpose/s, including the audience characteristics, of each visual communication
- context/s of each visual communication
- the presentation format for both of the proposed final presentations. There may be several components in each final presentation.

The brief is prepared in consultation with a real or fictitious client (for example, the teacher may be the client). If a real client is involved and restrictions are imposed which may prevent the student meeting specific criteria, the teacher should ensure that these restrictions are overcome.

No format is prescribed for the brief. Formats that may be used to write the brief include:
- a structure that presents the brief in dot points.

• a description of the content of the brief organised under sub-headings
• a letter of request, and

Outcome 2
Prepare developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfils the requirements of that brief.

Nature of task
A developmental folio.

Scope of task
The application of the design process should be evident throughout the developmental work. The developmental work should relate to each of the two final visual communication presentations identified in the brief for the stated audience/s.

Use of a minimum of two methods should be evident. Selection of each method should be based on that which will allow the student to achieve the most visually effective solution relative to the communication need/s determined in Outcome 1. Advice about appropriate methods is provided on page 36 of the VCE Visual Communication and Design VCE Study Design.

Where there is no evidence that a specific method has been used in Outcome 2, but Outcome 3 clearly demonstrates application of such a method, it should not be assumed that this method was used in completion of Outcome 2. If only one method is evident in Outcome 2, students should not be awarded a ‘High’ or ‘Very High’ for Criterion 4.
The use of a range of methods should be presented on annotated hard copy. Evidence of their use should not be presented on a computer disk. For authentication purposes all annotations should be handwritten in real time throughout the design process.

Annotations and evaluations in the developmental folio should reflect the application of specific media and related materials by students. For example, where photography and ICT are used as methods (of production), the annotations and evaluations should reflect decisions related to the application of these media and materials; where a student is working with manual illustration methods the annotations and evaluation should reflect these methods.

Assessment of Criterion 2 is based on the student’s use of manual freehand drawing with annotations to generate ideas relevant to the brief. Assessment of these drawings should focus on the student’s use of manual freehand drawing to generate a quality flow of initial ideas. Students are not required to demonstrate the application of a range of media and related materials to score highly on this criterion. It is not appropriate to copy, scan or reproduce original drawings to submit as original freehand drawings.

Information and communications technology (ICT) may be used in completion of this outcome, but is not mandated. Where ICT is used, hard copy of a progressive selection of ICT are used as methods (of production), the annotations and evaluations should reflect decisions related to the application of these media and materials; where a student is working with manual illustration methods the annotations and evaluation should reflect these methods.

The development work for each final visual communication presentation should be separate and distinctly different in intent. Where no discernible difference in intent is evident or only a limited difference can be observed, a ‘Low’ to ‘Very Low’ level of achievement should be recorded. In this situation the level of achievement will be determined by the standard of the work presented.

Where artwork included in the folio is not student-generated imagery, the original source should be identified. A copy of the source image should be placed and identified in the development work. Students should only use direct copying, preprinted stickers, scrapbooking, clip art, commercial image files, templates or tracing of any ‘found imagery’ if they intend to further develop or manipulate it significantly. Where there is evidence of an over-reliance on such strategies with minimal additional contribution by the student, the student’s level of achievement on the criteria should be reduced.

For the purposes of authentication, evidence of the construction of a three-dimensional model may be recorded through a series of photographs. Use of photography in this way should be considered as part of record keeping rather than developmental work; the use of photography in this situation would not be considered as one of the methods used in the design process.

Note that in the case of photography, while the image is on a two-dimensional surface, this is considered to be three-dimensional where the image itself has depth.

Equal quantities of work are not required for each of the selected methods or indeed in the use of two-dimensional and three-dimensional work in the investigation. However, a substantial investigation relative to possible resolutions should be clearly evident within the developmental process.

Where some evidence of developmental work exists, at least ‘Very Low’ must be recorded for each criterion related to Outcome 2; that is the criterion under the heading of ‘Developmental work’ on the assessment sheet on page 40.

Outcome 3
Produce two distinct final visual communication presentations that satisfy the requirements of the brief developed for Outcome 1.

Nature of task
Two distinct final visual communication presentations on two presentation formats.

Scope of task
Work demonstrating two separate and discernibly different final visual communication presentations is to be presented in two different presentation formats, for example, an A3 flat poster printed on light card and an A5 trifoldded brochure, printed full colour back and front. The final visual communication presentations are required to reflect resolution/s and communication need/s proposed in the brief.

There are no restrictions on the size or presentation format of final presentations. Students should clearly label each final presentation on the reverse side of any two-dimensional finals or base of any three-dimensional finals. A representative hard copy of electronic solutions such as an animation or website should be produced and labeled accordingly. Provision to view the electronic version on secure viewing facilities (computer workstation, projection screen) should be available if a review of the SAT by the VCAA is required.

There may be more that one component to a final presentation. Labeling should reflect each component of the final presentation, for example Presentation 1: Part a, Presentation 1: Part b, and so on. The labeling should reflect the intentions in the brief. Students should also include their candidate and school identification numbers as part of the labeling of each piece of visual communication in the final presentations. Inadequate labeling can jeopardise student assessment if unclear direction has been provided in the brief and/or final presentations.

Submission of only one final visual communication presentation will result in students being unable to gain a ‘Very High’, ‘High’ or ‘Medium’ on each of Criteria 6, 7 and 8.

Where no final presentations are submitted ‘Not Shown’ should be recorded for Criteria 6, 7 and 8 on the Visual Communication and Design School-assessed Task assessment sheet.

Where work is submitted as two final presentations, but only one presentation format is used (for example where two visual solutions such as a poster and a brochure are presented on a single display board), the work is deemed to be one final presentation. In these circumstances students will be unable to gain a ‘Very High’, ‘High’ or ‘Medium’ on each of Criteria 6, 7 and 8.

Where work is submitted as two separate presentations but employing the same presentation format, for example two A3 posters or two package designs, only one visual communication
presentation can be assessed. In these circumstances students will be unable to gain a ‘Very High’, ‘High’ or ‘Medium’ on each of Criteria 6, 7 and 8.

Any work labeled ‘Final Presentation’ but submitted as part of the developmental folio completed for Outcome 2, for example glued into a book, or placed in plastic pockets, or submitted as part of a loose collection of sheets, will be considered to be part of the development work. Such work will not be assessed under Criteria 6, 7 and 8.

**Assessment criteria**
The extent to which the Design Folio demonstrates:

**The Brief**

**Criterion 1**

**Development of a brief that defines the communication need/s of a client**

**Very High**

Detailed and relevant information is provided in a brief about the identity of the client with a clear and thorough description of the communication need/s. This includes audience/s characteristics, the purpose/s of the communication need/s, the context/s in which the proposed visual communications are going to be used and the constraints and expectations for the two final presentations. Presents a thorough description of how the suggested presentation formats will be explored within the design process, relative to the context/s in which the two final visual communication presentations will be delivered to the identified audience.

**High**

Most details are provided in a brief about the identity of the client with a clear description of the communication need/s. This includes audience/s characteristics, the purpose/s of the communication need/s, the context/s in which the proposed visual communications are going to be used and constraints and expectations for the two final presentations. Presents a sound description of how the suggested presentation formats will be explored within the design process, relative to the context/s in which the two final visual communication presentations will be delivered to the identified audience.

**Medium**

Relevant information is provided in a brief about the identity of the client with a general description of the communication need/s. This includes audience/s characteristics, the purpose/s of the communication need/s, the context/s in which the proposed visual communications are going to be used and constraints and expectations for the two final presentations. Presents a general description of how the suggested presentation formats will be explored within the design process, relative to the context/s in which the two final presentations will be delivered to the identified audience.

**Low**

Some information is provided about the identity of the client with a brief description of the communication need/s. This includes references to audience/s characteristics and to constraints and expectations for one or both final presentations. Presents a vague description of the purpose/s, context/s and presentation formats without a clear differentiation between the two final visual communication presentations.

**Very Low**

The client is barely identified in the brief. A brief description of the communication need/s with minimal reference to audience/s characteristics and constraints and/or expectations for one or both final presentations is provided. The identification of the purpose/s, context/s and/or presentation format/s for one or both final visual communication presentations is not clear.

**Developmental work**

**Criterion 2**

**Use of manual freehand drawing with annotations to generate ideas relevant to the brief.**

**Very High**

The developmental work presents thorough and highly effective use of manual freehand drawing in response to appropriate research undertaken for the two final visual communication presentations. These drawings establish a broad range of directions appropriate to methods that would best suit client need/s. Insightful annotations generate a range of original and diverse ideas which focus and direct further exploration to resolve communication need/s.

**High**

The developmental work presents effective use of manual freehand drawing in response to effective research undertaken for the two final presentations. These drawings establish a number of directions appropriate to methods that would best suit client need/s. Informative annotations generate a range of original and diverse ideas to focus and direct further exploration to resolve communication need/s.

**Medium**

The developmental work presents an appropriate use of manual freehand drawing in response to sound research undertaken for the two final presentations. These drawings establish a direction appropriate to methods that would best suit client need/s. Sound annotations generate a range of ideas to focus and direct further exploration to resolve communication need/s.

**Low**

The developmental work presents some use of manual freehand drawing in response to research undertaken for the two final presentations. These drawings identify a specific direction appropriate to methods that would best suit client need/s. Some annotations generate a range of ideas to focus and direct further exploration to resolve communication need/s. There may be evidence of traced and/or copied imagery with limited alteration.

**Very Low**

The developmental work presents minimal use of manual freehand drawing in response to limited and/or unfocused research for the two final presentations. These drawings are poorly used to select methods that would best suit client need/s. There is minimal evidence of the use of annotations to initiate ideas to focus and/or direct further exploration to resolve communication need/s. There may be significant evidence of traced and/or copied imagery with minimal alteration.
**Criterion 3**

*Use of the design process to generate, develop and refine a range of annotated design concepts relevant to the brief.*

**Very High**

Clear evidence demonstrating the understanding of the design process is presented. This documents the use of separate and distinctly different design processes for the two final visual communication presentations. For each of the presentations, thorough and highly effective exploration and diverse approaches for highly imaginative possible resolutions to design concepts are provided. Thoughtful and considered decisions are demonstrated, through the use of coherent annotations throughout the generation, development and refinement stages of the design process, to record ongoing evaluation and the effective resolution of design issues for the two final presentations.

**High**

Evidence demonstrating relevant understanding of the design process is presented. This documents the use of separate and distinctly different design processes for the two final presentations. For each of the presentations, effective exploration and a range of approaches for imaginative possible resolutions to design concepts is provided. Considered decisions are demonstrated, through the use of appropriate annotations throughout the generation, development and refinement stages of the design process, to record ongoing evaluation and the effective resolution of design issues for the two final presentations.

**Medium**

Some evidence of understanding of the design process and use of separate and different design processes for the two final presentations. For each of the presentations evidence of exploration and a range of approaches for possible resolutions to design concepts is provided. Appropriate annotations demonstrate decisions within the generation, development and refinement stages of the design process to record ongoing reflection and to resolve design issues for the final presentations.

**Low**

Limited evidence of the use of separate design processes for the two final presentations. Evidence of approaches for possible resolutions to design concepts may be provided for one or both final presentations. Annotations demonstrate decisions within the generation, development and/or refinement stages of the design process, to record ongoing reflection for the final presentations. Evidence of the resolution of design issues is not always clearly presented and there are some inconsistencies between the brief and the final presentations.

**Very Low**

Limited evidence of the use of separate design processes for each of the two final presentations and the resolution of design issues for each of the presentations. Limited range of approaches for possible resolutions to design concepts for each of the presentations. Annotations provide limited or no evidence of decisions made at the generation, development and/or refinement stages of the design process, to record ongoing reflection for each of the two presentations.

---

**Criterion 4**

*Use of a range of materials, methods and media to develop and refine design solutions.*

**Very High**

The highly perceptive use of materials, methods and media convey a clear communication message in the development and refinement stages of the design process for the two final visual communication presentations. Effective critical choices are made at these stages through experimentation with different media and related materials for possible solutions. Both two-dimensional and three-dimensional applications are used highly imaginatively and expressively as well as at a high level of technical expertise relative to materials, methods and media used in the development and refinement of possible design solutions appropriate to the communication need/s.

**High**

The perceptive use of materials, methods and media convey a communication message in the development and refinement stages of the design process for the two final visual communication presentations. Critical choices are made at these stages through experimentation with different media and related materials for possible solutions. Both two-dimensional and three-dimensional applications are used imaginatively and/or expressively as well as at a competent level of technical expertise relative to materials, methods and media used in the development and refinement of possible design solutions appropriate to the communication need/s.

**Medium**

Some evidence of the imaginative use of materials, methods and/or media to convey a communication message in the development and/or refinement stages of the design process for the two final presentations. Choices are made at these stages through experimentation with different media and possible materials appropriate to the methods and/or ideas for possible solutions. The materials, methods and/or media used in the development and/or refinement of possible design solutions appropriate to the communication need/s involve the imaginative and/or expressive use of both two-dimensional and three-dimensional applications but may involve limited technical expertise in their application.

**Low**

Materials, method/s and/or media are used to convey a communication message in the development and/or refinement stages of the design process for the two final presentations. Limited evidence of choices made at these stages through experimentation with media and/or possible materials appropriate to the method/s and/or ideas for possible solutions. The materials, methods and/or media used in the development and/or refinement of possible design solutions appropriate to the communication need/s involve limited imaginative and/or expressive use of both two-dimensional and three-dimensional applications and also involve limited technical expertise in their application. Technical inaccuracies may be evident.

**Very Low**

Media, materials and/or method/s are used in a very limited way in the development and/or refinement stages of the design process. Evidence of technical inaccuracies for the two final presentations. There is little or no evidence of experimentation with media and/or possible materials appropriate to the selected
method/s and/or proposed ideas for possible solutions. Little or no evidence is provided of the use of two-dimensional and/or three-dimensional applications relative to selected materials, method/s and/or media to develop and/or refine possible design solutions as appropriate to the communication need/s.

**Criterion 5**  
**Use of a range of design elements and design principles to develop and refine design concepts.**

**Very High**  
Sound aesthetic judgments in the development and refinement of design concepts. Thoughtful and thorough use of design elements and principles to develop a diverse range of imaginative and original ideas appropriate for the two final visual communication presentations. The development of a diverse range of design concepts, effectively refined through the diagnostic use of mock-ups for preferred design options. Effective compositional relationships are established between the visual communications and the presentation formats to produce highly effective visual messages.

**High**  
Clear evidence of aesthetic judgments in the development and refinement of design concepts through the use of design elements and design principles to develop a range of imaginative and original ideas appropriate for the two final presentations. The development of a diverse range of design concepts is refined through the use of mock-ups for preferred design options. Effective compositional relationships are established between the visual communications and the presentation formats to produce effective visual messages.

**Medium**  
Some evidence of aesthetic judgments in the development and refinement of design concepts through the use of design elements and principles to develop a range of ideas appropriate for the two final presentations. The development of a range of design concepts is refined through the use of mock-ups for preferred design options. Some evidence of compositional relationships is established between the visual communications and the presentation formats to produce visual messages.

**Low**  
Limited evidence is provided of critical judgments in the development and refinement of design concepts and the development of ideas using design elements and design principles for one or both of the two final presentations. The development of design concepts through the use of mock-ups for preferred design options is limited. There is also limited evidence of the establishment of compositional relationships between the visual communications and the presentation formats.

**Very Low**  
Limited evidence is provided of the use of design elements and/or principles and the application of thoughtful judgments in the development and refinement of design concepts or the use of mock-ups. There is also limited evidence of a consideration of the requirements of the brief and the compositional relationships between the visual communications and the presentation formats.

**Final presentations**

**Criterion 6**  
**Production of two final visual communication presentations which demonstrate effective visual communication appropriate to the brief.**

**Very High**  
Production of two highly effective final visual communication presentations with reference to each of the following aspects outlined in the brief: the audience/s characteristics, the purpose/s, the intended context/s and the constraints and expectations. A highly effective relationship is evident between the final visual communication solutions and the chosen presentation formats.

**High**  
Production of two effective final presentations with reference to each of the following aspects outlined in the brief: the audience/s characteristics, the purpose/s, the intended context/s and the constraints and expectations. An effective relationship is evident between the final visual communication solutions and the chosen presentation formats.

**Medium**  
Production of two competent final presentations with generally clear links to each of the following aspects outlined in the brief: the audience/s characteristics, the purpose/s, the intended context/s and the constraints and expectations. An appropriate relationship is evident between the final visual communication solutions and the chosen presentation formats.

**Low**  
Production of final presentation/s with some links to some of the following aspects outlined in the brief: the audience/s characteristics, the purpose/s, the context/s and the constraints and expectations. Final presentation/s may not be consistent with the communication need/s described in the brief. Some consideration of the relationship between the final visual communication solutions and the chosen presentation formats is evident.

**Very Low**  
Production of two final presentation/s with limited links to the brief. Final presentation/s may not be consistent with the communication need/s described in the brief. A limited understanding of the relationship between the final visual communication solutions and the chosen presentation formats is evident.

**Criterion 7**  
**Production of two final visual communication presentations which demonstrate thoughtful decisions and imagination.**

**Very High**  
Highly imaginative and expressive use of materials, methods and media to produce two final presentations which are highly appropriate to the client’s communication need/s. These presentations demonstrate thoughtful and effective compositional relationships between the visual communication and presentation formats. Highly perceptive use of materials, methods and media and competent selection and application of design elements and design principles convey a clear communication message for the targeted audience/s.
**High**

Imaginative use of materials, methods and media to produce two final presentations which are appropriate to the client’s communication need/s. These presentations demonstrate effective compositional relationships between the visual communication and presentation formats. Effective use of materials, methods and media and considered selection and application of design elements and design principles convey a communication message appropriate for targeted audience/s.

**Medium**

Considered use of materials, methods and media to produce two final presentations which are appropriate to the client’s communication need/s is evident. These presentations demonstrate compositional relationships between the visual communication and presentation formats. Relevant use of materials, methods and media and the selection and application of design elements and design principles convey a communication message appropriate for targeted audience/s.

**Low**

Evidence of some use of materials, methods and media to produce one or two final presentations with reference to the communication need/s is presented. These presentations demonstrate some consideration of the compositional relationships between the final presentation/s and presentation format/s. There is evidence of some use of materials, methods and media and selection and/or application of design elements and design principles to convey a communication message for the targeted audience/s of one or two final presentations. Final presentation/s may not be consistent with the communication need/s described in the brief.

**Very Low**

Limited evidence of the use of materials, methods and media to produce one or two final presentations. These presentations demonstrate limited reference to the communication need/s and understanding of the compositional relationship between the final presentation/s and the chosen presentation format/s. There is limited evidence of the use of materials, methods and media and the selection and/or application of design elements and design principles to convey a communication message for the targeted audience/s. Final presentation/s may not be consistent with the communication need/s described in the brief.

**Criterion 8**

**Production of two final visual communication presentations which demonstrate technical competence.**

**Very High**

A highly competent level of technical expertise in the production of the two final presentations appropriate to the selected materials, methods and media is evident. The two final presentations are accurate in technical detail and clearly communicate ideas and/or intention/s with effective and legible written text and suitable visual imagery. The presentations may take two forms. There may be a highly sensitive and expressive application of materials, methods and media in the production of creative final presentations. In addition or alternatively effective strategies are used to accurately represent form and function in the production of conventional final presentations.

**High**

A sound level of technical expertise in the production of two final presentations appropriate to the selected materials, methods and media is evident. The two final presentations are generally accurate in technical detail and generally clear in their communication of ideas and/or intention/s with legible written text and visual imagery. These presentations may take two forms. There may be an effective application of materials, methods and media in the production of creative final presentations. In addition or alternatively appropriate strategies are used to accurately represent form and function in the production of conventional final presentations.

**Medium**

Some level of technical understanding in the production of two final presentations appropriate to the selected materials, methods and media is evident. The accuracy of technical detail and communication of ideas and/or intention/s with written text and visual imagery in the two final presentations is adequate. There may be a few inaccuracies or omissions. The presentations may take two forms. There may be some level of skill evident in the application of materials, methods and media in the production of creative final presentations. In addition or alternatively strategies are generally used to represent form and function appropriately in the production of conventional final presentations.

**Low**

Limited technical skill in the production of one or two final presentations appropriate to the selected materials, methods and media. There is also limited skill in the application of materials, methods and media in the production of creative final presentation/s and/or limited use of strategies to represent form and function in the production of conventional final presentation/s. The technical detail and communication of ideas and/or intention/s with written text and visual imagery in one and/or both of the final presentations lacks clarity and may include significant inaccuracies or omissions. The final presentation/s may not be consistent with the communication need/s described in the brief.

**Very Low**

Limited and inappropriate use of applications relative to materials, methods and media in the production of one or two final presentations. There is also limited skill in the use of materials, methods and media in the production of creative final presentation/s and/or limited understanding of how to represent form and function in the production of conventional final presentation/s. The information and technical detail in one or both final presentations is incomplete and superficial. The communication of ideas and/or intentions is unclear. The final presentation/s may not be consistent with the communication need/s described in the brief.
### Victorian Certificate of Education

#### Visual Communication and Design Assessment Sheet

**School-assessed Task: Design folio**

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**Advice to Teachers**

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student’s performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 36–39 of Supplement 1 to the February 2012 VCAA Bulletin VCE, VCAL and VET No. 94. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student’s performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0.

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#### Criteria for the Award of Scores

<table>
<thead>
<tr>
<th>The extent to which the Design folio demonstrates:</th>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
<th>Not Shown</th>
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</thead>
<tbody>
<tr>
<td><strong>The brief</strong></td>
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<tr>
<td>1. development of a brief that defines the communication need/s of a client</td>
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<td><strong>Developmental work</strong></td>
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<td>2. use of manual freehand drawing with annotations to generate ideas relevant to the brief</td>
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<tr>
<td>3. use of the design process to generate, develop and refine a range of annotated design concepts relevant to the brief</td>
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<td>4. use of a range of materials, methods and media to develop and refine design solutions</td>
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<td>5. use of a range of design elements and design principles to develop and refine design concepts</td>
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<td><strong>Final presentations</strong></td>
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<td>6. production of two final visual communication presentations which demonstrate effective visual communication appropriate to the brief</td>
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<td>7. production of two final visual communication presentations which demonstrate thoughtful decisions and imagination</td>
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<tr>
<td>8. production of two final visual communication presentations which demonstrate technical competence</td>
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**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.

---

If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.
## Authentication Record Form

### VCE Visual Communication and Design School-assessed Task

Please print clearly.

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

<table>
<thead>
<tr>
<th>Component of School-assessed Task</th>
<th>Date observed/Submitted</th>
<th>Authentication issues/comments</th>
<th>Teacher’s initials</th>
<th>Student’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Media form selected</strong></td>
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<tr>
<td><strong>The Brief</strong></td>
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<tr>
<td>1. Acceptance of topic</td>
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<tr>
<td>2. Preparation of one brief, signed and dated by teacher</td>
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<tr>
<td>3. Design Process #1</td>
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<tr>
<td>Observation of work in class</td>
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<tr>
<td>– Handwritten student annotations</td>
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<tr>
<td>– All source material acknowledged</td>
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<td>4. Observation of work in class</td>
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<tr>
<td>– Teacher provides written comments to student on progress</td>
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<td><strong>Design Process #2</strong></td>
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<td>5. Observation of work in class</td>
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<tr>
<td>– Handwritten student annotations</td>
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<tr>
<td>– All source material acknowledged</td>
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<tr>
<td>Preparation of two separate and discernably different presentations</td>
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<tr>
<td>6. Observation of work in class</td>
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</table>

**Final submission of 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 sheet is to be retained by the school, sighted by the principal, and filed (see Section 10.1.2 of the *VCE and VCAL Administrative Handbook 2012*). It should be produced if requested by the VCAA.

This form may be collected by the VCAA as part of the School-assessment audit and review program.
2012 Technology Studies
Teacher Additional Comment Sheet
School-assessed Task only
Please complete this sheet and retain at the school. The VCAA may request submission of the Teacher Additional Comment Sheet as part of the school-based assessment audit and review.

STUDENT NUMBER

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<thead>
<tr>
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TECHNOLOGY STUDY

<table>
<thead>
<tr>
<th>Name of Technology study</th>
<th>Tick</th>
<th>Specific details required on this sheet</th>
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</thead>
<tbody>
<tr>
<td>Food and Technology</td>
<td>FY03</td>
<td>related to Criteria 3, 4, 5, 6 and 7</td>
</tr>
<tr>
<td>Product Design and Technology</td>
<td>DT03</td>
<td>related to Criteria 3, 6, 7 and 8</td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>SE03</td>
<td>related to Criteria 3, 4, 5 and 6</td>
</tr>
</tbody>
</table>

Some skills, particularly those relating to the use of equipment and safety measures may not be clearly demonstrated in the student’s work. Teachers should supply written information in order for the School Assessment Review Panel to receive comprehensive assessment information.

Comments from teacher (no scores or grades are to be entered or indicated on this sheet)

Teacher’s signature ______________________________________________   Date ______/______/2012

Please retain this sheet. It may be requested as part of the school-based assessment audit.
VCE Food and Technology

Units 3 and 4

School-assessed Task
The School-assessed Task contributes 40 per cent to the study score and is commenced in Unit 3 and completed in Unit 4. For this assessment teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a total score representing an assessment of the student’s level of performance in achieving Unit 3 Outcome 3 and Unit 4 Outcome 1.

The total score must be based on the teacher’s assessment of the student’s performance according to the criteria published on pages 44–48. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 Food and Technology assessment sheet on page 49 is to be used by teachers to award a total score. The completed assessment sheet for each student’s School-assessed Task must be available on request by the VCAA. Details of authentication requirements and administrative arrangements for School-assessed Tasks will be published annually in the February VCAA Bulletin VCE, VCAL and VET and in the current year’s VCE and VCAL Administrative Handbook.

Unit 3: Food preparation, processing and food controls
Area of Study 3: Developing a design plan

Outcome 3
Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Nature of Task
A design folio that includes:
A design brief
and
Evaluation criteria
and
A Design Plan including
research and ideas
and
an outline of food items, properties of main ingredients, processes, tools and equipment, safety and hygiene requirements to produce the food items
and
An overall timeline for production of food items

Unit 4: Food product development and emerging trends
Area of Study 1: Implementing a design plan

Outcome 1
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
Individual food item production plans
and
Production work accompanied by photographic and written records of progress and modifications
and
An evaluation of the sensory properties of the food items, the product using evaluation criteria, efficiency and effectiveness of production activities.

Scope of the task
The design folio includes:
• A design brief developed and written by the student – that identifies a context (for example, a theme or event) that gives rise to the need for a set of food items (the product) and includes specifications (considerations and constraints). There is no word limit to the design brief, however it should contain the necessary information that will allow the student to demonstrate key knowledge and skills related to Unit 3 Outcome 3, and Unit 4 Outcome 1. The teacher is required to sign and date the authentication record once the completed design brief is sighted.
and
• Relevant criteria for evaluation that relate to the information in the design brief. Criteria for evaluation should be written as questions.
and
a Design Plan that includes:
• Documented research (from primary and secondary sources) related to the design brief and to inform the other components of the design plan
• Exploration of possible ideas, including notes, images and diagrams, as a response to the design brief.
• Documentation of choices and decisions made that relate to the selection and justification of the four to six suitable food items (the product) and their appropriateness to meet the requirements of the design brief.
• Discussion of properties – sensory, chemical, physical and functional – of the main ingredients to be used in the product
• Outline of a range of preparation, processing, preservation and presentation techniques, including at least four different complex processes and two to three different food preservation techniques to be used to preserve two or three of the food items. For the purposes of the School-assessed Task, food preservation is the process applied to an ingredient or food item to stop or slow down spoilage (loss of quality, edibility or nutritive value) caused or accelerated by micro-organisms. Preservation techniques that can be done in school kitchen settings include techniques that reduce moisture levels, such as dehydration, use of sugar in jam making, preserving in syrup, sugar crystallisation and use of salt in salting and curing. Preservation may also involve temperature changes such as freezing and bottling; changing pH levels or chemical methods that result in pickles, chutneys and relishes. Note that the use of alcohol for preservation is not permitted in the School-assessed Task.
• Discussion of choices of tools and equipment suitable for preparing and processing the food items.
• Outline of food safety and hygiene requirements applicable to the production of each food item.
and
• An overall sequenced production timeline to show how the four to six food items will be completed in the allocated time.
• The design brief, development of evaluation criteria, design plan and overall timeline for production should be completed prior to students commencing their individual food item production plans and the production work in Unit 4. A record of all decision-making should be documented throughout the design folio.

• Implementation of the design and production plans for the set of four to six food items, and evaluation of the outcome of the production work includes:
  – developing and documenting individual food item production plans which identify the ingredients, sequence of steps, food preparation, processing and preservation techniques, selected tools and equipment to produce each food item and intended presentation and appropriate health and safety requirements/work practices
  – producing the four to six food items in response to the design brief developed as part of Unit 3 Outcome 3
  – selecting and safely and hygienically using appropriate ingredients, tools and equipment
  – using appropriate techniques in food preparation, processing and preservation and presentation
  – using at least four different complex processes in the production work
  – using two to three different food preservation techniques to preserve two or three of the food items
  – applying appropriate specific food safety and hygiene practices
  – recording evidence of production (written and photographic evidence of production work), decisions made, modifications and reasons for any modifications that are made to the overall plan and/or the individual food item production plans, including any changes to ingredients, processes, preparation, processing, preservation and presentation techniques, selected tools or equipment, order of production activities and timing during the production of the product (four to six food items)
  – analysing the sensory properties (appearance, aroma, flavour and texture) of each of the food items produced
  – evaluating the product using the previously developed criteria with reference to the sensory analysis
  – evaluating the effectiveness of planning, safety and hygiene practices and the efficiency of production activities.

Throughout the development of the School-assessed Task, students will need to refer to primary sources, for example interviews, practical experience and secondary resources. Students must appropriately acknowledge all sources of information, including footnotes and a bibliography using a recognised referencing system.

In planning for the School-assessed Task, it should be noted that a representative sample of two or three of the set of food items for each student should be retained, after they are produced in Unit 4 and are to be made available to reviewers should visitation be required.

These samples should comprise foods that have been preserved using two or three different preservation techniques.

Teachers must sight and monitor the development and documentation of the student’s work on a regular basis. Photographs 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 for School-assessed Tasks and the Externally-assessed Task. The Authentication Record for School-assessed Tasks and the Externally-assessed Task should be used for monitoring students’ work in progress for authentication purposes. This sheet must be available if requested by the VCAA. The Teacher Additional Comment Sheet should be used to document skills and competencies; particularly those relating to correct selection and use of ingredients, the safe and appropriate use of tools and equipment, use of appropriate preparation, processing and presentation techniques during production and the use of safe and hygienic work practices. This is related to work completed assessed by Criteria 3–7.

Assessment criteria
The extent to which the design brief and criteria for evaluation demonstrates:

Criterion 1
Skill in developing a design brief and criteria for evaluation.
• Skill in developing a design brief including context and specifications (considerations and constraints).
• Skill in developing relevant evaluation criteria that relate to the design brief context and specifications.

Very High
Comprehensive, coherent and relevant information is provided in a very well-structured design brief with a clear and thorough description of the context. The specifications in the design brief (considerations and constraints) are very clearly identified. A range of very clearly expressed, relevant evaluation criteria reflect all the information contained in the design brief context and specifications.

High
Thorough, relevant information is provided in a well-structured design brief with a clear description of the context. The specifications in the design brief (considerations and constraints) are clearly identified. A range of clearly expressed, relevant evaluation criteria reflect all the information contained in the design brief context and specifications.

Medium
Relevant information is provided in a design brief with a clear description of the context. Most specifications in the design brief (considerations and constraints) are identified. Relevant evaluation criteria reflect most of the information contained in the design brief context and specifications.

Low
Some relevant information is provided in a design brief that contains a limited description of the context. A limited range of specifications in the design brief are identified. A limited range of evaluation criteria are provided, some of which relate to the information contained in the design brief context and/or specifications.

Very Low
Limited information is provided in a design brief. A very limited range of specifications from the design brief are included. A very limited range of evaluation criteria, few that relate to the information contained in the design brief context and/or specifications, are provided.

The extent to which the design plan demonstrates:
Criterion 2
Skill in completing research relevant to the design brief, developing ideas, and documenting decisions.

- Skill in completing a range of research relevant to the specifications in the design brief.
- Skill in exploring ideas for possible food items in response to the design brief.
- Skill in selection and justification of the decisions made for the set of four to six food items (the product).

Very High
Comprehensive range of relevant research related to the specifications in the design brief. Very detailed exploration and creative formulation of a wide range of ideas in the selection of the set of food items (the product). Highly detailed documentation of thought processes and thorough justification of decision making related to the suitability of selected food items, and detailed reasons why some have been rejected.

High
Thorough range of relevant research related to the specifications in the design brief. Detailed exploration and creative formulation of a range of ideas in the selection of the set of food items (the product). Detailed documentation of thought processes and clear justification of decision making with detailed reasons provided for selection of suitable food items and why some have been rejected.

Medium
A range of mostly relevant research that is appropriate to the design brief. Appropriate exploration of ideas in the selection of the set of food items (the product). Some documentation of thought processes and some justification of decision making with generally satisfactory reasons provided for selection of suitable food items.

Low
A limited range of research with little relevance to the design brief. A limited exploration of ideas in the selection of the set of food items (the product). Limited documentation of thought processes related to the suitability of selected food items.

Very Low
Very limited research with very little relevance to the design brief. Very limited exploration of a very restricted range of ideas in the selection of the set of food items (the product). Very limited documentation of thought processes related to the suitability of selected food items. The extent to which the design plan and production work demonstrates:

Criterion 3
Knowledge and skill in the use of ingredients.

- Knowledge of properties (physical, sensory, chemical and functional) of main ingredients.
- Links theoretical understanding with practical application.

Very High
A comprehensive knowledge and thorough explanation of the properties of the main ingredients in the four to six food items produced. Very high level of skill in the ability to link theoretical understanding of the properties of ingredients with practical application.

High
A thorough knowledge and explanation of the properties of the main ingredients in the 4 – 6 food items produced. High level of skill in the ability to link theoretical understanding of the properties of ingredients with practical application.

Medium
An adequate knowledge and explanation of most of the properties of the main ingredients in the four to six food items produced. Very good level of skill in the ability to link theoretical understanding of the properties of ingredients with practical application.

Low
Some knowledge and explanation of some of the properties of the main ingredients in some of the food items produced. Some ability to link theoretical understanding of the properties of ingredients with practical application.

Very low
Limited knowledge of some of the properties of a few of the ingredients in some of the food items produced. Limited ability to link theoretical understanding of the properties of ingredients with practical application.

Criterion 4
Skill in the selection and use of tools and equipment including knowledge of, and demonstration of safe and hygienic work practices.

- Knowledge of, and safe and correct use of, suitable tools and equipment.
- Knowledge of and use of safe and hygienic work practices.

Very High
Comprehensive discussion of the selection and use of the main tools and equipment. A very high level of skill in the selection and correct and safe use of a wide range of tools and equipment. Demonstrated safe and hygienic work practices at all times during production of all food items when working with tools and equipment.

High
Thorough discussion of the selection and use of the main tools and equipment. A high level of skill in the selection and correct and safe use of a wide range of tools and equipment. Demonstrated safe and hygienic work practices in production of all food items when working with tools and equipment.

Medium
Detailed discussion of the selection and use of the main tools and equipment. A satisfactory level of skill in the selection and correct and safe use of a wide range of tools and equipment. Demonstrated mostly appropriate safe and hygienic work practices when working with tools and equipment.

Low
Some discussion of the selection and use of the main tools and equipment. Limited skill in the correct selection and safe use of tools and equipment. Limited demonstration of appropriate hygiene and safety practices when working with tools and equipment.

Very low
Little discussion of the selection and use of the main tools and equipment. Very limited skill in the correct selection and safe use of tools and equipment. Very limited, or inconsistent use of safe and hygienic work practices during production of food items when using tools and equipment.
Criterion 5
Knowledge of, and skill in techniques of food preparation, processing, cooking and preservation.

- Knowledge of, and safe use of techniques for food preparation and processing, cooking and preservation.
- Range of processes (including complex) used.

**Very High**
A very detailed knowledge, and appropriate, safe and skilful application, of the techniques for food preparation, processing, cooking and preservation. A wide range of techniques including complex processes competently demonstrated.

**High**
A detailed knowledge, and safe and skilful application, of the techniques for food preparation, processing, cooking and preservation. A wide range of techniques including complex processes demonstrated.

**Medium**
A good knowledge, and safe and satisfactory application, of the techniques for food preparation, processing, cooking and preservation. A range of techniques including some complex processes demonstrated.

**Low**
Some knowledge of, and some skills and safe techniques applied in food preparation, processing, cooking and preservation. A satisfactory range of techniques used, including a very limited range of complex processes.

**Very Low**
Very limited knowledge of, and limited skills in the techniques for food preparation, processing, cooking and preservation. A narrow range of techniques used.

The extent to which the overall production timeline, individual food item production plans and production work demonstrates:

Criterion 6
Skill in development, organisation and implementation of planning for production.

- Skill in developing an overall production timeline.
- Skill in developing an individual production plan and intended presentation for each food item to be made.
- Skill in organisation and implementation of the overall production timeline and individual food item production plans in the completion of the food items.

**Very High**
Completion of a cohesive, carefully considered sequence and clearly presented overall production timeline. Development of very detailed individual production plans for each food item to be made. A very high level of organisation demonstrated throughout the completion of the food items.

**High**
Completion of a well sequenced clearly presented overall production timeline. Development of detailed individual production plans for each food item to be made. A high level of organisation demonstrated throughout the completion of the food items.

**Medium**
Completion of a sequenced overall production timeline. Development of adequate individual production plans for each food item to be made. A satisfactory level of organisation demonstrated throughout the completion of the food items.

**Low**
A limited overall production timeline and limited documentation of individual production plans for most of the food items to be made. Some organisation demonstrated throughout the production of the food items.

**Very Low**
Identification of some dates and activities in an overall timeline and development of very brief individual production plans for some of the food items to be made. Very little organisation demonstrated throughout the production of the food items.

The extent to which the design folio, production work accompanied by photographic and written records of progress and modifications demonstrates:

Criterion 7
Skill in documenting production work and presenting a food product.

- Documentation of production (including progress) and modifications
- Quality and presentation of the food items supported by photographic and written evidence.
- Extent to which the product provides a creative solution to the design brief.

**Very High**
Comprehensive and very detailed documentation of production and modifications. Quality and presentation of the food items (the product) is of a very high standard and is well supported with evidence. The final product provides a highly creative solution to the design brief.

**High**
Detailed and highly appropriate documentation of production and modifications. Quality and presentation of the food items (the product) is of a high standard and is well supported with evidence. The final product provides a creative solution to the design brief.

**Medium**
Adequate documentation of production and modifications. Quality and presentation of the food items (the product) is of a satisfactory standard and there is supporting evidence. The final product provides an appropriate solution to the design brief.

**Low**
Little documentation of production and modifications. Quality and presentation of most of the food items is of an acceptable standard; however, there is little supporting evidence. The final product provides a limited solution to the design brief.

**Very low**
Very little documentation of production and modifications. Quality and presentation of some of the food items are of a variable quality and there is little supporting evidence. The final product provides a very limited solution to the design brief.
The extent to which the evaluation report (incorporating the sensory analysis), and use of references and bibliography demonstrates:

**Criterion 8**

**Skill in evaluating individual food items through sensory analysis and evaluating the completed product using previously established criteria**

- Skill in analysing individual food items through sensory analysis (appearance, aroma, flavor and texture).
- Skill in evaluating the completed product using previously established criteria and the extent to which the product matches the proposals in the design plan.

*Very High*

A very clearly written comprehensive analysis, of all appropriate sensory properties of all of the food items produced using correct terminology. Comprehensive and relevant information is used to effectively evaluate and draw conclusions about the finished product using all the previously established criteria, the extent to which it matches the design plan, and where appropriate drawing on the results of the sensory analysis with reference to the individual food items.

*High*

A clearly written detailed analysis of most of the sensory properties, of each of the food items produced, using correct terminology. Relevant information is used to effectively evaluate and draw conclusions about the finished product using all the previously established criteria, the extent to which it matches the design plan, and drawing on the results of the sensory analysis with reference to the individual food items.

*Medium*

A satisfactory analysis of some of the sensory properties of each of the food items produced. Relevant information is used to effectively evaluate the finished product using the previously established criteria, the extent to which it meets the design plan and with some reference made to the sensory analysis and individual food items.

*Low*

Basic analysis of some of the sensory properties of the food items produced. Some information used to discuss the finished product using the previously established criteria, with little reference made to the sensory analysis and individual food items.

*Very Low*

Very limited written analysis of a few of the sensory properties of the food items produced. Minimal evaluation of the finished product using some criteria.

**Criterion 9**

**Skill in evaluating the effectiveness and efficiency of the planning and production activities; and appropriate use of referencing and providing a bibliography.**

- Skill in evaluating the effectiveness of planning with reference to the overall production timeline, and the individual food item production plans, including modifications to these plans
- Skill in evaluating efficiency of production activities and safety and hygiene practices
- Skill in, and appropriate use of a range of primary and secondary resources used in the research and development of the product and recording acknowledgements and a bibliography.

*Very High*

Very detailed evaluation of the effectiveness of planning and reasons for modifications. Comprehensive evaluation of efficiency of production activities and safety and hygiene practices. Extensive and highly appropriate use of a wide range of resources and complete and correctly written acknowledgements and bibliography of references provided.

*High*

Detailed evaluation of the effectiveness of planning and reasons for modifications. Detailed evaluation of efficiency of production activities and safety and hygiene practices. A very good use of a range of resources and complete and correctly written acknowledgements and bibliography of references provided.

*Medium*

Adequate evaluation of the effectiveness of planning and reasons for modifications. Adequate evaluation of efficiency of production activities and safety and hygiene practices. Appropriate use of some resources and complete and correctly written acknowledgements and bibliography of references provided.

*Low*

Limited evaluation of the effectiveness of planning and reasons for modifications. Limited evaluation of efficiency of production activities and safety and hygiene practices. Some resources evident and limited written acknowledgements and/or bibliography of references provided.

*Very Low*

Very limited evaluation of the effectiveness of planning. Very limited evaluation of efficiency of production activities and/or safety and hygiene practices. Few resources evident and very limited written acknowledgements and/or a bibliography of references provided.

### Advice for the use of the 2012 Technology Studies Teacher Additional Comment Sheet

The purpose of the 2012 Teacher Additional Comment Sheet published on page 42 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 Teacher Addditional Comment sheet. The sheet provides teachers with the opportunity to present written information that may be required to support school-based assessment audit and review. As the production work for the School-assessed Task occurs over a period of time, the 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 five criteria related to the production work. The criteria related to Food and Technology are Criterion 3, 4, 5, 6, and 7. These criteria relate to the key knowledge and skills listed in the study design.

The following information and questions are provided to assist teachers with the type of information they should include on the 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.
Comment could be made on the following:

- Was teacher assistance required or were selections made independently? Was a degree of teacher intervention required?
- Did the student demonstrate self-efficacy?
- Were selections, choices and decisions based on researched information or the student’s knowledge?

**Criterion 3**
Knowledge and skill in the use of ingredients.

- Did the student draw on their knowledge of the properties of the main ingredients when preparing and processing the ingredients to make the food items?
- Did the student refer to appropriate research documented in their folio?

**Criterion 4**
Skill in the selection and use of tools and equipment including knowledge of, and demonstration of safe and hygienic work practices.

- What level of skill did the student demonstrate in the safe and hygienic application of a range of tools and equipment?
- Did the student select tools and equipment that were appropriate to the ingredients and as specified in their design plan?
- In viewing finished and in-production food items, is it evident that the student can use the tools and equipment accurately, skilfully and competently?
- The teacher could also note how much prior experience the student has had in using tools and equipment.

**Criterion 5**
Knowledge of, and skill in techniques of food preparation, processing, cooking and preservation.

- Did the student appropriately apply techniques for food preparation, processing, cooking, preservation and presentation?

- Were a range of food preparation and food processing techniques (at least four that were complex) undertaken by the student?
- Did the student safely and hygienically apply a range of food preparation and food processing techniques? Did the teacher need to remind the student of correct safe and hygienic practices?

**Criterion 6**
Skill in development, organisation and implementation of planning for production.

- Did the student show an understanding of how planning assists production activities, by for example, having food orders submitted on time, or making constant reference back to the overall timeline and individual food item production plans?
- Did the student understand and demonstrate the appropriate sequence for producing the food items?
- Did the student run out of time?

**Criterion 7**
Skill in documenting production work and presenting a food product.

- Do the unpreserved food items demonstrate a creative approach and a high level of quality and presentation?
- Do the unpreserved food items demonstrate the ability to maximise the qualities of the food?
### Victorian Certificate of Education

#### Food and Technology Assessment Sheet

**School-assessed Task: Developing and implementing a design plan for a food product**

**Criteria for the Award of Scores**

<table>
<thead>
<tr>
<th>Description</th>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
<th>Not Shown</th>
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<tr>
<td>The extent to which the design brief and criteria for evaluation demonstrates:</td>
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<td>3. knowledge and skill in the use of ingredients</td>
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<td>4. skill in the selection and use of tools and equipment including knowledge of, and demonstration of safe and hygienic work practices</td>
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<td>The extent to which the overall production timeline, individual food item production plans and production work demonstrates:</td>
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<td>6. skill in development, organisation and in implementation of planning for production</td>
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<td>The extent to which the design folio, production work accompanied by photographic and written records of progress and modifications demonstrates:</td>
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<td>7. skill in documenting production work and presenting a food product</td>
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<td>The extent to which the evaluation (incorporating the sensory analysis), and use of references and bibliography demonstrates:</td>
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<td>8. skill in evaluating individual food items through sensory analysis and evaluating the completed product using previously established criteria</td>
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<td>9. skill in evaluating the effectiveness and efficiency of the planning and production activities; and appropriate use of referencing and providing a bibliography</td>
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**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.

**Advice to Teachers**

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student’s performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 44-48 of Supplement 1 to February 2012 VCAA Bulletin VCE, VCAL and VET No. 94. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student’s performance.

The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0.

If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.
Authentication Record Form
VCE Food 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 student’s work in progress for authentication purposes.

Student name .......................................................................................................................................................................................................................................

Student number

Teacher’s name .................................................................................................................................................................  Class .......................................................

<table>
<thead>
<tr>
<th>Component of School-assessed Task</th>
<th>Date observed/Submitted</th>
<th>Authentication issues/comments</th>
<th>Teacher’s initials</th>
<th>Student’s initials</th>
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<tbody>
<tr>
<td>Design brief</td>
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<td>Evaluation criteria</td>
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<td>Design plan including research, exploration of ideas,</td>
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<td>documentation of choices/decisions, properties of</td>
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<td>resources must be acknowledged)</td>
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<td>Design plan (2nd observation)</td>
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<td>Overall production timeline</td>
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<td>Individual food item production plans</td>
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<td>Production work (4-6 food items)</td>
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<td>own food items)</td>
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<td>Production work (2nd observation)</td>
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<td>Production work (3rd observation)</td>
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<td>Sensory testing</td>
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<td>Evaluation of product; and planning and production</td>
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<td>activities</td>
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<td>Final submission of School-assessed Task</td>
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</table>

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

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

This sheet is to be retained by the school, sighted by the principal, and filed (see Section 10.1.2 of the VCE and VCAL Administrative Handbook 2012). It should be produced if requested by the VCAA.

This form may be collected by the VCAA as part of the School-assessment audit and review program.
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 total score representing an assessment of the student’s level of performance in achieving Outcome 3 in Unit 3 and Outcomes 2 and 3 in Unit 4. The total score must be based on the teacher’s assessment of the student’s performance according to the criteria on pages 52–57.

The 2012 Product Design and Technology assessment sheet on page 58 is to be used by teachers to award a total score. The completed assessment sheet for each student’s School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for School-assessed Tasks will be published annually in the February issue of the VCAA Bulletin VCE, VCAL and VET and in the current year’s VCE and VCAL Administrative Handbook.

Unit 3: Applying the Product design process

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 apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

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 3
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 13 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 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 a question, 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, but 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.
production plan including:

- 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 needed to develop the materials costing list.
- production plan including:
  - documentation of researching, testing and trialing materials, fittings and fastenings, and processes relevant to the design brief. This primary research should incorporate experimentation and trialing 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 design folio 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 student’s 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 2012 Technology Studies Teacher Additional Comment Sheet on page 42 should be used to document skills, particularly those related to the safe use of tools, equipment and machines and application of production processes. The 2012 Technology Studies Teacher Additional Comment Sheet must also be available if requested by the VCAA.

Assessment criteria
The extent to which the design folio demonstrates:

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

Ability to develop:
- a profile of the client and/or end-user/s that links to their need/s.
- a design brief that defines the purpose, function and context of the problem, needs and requirements of the client/end-user/s, with reference to the relevant Product design factors and identification of the expected quality of the finished product.
- weighted criteria to evaluate the design options; four-part criteria to evaluate the finished product; and evaluation criteria to evaluate the effectiveness of and efficiency in carrying out the design, planning and production activities associated with the Product design process.

Very High
Very clearly expressed and detailed profile of the client and/or end-user/s that shows relevance to their need/s. Very well structured and clearly expressed design brief that appropriately outlines the purpose, function and context of the client/end-user/s problem, need/s and requirements, and effectively describes the expected quality of the finished product. Provides a comprehensive, relevant range of: weighted evaluation
criteria questions appropriate to evaluate design options; 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 (all highly relevant to the need/s and Product design factors) and criteria questions to evaluate the Product design process.

High
Clearly expressed and detailed profile of the client and/or end-user/s relevant to their need/s. Well-structured and clearly expressed design brief that clearly outlines the purpose, function and context of the need/s, and describes the expected quality of the finished product. Provides a relevant range of: weighted evaluation criteria questions appropriate to evaluate design options; four-part justified evaluation criteria and explanation of their relevance to the brief and the methods of checking/testing during production and to the finished product (all relevant to the need/s and Product design factors) and criteria questions to evaluate the Product design process.

Medium
Clearly expressed profile of the client and/or end-user/s that shows some relevance to their need/s. Clearly expressed design brief that defines the purpose, function and context of the need/s, and identifies the expected quality of the finished product. Provides a mostly-relevant range of: weighted evaluation criteria questions appropriate to evaluate design options; four-part justified evaluation criteria of some relevance to the brief and the methods of checking/testing during production and the finished product (some of which are relevant to the identified need/s and Product design factors) and criteria questions to evaluate the Product design process.

Low
Reasonable clarity in the profile of the client and/or end-user/s that shows some relationship to their need/s. Limited design brief that mentions the purpose, function and context of the need/s, and very brief identification of the expected quality of the finished product. Provides a few relevant: weighted evaluation criteria questions appropriate to evaluate design options; four-part evaluation criteria of some relevance to the brief and the methods of checking/testing during production and the finished product (a few of which are relevant to the identified need/s and Product design factors) and criteria questions to evaluate the Product design process.

Very Low
Minimal profile of the client and/or end-user/s. Very limited design brief that partially outlines the purpose, function and context of the need/s. Limited evaluation criteria provided that have little relevance to the identified need/s and/or the Product design factors.

Criterion 2
Skill in conducting research and communicating developmental work.

Ability to:
- undertake a range of research relevant to the design brief
- show the development of design ideas and visualisations (concept sketches and drawings)
- use annotations to explain the relevance of the research and developmental work to the client and/or end-user/s need/s
- appropriately acknowledge the Intellectual Property (IP) of others in the sources of information used in the research.

Very High
An extensive range of relevant research provided that addresses the design brief and all of the relevant Product design factors. Extensive, highly detailed and clear developmental work and visualisations that show evidence of creative and critical design thinking techniques. Very comprehensive annotations to explain the relevance of research and developmental work to the need/s, including evidence of feedback from the client and/or end-user/s. Thorough and appropriate acknowledgment of sources of information using accepted conventions.

High
A broad range of relevant research provided that addresses the design brief and all of the relevant Product design factors. Highly detailed and clear developmental work and visualisations that show evidence of creative and critical design thinking techniques. Comprehensive annotations to explain the relevance of research and developmental work to the need/s, including evidence of feedback from the client and/or end-user/s. Some acknowledgment of sources of information using accepted conventions.

Medium
A range of research is provided that addresses the design brief and most of the relevant Product design factors. Some detail in the developmental work and visualisations that show some evidence of creative and critical design thinking techniques. Some annotations to explain the relevance of research and developmental work to the need/s of the client/end-user/s. Some acknowledgment of sources of information using accepted conventions.

Low
Limited research is provided that addresses the design brief and some of the Product design factors. Limited developmental work and visualisations. Few annotations to explain the relevance of research and developmental work to the need/s of the client/end-user/s. Little acknowledgment of sources of information.

Very Low
Brief attempt to address the design brief and a few of the Product design factors. Very limited developmental work and visualisations. Few very annotations to explain the relevance of research and developmental work to the need/s of the client/end-user/s. Very little acknowledgment of sources of information.

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

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

- Ability to test and trial materials and processes relevant to the needs of the client and/or end-user/s as identified in the design brief.
- Skill in researching and selecting appropriate materials, processes and tools, equipment, machines relevant to the need identified in the design brief.
**Very High**
Thorough and comprehensive documentation of testing and trialing materials and processes relevant to the need/s of the client and or end user/s as identified in the design brief. Thorough explanation of the characteristics and properties of materials and insightful reasons provided for the selection of materials, processes and tools, equipment and machines based on their suitability.

**High**
Comprehensive documentation of testing and trialing materials and processes relevant to the needs of the client and or end user/s as identified in the design brief. Detailed explanation of the characteristics and properties of materials and suitable reasons provided for the selection of materials, processes and tools, equipment and machines based on their suitability.

**Medium**
Adequate documentation of testing and trialing materials and processes relevant to the need/s of the client and or end user/s as identified in the design brief. Some explanation of the characteristics and properties of materials with some reasons provided for the selection of materials, processes and tools, equipment and machines with some reference to their suitability.

**Low**
Some documentation of testing and trialing materials and processes with some relevance to the need/s of the client and or end user/s as identified in the design brief. Some explanation of the characteristics and properties of materials with a few reasons provided for the selection of materials, processes and tools, equipment and machines with some reference to their suitability.

**Very Low**
Little documentation of testing and trialing materials and/or processes. Little reference made to the characteristics and properties of materials with very few reasons provided for the selection of materials, processes and tools, equipment and machines.

The extent to which the design folio demonstrates:

**Criterion 4**
**Skill in developing innovative and creative design options, ability to use a decision matrix and justify the preferred option**
- Skill in the use of a range of communication methods to convey design options showing references to proposed materials and processes.
- Ability to justify the preferred option using the decision matrix, in conjunction with client and/or end-user/s feedback.

**Very High**
Thorough use of an extensive range of communication methods to clearly and effectively convey viable design options that incorporate very detailed annotations about proposed materials and processes that show innovative and creative design thinking techniques. Extensive and thorough justification of the preferred option using the decision matrix, in conjunction with client and/or end-user/s feedback.

**High**
Broad range of communication methods to clearly and effectively convey design options that incorporate detailed explanatory annotations about proposed materials and processes that show innovative and creative design thinking techniques. Well-developed justification of the preferred option using the decision matrix, in conjunction with client and/or end-user/s feedback.

**Medium**
Adequate use of a range of communication methods to convey design options that incorporate annotations about proposed materials and processes and that show some use of innovative and creative design thinking techniques. Some justification of the preferred option using the decision matrix, in conjunction with client and/or end-user/s feedback.

**Low**
Some communication methods used to convey design options with some reference to proposed materials and processes but with little evidence of the use of innovative and creative design thinking techniques. Basic justification of the preferred option using the decision matrix, with limited reference to client and/or end-user/s feedback.

**Very Low**
Limited range of communication methods to convey design options with very little reference to proposed materials and processes. Very limited justification of the preferred option using the decision matrix, or evidence of feedback from the client and/or an end-user/s.

**Criterion 5**
**Skill in preparing working drawings and a production plan**
- Skill in developing appropriate working drawings/patterns using accepted conventions to form the product specifications.
- Skill in preparing a production plan including an overall timeline, detailed work plan, risk assessment, and materials costing list.
- Ability to explain measures to ensure that standards of quality will be met in the finished product.

**Very High**
Highly detailed and effective working drawings/patterns using accepted conventions. Provides a highly accurate, comprehensive and realistic production plan including an overall timeline, sequence of steps in production and the required materials, tools, equipment and machines; extensive and thorough knowledge of risk assessment processes, the safe use of tools, equipment, machines and processes to produce the preferred design option and a highly accurate costed materials list with reference to the product specifications. Clear and thorough explanation of quality control measures to ensure that standards of quality will be met in the finished product.

**High**
Clear and detailed working drawings/patterns using accepted conventions. Provides a clear, well-developed and realistic production plan including an overall timeline, sequence of steps in production and the required materials, tools, equipment and machines showing a thorough knowledge of
risk assessment processes, the safe use of tools, equipment, machines and processes to produce the preferred design option and an accurate costed materials list with reference to the product specifications. Clear explanation of quality control measures to ensure that standards of quality will be met in the finished product.

Medium
Adequate working drawings/patterns using some accepted conventions. Provides a well-developed production plan including an overall timeline, sequence of steps in production and the required materials, tools, equipment and machines showing some knowledge of risk assessment processes, the safe use of tools, equipment, machines and processes to produce the preferred design option and a costed material list with reference to the product specifications. Sound explanation of quality control measures to ensure that standards of quality will be met in the finished product.

Low
Limited detail in the working drawings/patterns with minimal use of accepted conventions. 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; limited reference to risk assessment processes, the safe use of tools, equipment, machines and processes to produce the preferred design option and a materials list that contains little detail. Some explanation of quality control measures to ensure that standards of quality will be met in the finished product.

Very Low
Incomplete or very limited working drawings/patterns. Very limited detail provided in the production plan with very little or no indication of the sequence of steps in production and limited details of the materials, and/or tools, equipment and machines to be used; limited reference to risk assessment processes, the safe use of tools, equipment, machines and processes to produce the preferred design option and a materials list that contains very little detail. Limited comment on quality control measures to be used to ensure that standards of quality will be met in the finished product.

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

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

Ability to:
• use a range of processes including some which are complex (that have a suitable degree of difficulty), safely using appropriate tools, equipment and machines
• gain feedback, record progress and explain and justify modifications to the client and/or end-user/s.

Very High
Demonstrates a very high level of skill in the safe application of a range of innovative and creative processes that have a very high degree of difficulty. Seeks very regular feedback and provides clear, concise and regular recording of progress and thorough explanations and justifications for modifications to the production plan.

High
Demonstrates a high level of skill in the safe application of a range of innovative and creative processes including some that have a high degree of difficulty. Seeks regular feedback and provides clear and regular recording of progress and modifications to the production plan with detailed explanations and justifications for modifications.

Medium
Demonstrates a sound level of skill in the safe application of a range of innovative and creative processes, some that have a degree of difficulty. Seeks some feedback and provides clear recording of progress and modifications to the production plan with adequate explanations and justifications for modifications.

Low
Demonstrates some level of skill in the safe application of processes most of which have a limited degree of difficulty. Little evidence of feedback and some recording of progress and modifications to the production plan with some explanation provided for modifications.

Very Low
Demonstrates limited skill in the safe application of processes. Spasmodic or partial recording of progress with little reference to modifications to the production plan.

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

• Skill in project management, including efficient use of time, the application of processes and use of tools, equipment and machines to obtain the expected quality of finish and to meet accepted standards.
• Ability to document modifications of the preferred option and compare the finished product with the preferred option, working drawings/patterns and record of progress in realising the finished product.

Very High
Demonstrates advanced levels of project management and of skill in the correct use of tools, equipment and machines to achieve production of a product with an outstanding quality of finish that clearly meets accepted standards. Thorough and concise documentation of modifications to the preferred option and a very high skill level demonstrated in realising the preferred option.

High
Demonstrates high levels of project management and of skill in the correct use of tools, equipment and machines to achieve production of a product with a quality of finish that clearly meets accepted standards. Thorough documentation of modifications to the preferred option and a high skill level demonstrated in realising the preferred option.

Medium
Demonstrates good levels of project management and skill in the correct use of tools, equipment and machines to achieve production of a product with a quality of finish that clearly meets accepted standards. Adequate documentation of modifications to the preferred option and a good skill level demonstrated in realising the preferred option.
Low
Demonstrates some levels of project management and of skill in the correct use of tools, equipment and machines to achieve production of a product with a reasonable quality of finish that meets accepted standards. Some documentation of modifications to the preferred option and some skill in realising the preferred option.

Very Low
Demonstrates very basic project management techniques and level of skill in the correct use of tools, equipment and machines to achieve production of a product of a fair quality of finish. Partial documentation of modifications to the preferred option or realising the preferred option.

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

Criterion 8
Skill in developing a quality product and communicating its features and care requirements to the client and/or an end-user/s.
Ability to:
• develop a quality product and explain its features to the client and/or end-user/s that addresses the design brief and the relevant Product design factors
• communicate appropriate care of the product to the client and/or end-user/s to prolong the product’s life and maintain its appearance through the development of a care label.

Very High
Very high level ability in completing a functional product and to thoroughly explain how it meets the design brief and the relevant Product design factors to an optimum level. Very high level skills 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
High level ability in completing a functional product and to provide a comprehensive explanation of how it meets the design brief and the relevant Product design factors to a high level. 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.

Medium
Satisfactory ability in completing a functional product and to provide an explanation of how it meets the design brief and the relevant Product design factors to a satisfactory level. 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.

Low
Some level of ability in completing a functional product and to provide a brief explanation of how it meets the design brief and a few of the Product design factors. Just 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.

Very Low
Limited ability in completing a functional product and to provide comment on how it meets the requirements of the design brief or how it incorporates any of the Product design factors. 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.

The extent to which the finished product evaluation report and report on the evaluation of the Product design process demonstrates:

Criterion 9
Skill in checking, testing and evaluating the finished product and in evaluating the Product design process.
• Skill in the use of checking and/or testing to determine the appropriateness of the product.
• Skill in evaluating the effectiveness of the Investigating and defining, Design and development (conceptualisation) and effectiveness of and efficiency in implementing the Planning and production stages of the Product design process.
• Ability to use client and/or end-user/s feedback as part of the evaluation.
• Ability to identify areas for improvement.

Very High
Comprehensive and thorough judgments and extensive conclusions documented using highly relevant evidence from checking and/or testing the suitability of the product and the extent to which it meets the design brief. Highly detailed and thorough evaluation of the effectiveness of Investigating and defining stage of the Product design. Highly detailed and thorough evaluation of the effectiveness of the Design and development 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. Very high level of ability to use client and/or end-user/s feedback in the evaluation of the finished product and Product design process. Extensive and detailed recommendations are provided for improvements to the product and use of the Product design process.

High
Thorough 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. Thorough evaluation of the effectiveness of the Investigating and defining stage of the Product design process. Thorough evaluation of the effectiveness of the Investigating and defining stage of the Product design process. Thorough evaluation of the effectiveness of and efficiency shown in implementing the Planning and production stage of 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 Product design process. Concise and detailed recommendations are provided for improvements to the product and use of the Product design process.

Medium
Sound judgments and conclusions documented using evidence from checking and testing the suitability of the product and the extent to which it meets the design brief. Adequate evaluation of the effectiveness of the Investigating and defining stage of the Product design process. Adequate evaluation of the effectiveness of the Design and development 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. Sound level of ability to use client and/or end-user/s feedback in the evaluation of the finished product and Product design process. Detailed recommendations are provided for improvements to the product and the use of the Product design process.

**Low**

Some judgments and conclusions documented using evidence from checking and testing the suitability of the product and the extent to which it meets the design brief. Some evaluation of the effectiveness of the Investigating and defining stage of the Product design process. Some evaluation of the effectiveness of the Design and development stage of the Product design process. Some level of ability to use client and/or end-user/s feedback in the evaluation of the product and Product design process. Some recommendations are provided for improvements to the product and the use of the Product design process.

**Very Low**

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. Very brief evaluation of the effectiveness of the Investigating and defining stage of the Product design process. Partial 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. Limited ability to use client and/or end-user/s feedback in the evaluation of the product and Product design process. Some recommendations are provided for improvements to the product and the use of the Product design process.

**Advice on the use of the 2012 Technology Studies Teacher Additional Comment Sheet**

The purpose of the 2012 Technology Studies Teacher Additional Comment Sheet published on page 42 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 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 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 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/trialing and testing of materials and processes? (Research and trialing 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 judgements made in terms of the appropriateness of correct tools, equipment and machines to carry out research and trialing 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 an 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?
**Victorian Certificate of Education**

**Product Design and Technology Assessment Sheet**

**School-assessed Task: Design folio, production and evaluation**

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**ADVICE TO TEACHERS**

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 52–57 of Supplement 1 to the February 2012 VCAA Bulletin VCE, VCAL and VET No. 94. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0.

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### Criteria for the Award of Grades

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<tr>
<th>Criterion</th>
<th>Very High (5)</th>
<th>High (4)</th>
<th>Medium (3)</th>
<th>Low (2)</th>
<th>Very Low (1)</th>
<th>Not Shown (0)</th>
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<tbody>
<tr>
<td>The extent to which the design folio demonstrates:</td>
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<td>2. design brief and evaluation criteria</td>
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<td>The extent to which the design folio and production work (materials/</td>
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<td>processes research, experimenting, testing and trialling) demonstrates:</td>
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<td>3. ability to document understanding of and judgments about suitability</td>
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<td>5. ability to use a decision matrix and justify the preferred option</td>
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<td>6. skill in preparing working drawings and a production plan</td>
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<td>7. skill in the application of appropriate processes, including risk</td>
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<td>8. management and in gaining feedback, recording progress and</td>
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<td>9. justifying modifications</td>
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<td>The extent to which the production work, product, informative</td>
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<td>presentation and care label demonstrates:</td>
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<td>10. skill in developing a quality product and communicating its features</td>
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<td>11. and care requirements to the client and/or an end user/s</td>
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<td>The extent to which the finished product evaluation report and report on</td>
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<td>the evaluation of the Product design process demonstrates:</td>
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<td>12. skill in checking, testing and evaluating the finished product and in</td>
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<td>13. evaluating the Product design process</td>
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**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.

---

If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.

---

**SUB TOTALS**

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**TOTAL SCORE**

---

**STUDENT NUMBER**

**ASSESSING SCHOOL NUMBER**
## 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 student’s work in progress for authentication purposes.

**Student name** .................................................................

**Student number** ............................................................

**Teacher’s name** .............................................................

**Class** .............................................................................

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

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

**Student signature** .................................................................

**Date** .................................................................

This sheet is to be retained by the school, sighted by the principal, and filed (see Section 10.1.2 of the VCE and VCAL Administrative Handbook 2012). It should be produced if requested by the VCAA.
This form may be collected by the VCAA as part of the School-assessment audit and review program.
VCE Systems Engineering

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. Components of the task relate to Unit 3 Outcome 2 and Unit 4 Outcome 2.

For this assessment, teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a total score representing an assessment of the student’s level of performance in achieving Unit 3 Outcome 2 and Unit 4 Outcome 2. The total score must be based on the teacher’s assessment of the student’s performance according to the criteria published on pages 61–63. This assessment will be subject to review by a panel appointed by the VCAA.

The 2012 Systems Engineering assessment sheet on page 65 is to be used by teachers to award a total score. The completed assessment sheet for each student’s School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for the School-assessed Task will be published annually in the February issue of the VCAA Bulletin VCE, VCAL and VET and in the current year’s VCE and VCAL Administrative Handbook.

Unit 3: Systems engineering and energy

Outcome 2
Design, plan, construct and document an integrated system to be completed in Unit 4, Outcome 2, and effectively use diagnostic procedures for the system.

Nature of task
A record of design, planning and production and Production work

Unit 4: Integrated and controlled systems engineering

Outcome 2
Select components for, construct, diagnose, adjust, modify and repair an integrated technological system and its control devices commenced in Unit 3, Outcome 2, and provide an evaluation report of the system, its performance and the management of the project.

Nature of task
Production work accompanied by a record of progress and modifications (pictorial and text material) and A report of diagnostic testing and performance data and An evaluation report.

Scope of task
The record of design, planning and production should include:
• a design brief (student or teacher generated)
• criteria for evaluating the integrated, controlled system
• research (background information to produce ideas for the design options such as safety, relevant Australian Standards, conventions, components, materials, processes, component assembly methods, suitability of tools, equipment and machines). Students must accurately cite all sources of information they use
• design alternatives and options. Where relevant, alternative options should be provided and the preferred option should be clearly indicated with justification for its selection
• a design plan (drawings, sketches, annotations, diagrams, block diagrams, flow charts) for the configuration, assembly, integration and resourcing of manufactured systems, subsystems and components intended to produce an operational device with a control device
• components and materials list, including sources and cost
• a production work plan (including processes, proposed methods of diagnostic testing and a timeline for the manufacture of the integrated system)
• a record of progress that may include photographic evidence of production work (e.g. logbook) including decisions made and notes of modifications with justifications.

Where appropriate, students should use information and communications technology (ICT) in the production of the record of design, planning and production and documenting diagnostic testing and the evaluation report. Where ICT is used, hard copy printouts must be provided.

One product only is to be completed over Units 3 and 4. By the end of Unit 3 the production work should be partially constructed. By the end of Unit 4, the production work will result in an operational device in the form of an integrated system with a control device, i.e. a system which is a functional integration of a mechanical subsystem (includes pneumatic, hydraulic) and an electrotechnology (electrical/electronic) subsystem (includes microelectronic). All products must be compliant with safety standards and Australian Standards. Risk assessment and risk management must be addressed throughout the design, construction, testing and operation of the product, which must adhere to safety standards, laws and regulations.

In Unit 4, the evaluation report should be based on the previously developed criteria. The report will include references to the results of at least one diagnostic test carried out on the student’s system to assess the functioning and performance of the integrated system with a control device, providing it is not hazardous to do so.

When undertaking diagnostic procedures students need to document (using appropriate technical language):
• the purpose of the test
• procedural steps to perform the test including the equipment used (may include images)
• expected results
• actual results of the test in quantified (numerical) form
• explanation of the results.

Students are also required to evaluate their management of the project and their work practices.

Teachers must sight and monitor the development and documentation of the student’s work on a regular basis. The Authentication Record for the Systems Engineering School-assessed Task should be used for monitoring student’s work in progress for authentication purposes. This sheet must be available if requested by the VCAA.

The 2012 Technology Studies Teacher Additional Comment Sheet on page 42 of this supplement should be used
to document skills; particularly those relating to the safe use of tools, equipment and machines and construction methods that may not be clearly demonstrated in the student’s final presentation. The 2012 Technology Studies Teacher Additional Comment Sheet must also be available if requested by the VCAA.

**Assessment criteria**
The extent to which the record of design, planning and production demonstrate:

**Criterion 1**

**Skill in developing a design plan for an integrated system.**
- Use of a design brief to outline a project that is an integrated system with a control device.
- Use of a range of presentation methods for communicating ideas and design plans for the proposed system.
- Use of research in developing options.
- Development of a range of options and justification for the preferred option.
- Development of a range of criteria that are suitable for evaluating the product.

**Very High**
Very effectively uses a range of presentation methods for communicating ideas and options. Makes extensive use of highly relevant research to develop an appropriate range of options for meeting the requirements of the design brief and provides a comprehensive justification for the preferred option. Provides a wide range of criteria that are suitable for evaluating the product.

**High**
Effectively uses a range of methods for communicating ideas and options. Makes use of relevant research to develop appropriate options for meeting the requirements of the design brief and provides detailed justification for the preferred option. Provides a range of criteria that are suitable for evaluating the product.

**Medium**
Effectively uses a limited range of methods for communicating ideas and plans. Makes use of research, most of which is relevant, to develop options and provides an adequate justification for the preferred option. A range of criteria, some of which are suitable for evaluating the product, are outlined.

**Low**
Uses some methods for communicating ideas and options. Some options are considered with some reference to limited research. A range of criteria, some of which are suitable for evaluating the product, are provided.

**Very Low**
Uses a limited range of research and communication methods to develop ideas and one option. Presents one design option. Some criteria are developed which have some relevance for evaluating the product.

**Criterion 2**

**Skill in preparing the production plan.**
- Sequence of steps needed to complete the product in the available time.
- Knowledge of relevant Australian Standards, the components, tools, equipment, machines, materials and processes required to make the integrated system.
- Ability to prepare a materials and components list (including their sources and costs) required to produce the system.
- Ability to assess and document safety risks associated with the production task.

**Very High**
Provides a clear and realistic plan of how the product is to be completed in the time available. The plan details the sequence of steps and a very comprehensive materials/components list and demonstrates sound knowledge of relevant Australian Standards, the components, tools, equipment, machines, materials and processes (including proposed diagnostic testing) to be used. A comprehensive and relevant risk assessment is presented.

**High**
Provides a realistic plan of how the product is to be completed in the time available. The plan details the sequence of steps and a comprehensive materials/components list and demonstrates adequate knowledge of the components, tools, equipment, machines and processes (including proposed diagnostic testing) to be used. A detailed and relevant risk assessment is presented.

**Medium**
The plan details most steps in the production sequence and a materials/components list and demonstrates some knowledge of the components, tools, equipment, machines and processes (including some reference to proposed diagnostic testing) to be used. Most relevant safety hazards and controls are identified.

**Low**
The plan outlines the steps in the production sequence and a limited list of required materials/components and demonstrates some knowledge of the components, tools, equipment, machines and processes (including some reference to proposed diagnostic testing) to be used. Little or no evidence of identification of safety hazards and controls.

The extent to which the production work and accompanying documentation including the record of progress and modifications demonstrate:

**Criterion 3**

**Skill in the application of processes in producing an integrated system.**
- Range of processes used.
- Degree of difficulty in the processes used.
- Ability to record progress and modifications.
- Efficient use of time during production

**Very High**
Demonstrates a very high level of skill in the safe application of a wide range of processes, including several with a high degree of difficulty. Advanced understanding of the relationship between the production sequence, processes and time lines is evident. Clear, concise and regular recording of progress/modifications and deviations from the production plan is evident.
High
Demonstrates a high level of skill in the safe application of a wide range of processes, including some with a high degree of difficulty. Thorough understanding of the relationship between the production sequence, processes and timelines is evident. Regular recording of progress/modifications and deviations from the production plan is evident.

Medium
Demonstrates skill in the safe application of a range of processes, including at least one with a high degree of difficulty. Reasonable understanding of the relationship between the production sequence, processes and timelines is evident. Regular recording of progress/modifications and deviations from the production plan is evident.

Low
Demonstrates skill in the safe application of a range of processes. Low level understanding of the relationship between the production sequence, processes and timelines is evident. Some recording of progress/modifications and deviations from the production plan is evident.

Very Low
Demonstrates skill in the safe application of a limited range of processes. Very brief recording of progress/modifications and deviations from the production plan is evident.

Criterion 4
Skill in the use of tools, equipment and machines.
- Range of tools, equipment and machines used.
- Competence/technical skill in the use of tools, equipment and machines.
- Appearance and finish of the product.

Very High
Demonstrates a very high level of technical skill in the correct and safe use of a wide range of tools, equipment and machines. A very high standard (evident in the appearance and operational status of the system) is achieved through the correct and effective use of all tools, equipment and machines.

High
Demonstrates a very good level of technical skill in the correct and safe use of a wide range of tools, equipment and machines. A high standard (evident in the appearance and operational status of the system) is achieved through the correct and effective use of all tools, equipment and machines.

Medium
Demonstrates a good level of technical skill in the correct and safe use of a range of tools, equipment and machines. An adequate standard (evident in the appearance and operational status of the system) is achieved through the correct use of most tools, equipment and machines.

Low
Demonstrates some skill in the correct and safe use of a range of tools, equipment and machines. Most of the product is of an adequate standard.

Very Low
Demonstrates limited skill in the correct and safe use of a limited range of tools, equipment and machines. Some of the product is of an adequate standard.

Criterion 5
Skill in realising the plan.
- Performance and quality of the completed technological system with comparison to the plan and recorded modifications.
- Suitability of the selection and use of appropriate materials, components, methods of assembly and conventions to meet the design plan.

In assessing this criterion, the teacher should consider the student’s project management skills and production outcomes in terms of:
- intended function or purpose
- steps or sequence required to produce the product as outlined in the production plan
- intended range of processes used
- intended range of tools, equipment and machines used
- major components/elements and materials used
- degree of accuracy and precision
- operational status of the product
- method/s of testing the system
- method of ‘finishing’ or presenting the product.

Very High
The product accurately reflects the design and production work plan and documented modifications in all aspects. All decision making has been documented and where relevant, valid and detailed reasons have been provided to justify all modifications.

High
The product accurately reflects the design and production work plan and documented modifications in most aspects. Most decisions making has been documented and where relevant, valid reasons have been provided to justify all modifications.

Medium
The product accurately reflects the plan and modifications in most aspects. Some decision making has been documented and where relevant, valid reasons have been provided to justify most modifications.

Low
The product reflects the plan in some aspects. Limited documentation of decision making and where relevant, reasons have been provided to justify some modifications.

Very Low
The product shows some resemblance to the plan. Where relevant, reasons have been provided to justify some modifications.

The extent to which the diagnostic testing, documentation and performance data demonstrate:

Criterion 6
Understanding of appropriate diagnostic test procedures.
- Planning of the tests.
- Skill in carrying out the tests on the system developed by the student.
- Accessing and using relevant technical information.
**Very High**
Provides accurate, relevant and detailed descriptions of the purpose and procedural steps for the tests and refers to relevant technical information. The tests are implemented with a high level of skill.

**High**
Provides accurate and relevant descriptions of the purpose and procedural steps for the tests and refers to relevant technical information. The tests are implemented with a high level of skill.

**Medium**
Provides relevant descriptions of the purpose and procedural steps for the tests with limited reference to technical information. The tests are implemented with adequate skill.

**Low**
Identifies the purpose of the test/s and provides a limited description of the procedural steps. The test/s are implemented with some skill.

**Very Low**
Identifies the purpose of the test/s. The test/s are implemented with some skill.

**Criterion 7**

**Analysis of data gained from diagnostic testing.**
- Specification of test data in quantified (numerical) form.
- Explanation and interpretation of the actual results versus the expected results.
- Accurate use of technical information and appropriate technical language to interpret explain results.

**Very High**
Accurate, relevant and quantified test data is presented. Using relevant technical information the test data is interpreted accurately and used to thoroughly explain the actual results using appropriate technical language (including errors).

**High**
Accurate and quantified test data is presented. Using relevant technical information the test data is interpreted accurately and used to explain the actual results using appropriate technical language (including errors).

**Medium**
Quantified test data is presented. Using relevant technical information the test data is interpreted accurately with some appropriate technical language used to explain the actual results (including errors).

**Low**
Some quantified test data is presented. The test data are interpreted and limited technical language is used to explain the actual results. Reference is made to errors and technical information.

**Very Low**
Some quantified data is presented. There are limited explanations of the actual results with no use of correct technical language.

The extent to which the evaluation report demonstrates:

**Criterion 8**
**Evaluation of the processes, work practices and the product.**
- Effectiveness of the production work plan.
- Difficulties encountered and how these were addressed.
- Suitability of the product with reference to the previously established criteria.
- Description of how the system could be improved.

**Very High**
Provides a comprehensive review of the design and production activities, including a thorough review of the efficiency of the production work plan, logbook and recorded modifications. A very thorough discussion of the difficulties encountered and how these were addressed. Makes valid judgments about the suitability of the product and the extent to which it matches the design and production plan and in reference to the previously established criteria for evaluation. Provides a thorough explanation of areas for improvement of the system.

**High**
Provides a sound review of the design and production activities, including a review of the efficiency of the production work plan, logbook and recorded modifications. A comprehensive discussion of the difficulties encountered and how these were addressed. Makes valid judgments about the suitability of the product and the extent to which it matches the design and production plan and in reference to the previously established criteria for evaluation. Provides a very good description of areas for improvement of the system.

**Medium**
Provides a review of the design and production activities, including a review of the efficiency of the production work plan, logbook and recorded modifications. Some discussion of the difficulties encountered and how these were addressed. Makes some valid judgments about the suitability of the product and the extent to which it matches the design and production plan with some reference to the established criteria for evaluation. Briefly discusses area/s for improvement of the system.

**Low**
Provides a limited review of the design and production activities, logbook and recorded modifications. Limited discussion of the difficulties encountered and how these were addressed. Some valid comment about the suitability of the product with limited reference to the established criteria for evaluation. Limited description of area/s for improvement.

**Very Low**
A valid comment is made about the effectiveness and efficiency of the design and production activities. Limited or no mention of the difficulties encountered and how these were addressed. Some comment about the suitability of the product and with very limited or no reference to the established criteria for evaluation. Very limited or no description for area/s of improvement.
Advice on the use of the 2012 Technology Studies Teacher Additional Comment Sheet

The purpose of the 2012 Technology Studies Teacher Additional Comment Sheet published on page 42 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 Teacher Additional Comment Sheet. The sheet provides teachers with the opportunity to present written information that may be required to support school-based assessment and review. As the production work for the School-assessed Task occurs over a period of time, the 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 Systems Engineering are Criterion 3, 4, 5, and 6. These criteria relate to the key knowledge and skills listed in the study design.

The following information and questions are provided to assist teachers with the type of information they should include on the 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: Skill in the application of processes in producing an integrated system.**
- Did the student safely carry out a range of processes (some of which were advanced, difficult or complex) in the production of the product? (Processes which are not evident in the record of design, planning and production or the production work could be noted.)
- The teacher could also note the level of independence demonstrated by the student when applying the processes.

**Criterion 4: Skill in the use of tools, equipment and machines.**
- Did the student demonstrate competence and technical skill in the use of a range of tools, equipment and machines?
- Is the product functional or non-functional (or has it at some stage been functional)? (Please note that functionality or performance of the product may relate to the way the student has used the tools and equipment.)
- Does the product look neat and tidy? (Parts that may be hidden should be considered in making this comment.)

**Criterion 5: Skill in realising the plan.**
- Does the product perform in the intended way (i.e. the expected output) as outlined in the design and production work plan or as documented in the modifications? (Aspects that should be considered are listed on page 64 of this supplement.)
- Did the student make appropriate selections and use of appropriate materials, components, methods of assembly and conventions? Did the student make these selections independently, and/or follow advice given by the teacher?

**Criterion 6: Understanding of appropriate diagnostic test procedures.**
- Has the student been able to plan and carry out diagnostic testing with little assistance and direction?
- Have the appropriate procedures been followed?
- Was testing equipment (devices to locate faults and measure performance) selected and used appropriately and accurately?
- Did the student use relevant technical information to assist in planning and carrying out test procedures (if not included in documentation)?
### Victorian Certificate of Education

**Systems Engineering Assessment Sheet**

**School-assessed Task:** Designing, planning, production, testing and evaluation of an integrated technological system

#### Advice to Teachers

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student’s performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 61–63 of Supplement 1 to the February 2012 VCAA Bulletin VCE, VCAL and VET No. 94. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student’s performance.

The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0.

#### Criteria for the Award of Scores

<table>
<thead>
<tr>
<th>Criteria for the Award of Scores</th>
<th>Very High (5)</th>
<th>High (4)</th>
<th>Medium (3)</th>
<th>Low (2)</th>
<th>Very Low (1)</th>
<th>Not Shown (0)</th>
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<tbody>
<tr>
<td>The extent to which the record of design, planning and production demonstrate:</td>
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<td>1 skill in developing a design plan for an integrated system</td>
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<td>2 skill in preparing the production plan</td>
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<td>The extent to which the production work and accompanying documentation including the record of progress and modifications demonstrate:</td>
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<td>3 skill in the application of processes in producing an integrated system</td>
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<td>4 skill in the use of tools, equipment and machines</td>
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<td>5 skill in realising the plan</td>
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<td>The extent to which the diagnostic testing, documentation and performance data demonstrate:</td>
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<td>6 understanding of appropriate diagnostic test procedures</td>
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<td>☐</td>
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</tr>
<tr>
<td>7 analysis of data gained from diagnostic testing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>The extent to which the evaluation report demonstrates:</td>
<td></td>
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</tr>
<tr>
<td>8 evaluation of the processes, work practices and the product</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>

#### 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.

---

If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.
## Authentication Record Form

**VCE Systems Engineering School-assessed Task**

Please print clearly.
This form must be completed by the class teacher. It provides a record of the monitoring of student’s work in progress for authentication purposes.

<table>
<thead>
<tr>
<th>Component of School-assessed Task</th>
<th>Date observed/Submitted</th>
<th>Authentication issues/comments</th>
<th>Teacher’s initials</th>
<th>Student’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design brief and evaluation criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research (Note: all resources must be acknowledged)</td>
<td></td>
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<td></td>
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<tr>
<td>Design alternatives and options</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Design plan, production work plan, materials/components list and timeline</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Production work and record of progress (Note: all outsourced processes must be recorded)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Production work (2nd observation)</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Production work (3rd observation)</td>
<td></td>
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<td></td>
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<tr>
<td>Diagnostic testing, data collection and report</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Evaluation of product and processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final submission of School-assessed Task</td>
<td></td>
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</tr>
</tbody>
</table>

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

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

This sheet is to be retained by the school, sighted by the principal, and filed (see Section 10.1.2 of the *VCE and VCAL Administrative Handbook 2012*). It should be produced if requested by the VCAA.

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