

# VCE Visual Communication Design: Administrative information for School-based Assessment in 2018

## 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.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) through VASS a score against each criterion that represents an assessment of the student's level of performance for Unit 3 Outcome 3 and Unit 4 Outcomes 1 and 2. The recorded scores must be based on the teacher's assessment of the student's performance according to the criteria on pages 9–19. This assessment is subject to the VCAA's statistical moderation process.

The 2018 Visual Communication Design assessment sheet on page 25 is to be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. The performance descriptors for the assessment criteria are published annually on the Visual Communication Design study page of the VCAA website and notification of their publication is given in the February *VCAA Bulletin*. Details of authentication requirements and administrative arrangements for School-assessed Tasks are published in the *VCE and VCAL Administrative Handbook 2018*.

The Authentication Record Form on page 22 and Teacher Additional Comment Sheet on pages 23–24 are to be used to record information for each student and must be made available on request by the VCAA.

The School-assessed Task has three components:

- Unit 3 Outcome 3
- Unit 4 Outcome 1
- Unit 4 Outcome 2.

Teachers should be aware of the dates of submission of scores into VASS in June and November. These dates are published in the VCE Important Administrative Dates and Assessment Schedule, published annually on the VCAA website: [www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx](http://www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx)

# Unit 3

## Area of Study 3 – Developing a brief and generating ideas

### Outcome 3

On completion of this unit the student should be able to apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

#### Nature of task

Students develop a brief that identifies two communication needs for a client, the purpose, context, the characteristics of target audience/s, constraints and expectations and a folio generating ideas relevant to the brief.

A design folio for each client need will include evidence of:

- use of design process and design thinking strategies
- annotated research for information and inspiration
- observational and visualisation drawings
- techniques for accessing, researching, referencing, recording and synthesising research sources
- trademark, copyright and legal obligations
- generation of a wide range of design ideas.

#### Scope of task

Students should prepare a single brief that clearly identifies:

- two communication needs for an identified client
- purposes, contexts and audience characteristics for each visual communication
- constraints and expectations of each visual communication
- possible presentation format of each visual communication.

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 that may prevent the student meeting specific criteria, the teacher should ensure that these restrictions are overcome. Students should be aware of the trademark and legal obligations of using existing client imagery and seek copyright permission for the use of the material. There should be evidence of written correspondence confirming copyright permission or for the use of trademark/s that is authenticated by the teacher. There is no prescribed template or format for the brief. Formats that may be considered for the brief include:

- a description of the content of the brief organised under sub-headings
- a letter of request
- presentation of the brief in dot points.

The brief should be completed prior to the commencement of the developmental work. The brief should refer to one client and two needs for visual communication. Each of the needs will require separate design processes that will lead to final presentations produced in Unit 4, and are discernibly different in purpose, presentation, format and intent. The difference between the two final presentations should be clearly evident in the outline of each of the needs.

Where limited evidence of the brief exists, students should be given at least a 'Very Low' for Criterion 1. If a student does not provide a brief or writes the brief retrospectively, 'Not Shown' should be recorded for

Criteria 1, 6, 8 and 9. Where there is more than one brief evident, only the first one should be read and assessed. If the brief describes only one need (for example, a general statement describing 'Promotional material'), the assessment should be 'Very Low' for Criterion 1.

Proposed presentation formats should be numbered 'Presentation format 1' and 'Presentation format 2' in the brief. Where they are not numbered, the first presentation format listed should be assumed to be 'Presentation format 1' in any list of formats in the brief. Note that if more than two presentation formats are listed in the brief, then only the first two should be identified as 'Presentation format 1' and 'Presentation format 2'.

The brief is not required to be within a specific word range. Teachers are advised that a sufficient word range to cover the requirements of Outcome 1 is a minimum of 600 words.

The brief should be placed securely at the beginning of the design folio. The teacher is required to sign and date the brief on its completion. This information should be recorded on the Authentication Record Form for VCE Visual Communication Design School-assessed Task.

The application of the design process should be evident throughout the developmental work. The developmental work should relate to each of the two needs identified in the brief for the stated audiences. However, students may undertake general developmental work at the start of the folio that relates to both identified needs. As 'techniques for accessing and referencing research sources' are included in the Key Knowledge and Skills for Unit 3, Outcome 3, the source of existing imagery and information included for research and inspiration must be clearly documented, in the folio. It is not sufficient to simply reference 'Google Images'; the source website must be quoted. Sources of existing imagery need to be placed next to imagery and not at the start or finish of the design folio. Drawings from observation are used as a means of research. They must include drawings from direct observation of objects, structures and/or forms, rather than drawing only from photographs. Assessment of Criterion 3 is based on the student's use of visualisation drawings with annotations to demonstrate research undertaken and generate ideas relevant to the brief. Assessment of these drawings should focus on the student's use of freehand drawing to generate a quality flow of initial ideas as research and idea generation. Students are not required to demonstrate the application of a range of media, related materials and conventions of specific methods to score highly on this criterion. It is not appropriate to copy, scan or reproduce original drawings to submit as original freehand drawings. A range of design thinking strategies are to be employed to assist students to extend and record their thinking and ideas. A range includes more than two strategies that demonstrate research and the generation of ideas. The research and generation of ideas should be documented to direct further exploration to resolve communication needs relevant to the brief.

Teachers are reminded that students are to prepare the brief and generate ideas without undue assistance. It is not appropriate to provide detailed advice, corrections on and reworking of the brief. The completion and submission of the brief is to be documented on the Authentication Record Form and feedback on the Teacher Additional Comment Sheet.

## Unit 4

### Area of Study 1 – Development of design concepts

#### Outcome 1

On completion of this unit the student should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

#### Nature of task

Students produce a folio of conceptual development work for each communication need. The conceptual development folio for each need will include evidence of:

- use of the development and refinement stages of the design process and design thinking strategies
- application of manual and digital methods, media, materials, design elements, design principles and presentation formats
- development and refinement of concepts
- mock-ups as a method for testing the suitability of concepts
- methods of delivering a pitch to present and explain resolutions to a brief
- annotations that discuss the selection of preferred concepts for each need.

#### Scope of task

The use of at least two methods must be evident, including manual and digital methods. Selection of each method should be based on what will allow the student to achieve the most effective solution relative to the visual communication needs determined in Unit 3 Outcome 3. Advice about appropriate methods is provided in the Advice for Teachers of the *VCE Visual Communication Design Study Design 2018 – 2021*; however students can use other drawing methods that are relevant to the communication needs. Where there is no evidence that a specific method has been used in the design processes in Unit 4 Outcome 1 (Development, refinement and evaluation), but Unit 4 Outcome 2 (Final presentations) clearly demonstrates application of such a method, it should not be assumed that this method was used in completion of Outcome 1 (Development, refinement and evaluation). If only one method is evident in Unit 4 Outcome 1 (Development, refinement and evaluation), students should not be awarded above a 'Medium' for Criterion 4 (Use of a range of materials, methods and media to develop and refine design concepts relevant to the brief).

The use of a range of methods must be presented on annotated hard copy in the folio and final presentations. Evidence of their use should not be presented as a soft copy.

Annotations should be completed in real time, as the folio progresses. They can be handwritten or typed – whichever is appropriate to the process and complementary to the method being employed at the time. Annotations and evaluations in the design folio should demonstrate, reflect and evaluate the following:

- an understanding of functional and aesthetic factors and use of design elements and principles to support the development and refinement of design concepts relevant to the brief
- support the evaluation of and feedback on mock-ups testing the suitability of design concepts
- the application of specific media and related materials by students. For example, where photography and computer software are used as methods (of production), the annotations and evaluations should reflect decisions related to the application of the associated media and materials; where a student is working with manual illustration methods the annotations and evaluation should reflect these methods.

A hard copy of a progressive selection of the design stages used with digital methods is required. A hard copy must be printed and may be scaled down. Students must provide evidence of the skills and

knowledge of both the hardware and software used to produce the work presented for assessment. This material is not formally assessed but is required for authentication purposes.

Design thinking throughout the process must be documented showing evidence of creative critical and reflective thinking as demonstrated in the Design process on page 11 of the Visual Communication Design study design. Students should provide evidence that they are thinking from different perspectives and as part of their reflective design thinking they need to gather evidence to support the concepts that have been developed to suit the brief. Examples of gathering evidence and audience feedback could be in the form of surveys, interviews or thinking routines. They can use the client, target audience or peers as fellow designers to gather multiple viewpoints.

It is important to evaluate the concepts at refinement and mock-up stages before the final presentation is completed. Students will devise and deliver a pitch to test the suitability of and evaluate refined concepts relevant to the brief. They must present mock-ups that test the suitability of two concepts for two presentations relevant to the brief. Students articulate the decisions made for the two presentations in the design process through the use of appropriate terminology in oral, written and visual material during the pitch. They should provide evidence of feedback from the pitch in their design folio and the expansion of further ideas and renewed inspiration for two concepts and two presentations.

Teachers should monitor students' progress on a regular basis and use the Authentication Record Form and Teacher Additional Comment Sheet to record this information. The authentication process and feedback is clearly identified on this form so teachers can provide feedback at various stages of the process. It is recommended that students back up hard-drive files with copies of work in progress using, for example, an external drive or secure cloud storage.

The developmental work must be completed as two separate design processes; however, students can complete the same initial generation of ideas and/or research for both design processes. In the case of the latter there must be some evidence of new developmental work for the second communication need as the developmental work for both communication needs can be related but distinctly different. Therefore, to score 'High' or 'Very High' in Criteria 3, 4, 5 and 6, students need to complete distinctly different developmental work for each communication need.

Clearly different needs and directions must be developed. 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 Criteria 3, 4, 5 and 6. In this situation the level of achievement will be determined by the standard of the work presented. Where design work included in the folio is not student-generated imagery, the original source should be identified. A copy of the source image, along with the acknowledgement of appropriate copyright responsibilities, should be clearly identified in the development work. Where there is evidence of an over-reliance on strategies such as the use of templates, tracing of 'found imagery', scrapbooking, clip art and commercial imagery, with minimal additional contribution by the student, the student's level of achievement on the criteria should be reduced.

Teachers must be aware that if the student does not complete two design processes for two communication needs, they may not be eligible for an S for the Unit. The teacher must be confident that the student has fulfilled the requirements to score 'Very Low' or 'Low' for Criteria 2, 3, 4, 5 and 6.

The visualisation drawings completed as part of idea generation for Criterion 3 cannot be assessed as part of Criterion 4 and 5. Students should also use the appropriate drawing conventions for the field of design they are working in. For example, industrial designs use scaled third angle orthogonal drawings whereas environmental designs use scaled plans and elevations. Each has their own set of drawing and dimensioning conventions. Students and teachers should refer to the *Technical Drawing Specifications Resource* (2018 – 2021) on the Visual Communication Design study webpage.

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 work with evidence of the use of both methods. Where some evidence of developmental work exists, at least 'Very Low' must be recorded for Criteria 3, 4, 5 and 6.

To assist with the assessment of Criterion 4, a hard copy of a progressive selection of the developmental stages used with digital methods is required. A hard copy must be printed in full colour and may be scaled down. Screen captures are not required of every stage of the design, just a representative sample to assist with authentication. Students must provide evidence of the skills and knowledge of both the hardware and software used to produce the work presented for assessment.

Students must have complete technical control of their developmental work. 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 one of the methods used in the design process. These should be for authentication purposes only and cannot be assessed.

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.

## Unit 4

### Area of Study 2 – Final presentations

#### Outcome 2

On completion of this unit the student should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

#### Nature of task

Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3.

#### 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 trifold brochure, printed full colour back and front. The final visual communication presentations are required to reflect resolution/s and communication needs proposed in the brief. There should be some evidence of the relationship between the two final solutions and the chosen presentation formats. 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 labelled accordingly.

There may be more than one component to a final presentation. Labelling should reflect each component of the final presentation, for example, 'Presentation 1: Part A, Presentation 1: Part B'. The labelling should reflect the intentions in the brief.

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 8, 9 and 10 on the Visual Communication Design School-assessed Task assessment sheet. If one final visual communication presentation is submitted, the student cannot achieve a 'Satisfactory' result for the unit.

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 8, 9 and 10. Where work is submitted as two separate presentations but employs 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 8, 9 and 10.

Any work labelled 'Final Presentation' but submitted as part of the design folio completed for Unit 3 Outcome 3 and Unit 4 Outcome 1 (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 against Criteria 8, 9 and 10.

The final presentations should demonstrate the technical competence of the student. Teachers must assess them against Criterion 10 based on the technical detail and skill used by the student in the application of materials, methods and media. This can be achieved through photographic or written documentation. Teachers must document the refinement process for the final presentations in the

Authentication Record Form and the Teacher Additional Comment Sheet. If the work is not undertaken by the student, 'Not Shown' should be recorded for Criterion 8.

In assessing Criterion 10, the production of two final visual communication presentations which demonstrate technical competence, teachers must base their assessment only on the technical competence of the work actually undertaken by the student. With regards to work that has been professionally printed, such as a large format poster, book, T-shirt graphic, for example; teachers are only able to assess the student's ability to create imagery with clear pixel resolution. Whereas, if the student has printed the T-shirt graphic themselves; technical competence would also relate to their skill in registration of multiple colours and control of the ink.

Students must submit two distinctly different final presentations for Unit 4, Outcome 2. If students submit one final presentation for Unit 4 Outcome 2 they will not be eligible for an S for the Unit.





### VCE Visual Communication Design: School-assessed Task Assessment Sheet 2018

Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<p><i>Unit 3, Outcome 3</i></p> <p><b>2. Apply design thinking to synthesise research material and observational drawing relevant to the brief.</b></p>		Very little use of research and investigation from sources to direct the generation of some ideas informed by the brief.	Some use of research referencing from sources that directs the generation of ideas informed by the brief.	Use of research and investigation from a range of sources to synthesise and direct the generation of ideas informed by the brief.	Effective use of research and investigation from a range of sources to synthesise and direct the generation of ideas informed by the brief.	Detailed and highly effective use of research and investigation that to synthesise and direct the generation of a broad range of ideas informed by the brief.
		Limited annotations explain the research and direct further exploration.	Some annotations explain the research and direct further exploration.	Annotations clearly explain the research and direct further exploration.	Annotations thoroughly explain the research and direct further exploration.	Insightful annotations explain the research and directs further exploration.
		Little evidence of referencing and citations of research.	Some use of referencing and citations of research.	Sound use of referencing and citations of research.	Clear use of referencing and citations of research.	Clear and consistent use of referencing and citations of research.
		Little use of design thinking to direct the design process with limited relevance to the brief.	Some use of design thinking to direct the design process with some relevance to the brief.	Sound use of design thinking to clarify and direct the design process with relevance to the brief.	Effective use of design thinking to clarify and direct the design process with clear relevance to the brief.	Highly effective use of design thinking to clarify and direct the design process with insightful relevance to the brief.
		Little use of observational drawing to represent the form, structure and function of existing objects and/or spaces relevant to the brief.	Some use of observational drawing to represent the form, structure and function of existing objects and/or spaces relevant to the brief.	Sound use of observational drawing to represent form structure and function of existing objects and/or spaces relevant to the brief.	Effective use of observational drawing to represent form structure and function of existing objects and/or spaces relevant to the brief.	Highly effective use of observational drawing to represent form, structure and function of existing objects and/or spaces relevant to the brief.
		Little use of observational drawing and rendering techniques to show form, surface texture, light, shade and shadow of existing objects and/or spaces relevant to the brief.	Some use of observational drawing and rendering techniques to show form, surface texture, light, shade and shadow of existing objects and/or spaces relevant to the brief.	Sound use of observational drawing and rendering techniques to show form, surface texture, light, shade and shadow of existing objects and/or spaces relevant to the brief.	Effective use of observational drawing and rendering techniques to show form, surface texture, light, shade and shadow of existing objects and/or spaces relevant to the brief.	Highly effective use of observational drawing and rendering techniques to show form, surface texture, light, shade and shadow of existing objects and/or spaces relevant to the brief.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Visual Communication Design: School-assessed Task Assessment Sheet 2018						
Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<p><b>Unit 3</b></p> <p><b>Outcome 3</b></p> <p><b>3. Use of visualisation drawings with annotations to generate ideas relevant to the brief.</b></p>	<p>0 <input type="checkbox"/></p>	<p>Very little use of visualisation drawings in response to research of the brief.</p> <p>Visualisation drawings offer a limited direction to address the client's needs. Limited exploration and generation of ideas for two final visual communication presentations. There may be significant evidence of traced and/or copied imagery with very limited development.</p> <p>Limited annotations explain the research and direct the generation of ideas relevant to the brief.</p> <p>Little application of design thinking to create, analyse, evaluate and reflect on the development of concepts relevant to the brief.</p> <p>1 <input type="checkbox"/>                      2 <input type="checkbox"/></p>	<p>Some use of visualisation drawings in response to research of the brief undertaken.</p> <p>Visualisation drawings address some aspects of the client's needs. There is some exploration and generation of ideas for two final visual communication presentations. There may be evidence of traced and/or copied imagery with limited development or innovation.</p> <p>Some annotations explain connections to the brief and direct the generation of ideas relevant to the brief.</p> <p>Some application of design thinking to create, analyse, evaluate and reflect on the development of concepts relevant to the brief.</p> <p>3 <input type="checkbox"/>                      4 <input type="checkbox"/></p>	<p>Appropriate use of visualisation drawings in response to research of the brief undertaken.</p> <p>Visualisation drawings establish a direction to adequately address the client's stated needs, explore and generate ideas for two final visual communication presentations.</p> <p>Clear annotations explain connections to the brief and direct the generation of ideas relevant to the brief.</p> <p>Sound application of design thinking to create, analyse, evaluate and reflect on the development of concepts relevant to the brief.</p> <p>5 <input type="checkbox"/>                      6 <input type="checkbox"/></p>	<p>Effective use of visualisation drawings in response to research of the brief.</p> <p>Effective use of visualisation drawings to establish a range of directions to clearly address the client's stated needs, explore and generate ideas for two final visual communication presentations.</p> <p>Informative annotations explain connections to the brief and direct the generation of ideas relevant to the brief.</p> <p>Effective application of design thinking to create, analyse, evaluate and reflect on the development of concepts relevant to the brief.</p> <p>7 <input type="checkbox"/>                      8 <input type="checkbox"/></p>	<p>Detailed and highly effective use of visualisation drawings in response to research of the brief.</p> <p>Highly effective visualisation drawings establish a broad range of directions to comprehensively address the client's stated needs, explore and generate ideas for two final visual communication presentations.</p> <p>Insightful annotations explain connections to the brief and direct the generation of ideas relevant to the brief.</p> <p>Highly effective application of design thinking to create, analyse, evaluate and reflect on the development of concepts relevant to the brief.</p> <p>9 <input type="checkbox"/>                      10 <input type="checkbox"/></p>

VCE Visual Communication Design: School-assessed Task Assessment Sheet 2018						
Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<p><i>Unit 4,</i> <i>Outcome 1</i></p> <p><b>4. Use of a range of materials, methods and media to develop and refine two distinctly different design concepts relevant to the brief.</b></p>		<p>Materials, manual and/or digital methods and/or appropriate conventions and/or media are used in a very limited way in the development and/or refinement of concepts during the design process.</p> <p>Very limited evidence of the use, with little documentation in annotations, of two-dimensional and/or three-dimensional manual and digital applications to develop or refine possible design concepts appropriate to the communication needs.</p> <p>Very little experimentation and application of selected materials, method(s) or media, with little documentation in annotations to develop or refine possible design concepts as appropriate to the communication needs.</p>	<p>Some use of materials, media, manual and/or digital methods and appropriate conventions to convey a communication message to develop and refine concepts during the design process.</p> <p>Limited evidence of choices are demonstrated and are documented with some annotations throughout the development and refinement stages for possible design concepts appropriate to the communication needs.</p> <p>Limited evidence of choices in the experimentation and application of selected materials, method(s) or media, with limited documentation in annotations to develop or refine possible design concepts as appropriate to the communication needs.</p>	<p>Clear evidence of the use of materials, media and a range of manual and digital methods and conventions to develop and refine concepts during the design process.</p> <p>Appropriate choices are demonstrated and documented with annotations, throughout the development and refinement stages for possible design concepts appropriate to the communication needs.</p> <p>Appropriate choices are demonstrated in the experimentation and application of selected materials, method(s) or media, with documentation in annotations to develop or refine possible design concepts as appropriate to the communication needs.</p>	<p>Perceptive use of material, media and a range of manual and digital methods and appropriate conventions to develop and refine concepts and solutions during the design process.</p> <p>Effective choices are demonstrated and are clearly documented with annotations throughout the development and refinement stages for possible design concepts appropriate to the communication needs.</p> <p>Effective choices are demonstrated in the experimentation and application of selected materials, method(s) or media, with clear documentation in annotations to develop or refine possible design concepts as appropriate to the communication needs.</p>	<p>Highly perceptive use and fully realised potential of materials, media and at least two manual and digital methods and appropriate conventions to develop and refine concepts during the design process.</p> <p>Highly effective choices are demonstrated and very clearly documented with annotations throughout the development and refinement stages for possible design concepts appropriate to the communication needs.</p> <p>Highly effective choices are demonstrated in the experimentation and application of selected materials, method(s) or media, with very clear documentation in annotations to develop or refine possible design concepts as appropriate to the communication needs.</p>

VCE Visual Communication Design: School-assessed Task Assessment Sheet 2018						
Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<p><i>Unit 4,</i></p> <p><i>Outcome 1</i></p> <p><b>4. Use of a range of materials, methods and media to develop and refine two distinctly different design concepts relevant to the brief. (continued)</b></p>	<p>0 <input type="checkbox"/></p>	<p>Little creative and/or expressive use of two-dimensional and/or three-dimensional manual and/or digital applications and applications.</p> <p>Demonstrates very limited technical accuracy in the application of materials, methods and use of conventions in the development and/or refinement of concepts relevant to the selected design field during the development and/or refinement of concepts.</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>Some creative and/or expressive use of two-dimensional and/or three-dimensional manual and/or digital applications and conventions.</p> <p>Demonstrates limited technical expertise in the application of materials, methods and use of technical drawing conventions relevant to the selected design field during the development and/or refinement of concepts.</p> <p>3 <input type="checkbox"/> 4 <input type="checkbox"/></p>	<p>Creative and expressive use of two-dimensional and three-dimensional manual and digital applications and conventions.</p> <p>Demonstrates an adequate level of technical expertise in the application of materials, methods and use of conventions relevant to the selected design field in the development and refinement of concepts.</p> <p>5 <input type="checkbox"/> 6 <input type="checkbox"/></p>	<p>High level of creativity and expression in the use of two-dimensional and three-dimensional manual and digital applications and conventions</p> <p>Demonstrates a competent level of technical expertise in the application of materials, methods and the use of conventions relevant to the selected design field during the development and refinement of concepts.</p> <p>7 <input type="checkbox"/> 8 <input type="checkbox"/></p>	<p>Very high level of creativity and expression in the use of two-dimensional and/or three-dimensional manual and digital applications and conventions.</p> <p>Demonstrates a high level of technical expertise in the application of materials, methods and use of conventions relevant to the selected design field during the development and refinement of concepts.</p> <p>9 <input type="checkbox"/> 10 <input type="checkbox"/></p>

VCE Visual Communication Design: School-assessed Task Assessment Sheet 2018						
Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>Unit 4,</b> <b>Outcome 1</b> <b>5. Use of a range of design elements and design principles to develop and refine design concepts relevant to the brief</b>		<p>Very limited understanding of the role of aesthetics in the application of design elements and design principles to develop and refine design concepts.</p>	<p>Limited understanding of the role of aesthetics in the application of design elements and design principles to develop and refine a limited range of concepts for preferred design options.</p>	<p>Adequate understanding of the role of aesthetics is evident in the application of design elements and design principles to develop and refine a range of design concepts and through the use of mock-ups for preferred design options.</p>	<p>Clear understanding of the role of aesthetics is evident in the application of design elements and design principles to develop and refine a range of design concepts and through the use of mock-ups for preferred design options.</p>	<p>Very clear understanding of the role of aesthetics is evident in the application of design elements and design principles to develop and refine a diverse range of design concepts and through the use of mock-ups for preferred design options.</p>
		<p>Very limited use of design elements and/or principles in the development and refinement of information and concepts in one or both of the final presentations.</p>	<p>Limited use of design elements and principles in the development and refinement of information and concepts in one or both of the final presentations.</p>	<p>Appropriate use of design elements and principles to develop and refine a range of ideas for clear visual communication of, information and concepts in two final presentations.</p>	<p>Skilful use of design elements and principles to develop and refine a range of innovative ideas for effective visual communication of information and concepts in two final presentations.</p>	<p>Accomplished use of design elements and principles support innovative ideas for highly effective communication of information and concepts in two final presentations. Well-developed rationale for the selection of final designs evaluated in terms of the brief.</p>
	<p>Very limited use of visual and written language to gain attention of target audiences and/or maintain in one or both of the two final presentations.</p>	<p>Limited use of visual and written language to gain attention of target audiences and maintain engagement in one or both of the two final presentations.</p>	<p>Appropriate use of visual language to gain attention of target audiences and maintain engagement in two final presentations with decisions articulated in documented annotations.</p>	<p>Skilful use of visual and written language to effectively gain attention of target audiences and maintain engagement in two final presentations with decisions clearly articulated in well documented annotations.</p>	<p>Accomplished use of visual and written language to very effectively gain attention of target audiences and maintain engagement in two final presentations with decisions very clearly articulated in well documented annotations.</p>	
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Visual Communication Design: School-assessed Task Assessment Sheet 2018						
Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<p><i>Unit 4, Outcome 1</i></p> <p><b>6. Application of relevant stages of the design process and design thinking to develop and refine a range of annotated design concepts relevant to the brief.</b></p>		<p>Very limited evidence of the use of separate design processes to visualise, develop and refine concepts for each of the two final presentations.</p> <p>Limited evidence of the application of creative, critical and/or reflective thinking strategies that have relevance to the brief in the two design processes.</p> <p>Annotations provide very limited evidence of appropriate terminology and/or the decisions made at the development and/or refinement stages of the design processes.</p> <p>Demonstrates a very limited understanding of legal and ethical obligations that develops and refines two presentations relevant to the brief.</p>	<p>Limited evidence of the use of separate design processes to visualise, develop and refine concepts for each of the two final presentations.</p> <p>Some evidence of the application of creative, critical and/or reflective thinking strategies that have relevance to the brief in the two design processes.</p> <p>Limited use of appropriate terminology in annotations about decisions made at the development and/or refinement stages of the design processes.</p> <p>Demonstrates a limited understanding of legal and ethical obligations that develops and refines two presentations relevant to the brief.</p>	<p>Appropriate evidence demonstrating understanding of two separate design processes to visualise, develop and refine concepts for the two final presentations.</p> <p>Adequate evidence of the application of creative, critical and reflective thinking strategies relevant to the brief in the two design processes.</p> <p>Appropriate terminology in annotations demonstrates decisions made at the development and refinement stages of the design processes.</p> <p>Demonstrates an understanding of legal and ethical obligations throughout the design processes to develop and refine two presentations relevant to the brief.</p>	<p>Detailed evidence demonstrating understanding of two distinctly different design processes to visualise, develop and refine concepts for the two final presentations.</p> <p>Clear evidence of the application of a range of creative, critical and reflective thinking strategies relevant to the brief in the two design processes.</p> <p>Considered decisions are demonstrated through the use of appropriate terminology in annotations throughout the development and refinement stages of the design processes.</p> <p>Demonstrates a thorough understanding of legal and ethical obligations throughout the design processes to develop and refine two effective presentations relevant to the brief.</p>	<p>Comprehensive evidence demonstrating high-level understanding of the iterative nature of two distinctly different design processes to visualise, develop and refine concepts for the two final presentations.</p> <p>Detailed evidence of the application of a range of innovative, creative, critical and reflective thinking strategies relevant to the brief in the two design processes.</p> <p>Thoughtful and considered decisions are demonstrated through the use of appropriate terminology in coherent annotations throughout the development and refinement stages of the design processes.</p> <p>Comprehensive understanding of legal obligations throughout the design processes to develop and refine two innovative final presentations relevant to the brief.</p>
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

## VCE Visual Communication Design: School-assessed Task Assessment Sheet 2018

Assessment Criteria	Levels of Performance						
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)	
<p><i>Unit 4, Outcome 1</i></p> <p><b>7. Devise and deliver a pitch to test its suitability and evaluate refined concepts relevant to the brief and respond to feedback received.</b></p>	0 <input type="checkbox"/>	<p>Devise and deliver a pitch that provides minimal reflection on design concepts in at least one presentation.</p> <p>Presentation of mock-ups that test a limited suitability of concepts for one or two presentations relevant to the brief.</p> <p>Very limited use of appropriate terminology in oral, written and visual material during the pitch.</p> <p>Very limited evidence of the resolution of design concepts in response to feedback from the pitch.</p>	<p>Devise and deliver a pitch using limited visual and written material that provides limited reflection on the design concepts for each presentation.</p> <p>Presentation of mock-ups that test some suitability of concepts for one or two presentations relevant to the brief.</p> <p>Limited use of appropriate terminology in oral, written and visual material during the pitch.</p> <p>Limited evidence of the resolution of design concepts in response to feedback from the pitch.</p>	<p>Devise and deliver a pitch using visual and written material that effectively reflects on the design concepts for each presentation relevant to the brief.</p> <p>Presentation of mock-ups that competently test the suitability of concepts for two presentations relevant to the brief.</p> <p>Design decisions are articulated through the use of appropriate terminology in oral, written and visual material during the pitch.</p> <p>Resolution of design concepts is evident in response to feedback from the pitch.</p>	<p>Devise, and deliver a pitch using visual and written material, that very effectively reflects on the design concepts for each presentation relevant to the brief.</p> <p>Presentation of mock-ups that effectively test the suitability of concepts for two presentations relevant to the brief.</p> <p>Considered decisions are articulated through the use of appropriate terminology in oral, written and visual material during the pitch.</p> <p>Design concepts are resolved in response to feedback from the pitch. There is some expansion of ideas and renewed inspiration.</p>	<p>Devise and deliver a pitch using visual and written material that comprehensively reflects on the design concepts for each presentation relevant to the brief.</p> <p>Presentation of mock-ups that effectively test the suitability of concepts for two presentations that is comprehensively relevant to the brief.</p> <p>Thoughtful and considered decisions are articulated through the use of appropriate terminology in oral, written and visual material during the pitch.</p> <p>Design concepts are clearly resolved in response to feedback from the pitch and through expansion of ideas and evaluation.</p>	<p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>4 <input type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>6 <input type="checkbox"/></p> <p>7 <input type="checkbox"/></p> <p>8 <input type="checkbox"/></p> <p>9 <input type="checkbox"/></p> <p>10 <input type="checkbox"/></p>



VCE Visual Communication Design: School-assessed Task Assessment Sheet 2018										
Assessment Criteria	Levels of Performance									
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)				
<b>Unit 4, Outcome 2</b> <b>8. Production of two final presentations that demonstrate effective visual communication appropriate to the brief</b>		Final visual communication presentations may not be relevant to audience characteristics and/or the communication needs described in the brief.	Production of final visual communication presentations with some links to some of the audience characteristics, purpose/s, contexts, constraints and expectations of the audience(s) as outlined in the brief.	Production of two satisfactory final visual communication presentations with reference to audience characteristics, purpose/s, intended contexts, constraints and expectations) as outlined in the brief.	Production of two effective final visual communication presentations with clear links to audience characteristics, purpose/s, intended contexts, constraints and expectations of the audience(s) as outlined in the brief.	Production of two highly effective final visual communication presentations that specifically address the audience characteristics, purpose/s, intended contexts, constraints and expectations of the audience(s) as outlined in the brief.				
	0 <input type="checkbox"/>	Very limited understanding and/or consideration of the relationship between the final visual communication and the chosen presentation formats.  Production of two final presentations demonstrating limited evidence of refinement of concepts that demonstrate limited resolution of intention	Some consideration is evident of the relationship between the final visual communication s and the chosen presentation formats.	A considered relationship is evident between the final visual communication and the chosen presentation formats.	An effective relationship is evident between the final visual communication and the chosen presentation formats.	A highly effective relationship is evident between the final visual communication and the chosen presentation formats.	Production of two effective final presentations demonstrating evidence of highly effective refinement of concepts and resolution of intention.			
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

VCE Visual Communication Design: School-assessed Task Assessment Sheet 2018						
Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>Unit 4, Outcome 2</b>  <b>9. Production of two final presentations that demonstrate imagination and thoughtful selections appropriate to the brief</b>		Very limited use of materials, method(s) and media to produce one or two final presentations.	Some use of materials, methods and media to produce one or two final presentations that meet the client's communication needs.	Thoughtful use of materials, methods and media to produce two final presentations that meet the client's communication needs.	Imaginative use of materials, methods and media to produce two final presentations that meet the client's communication needs.	Highly imaginative, innovative and expressive use of materials, methods and media to produce two final presentations that meet the client's communication needs.
		Very limited selection and/or application of design elements and design principles to communicate messages to the targeted audience(s) identified in the brief.	Limited selection and/or application of design elements and design principles to communicate messages to the targeted audience(s) identified in the brief.	Satisfactory selection and application of design elements and design principles to convey communicate messages appropriate to the targeted audience(s) identified in the brief.	Informed selection and application of design elements and design principles to communicate messages appropriate to the targeted audience(s) identified in the brief.	Highly considered selection and application of design elements and design principles to clearly communicate messages to the targeted audience(s) identified in the brief.
		Two final presentations that use very limited techniques to gain and maintain minimal engagement of target audiences using visual language.	Two final presentations that use limited techniques to gain and maintain some engagement of target audiences using visual language.	Two final presentations that use techniques competently to gain and maintain engagement of target audiences using visual language.	Two final presentations that use techniques effectively to gain and maintain engagement of target audiences using visual language.	Two final presentations that use techniques innovatively to gain and maintain engagement of target audiences using visual language.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

VCE Visual Communication Design: School-assessed Task Assessment Sheet 2018						
Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>Unit 4, Outcome 2</b> <b>10. Production of two final presentations that demonstrate technical competence</b>		<p>Very limited technical skill used in the applications relative to materials, methods and media in the production of one or two final presentations.</p> <p>Two final presentations that demonstrate little evidence of the conventions of presentation formats chosen to communicate intentions identified in the brief.</p> <p>Very limited use of design structures to communicate information, ideas and/or concepts appropriate to the brief.</p>	<p>Limited technical skill in the application and production of one or two final presentations appropriate to the selected materials, methods and media.</p> <p>Two final presentations that demonstrate some evidence of the conventions of presentation formats chosen to communicate intentions identified in the brief.</p> <p>Limited use of design structures to communicate information, ideas and/or concepts appropriate to the brief.</p>	<p>Satisfactory level of technical understanding, selection and application of materials, methods, media and relevant technical conventions in the production of two final presentations.</p> <p>Two final presentations that demonstrate sound evidence of the conventions of presentation formats chosen to communicate intentions identified in the brief.</p> <p>Appropriate use of design structures to communicate information, ideas and/or concepts appropriate to the brief.</p>	<p>Competent level of technical expertise, selection and application of materials, methods, media and relevant technical conventions in the production of two final presentations.</p> <p>Two final presentations that demonstrate clear evidence of the conventions of presentation formats chosen to communicate intentions identified in the brief.</p> <p>Effective use of design structures to communicate information, ideas and/or concepts appropriate to the brief.</p>	<p>Highly competent and refined level of technical expertise, selection and application of materials, methods, media and relevant technical conventions in the production of two equally resolved final presentations.</p> <p>Two final presentations that demonstrate comprehensive evidence of the conventions of presentation formats chosen to communicate intentions identified in the brief.</p> <p>Highly effective use of design structures to communicate information, ideas and/or concepts appropriate to the brief.</p>
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>

# Authentication of VCE Visual Communication Design School-assessed Task (SAT)

Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the *VCE and VCAL Administrative Handbook 2018*. This is important to ensure that 'undue assistance [is] not provided to students while undertaking assessment tasks'. Teachers must be aware of the following requirements for the authentication of VCE Visual Communication Design Schools-assessed Tasks:

1. The Final Presentations created for the School-assessed Task (SAT) Unit 4 Outcome 2 are the refinements of concepts developed in Unit 4 Outcome 1 in response to the brief that is established in Unit 3 Outcome 3.
2. Teachers are required to fill out the Authentication Record Form and Additional Comment Sheet and provide the student with feedback on their progress at each observation.
3. The study design stipulates that 'drawings and/or 3D models can be used in the presentation of design solutions; however, the manufacture of functional prototypes is not required ... Students must have creative control over technical processes used in the production and final presentation of their visual communications and design solutions.' If students opt to have presentations printed professionally, then it must be possible for them to oversee this process and to have prepared their own files to a print-ready stage. This process must be thoroughly documented as part of their development work.
4. This SAT should not require the student to seek substantial assistance from outside the school. 'Teachers must be able to authenticate the student's work as their own.' Therefore it is recommended that the digital methods and software programs utilised by students are those available at the school so that teachers can provide advice and authenticate the work.
5. Undue assistance may occur during preparation of the brief, generating ideas, developing concepts or resolving final presentations. Teachers are reminded that it is not appropriate to provide 'detailed advice on, corrections to, or actual reworking of students' drafts or productions or folios'.
6. For Visual Communication Design, the teacher's formal written comments should be made on only one draft of the written component of the SAT. Where written comments are made, the draft containing the teacher's comments must be initialled and dated by the teacher and made available to the VCAA if required. Providing structured outlines with detailed suggestions or instructions for completing work, or providing content or concepts not already mentioned by the student in draft work or in their briefs, may constitute undue assistance.
7. During the SAT folio teachers must plan and use observations of student work in order to monitor and record each student's progress as part of the authentication process.
8. An essential feature of this study is the development of creative and innovative visual communications that meet specific needs. Implicit in the work practices employed by students is the development of original work that may be stimulated by the work of others. Students are required to acknowledge all sources of inspiration throughout the design process. This can be done by noting specific titles and publication dates of texts and/or magazines and/or URL addresses for websites where images have been sourced. For information acquired from a website, acknowledgement typically includes the title of the website and the date that the website was accessed. Information should be located at the point where images appear in student notes supporting the design process. Advice regarding copyright and trademark

obligations can be found on Page 12 in the Cross study specifications in the VCE Visual Communication Design Study design 2018 – 2021. Additional information can be found in the VCE Visual Communication Advice for Teachers and on the Season for Excellence webpage. [www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/generalinfo/copyright.aspx](http://www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/generalinfo/copyright.aspx)

9. With regards to manual methods, students must submit the original drawings, paintings, relief prints, collages in their development folios to form the basis for authentication of their work.
10. Annotations should be completed in real time, as the folio progresses. Students should use whichever form is appropriate to the process and complimentary to the method being employed at the time. The majority of annotations will therefore be handwritten. However, some may be typed, for example during analysis of research and inspiration imagery.
11. If a student is not meeting the expectations of the study or is at risk of not completing the studio process, teachers must indicate this on the Authentication Record Form and advise the student of this situation. Clear evidence about what the student needs to do to complete the studio process in order to receive a satisfactory assessment must be recorded on the Authentication Record Form and the Additional Comment sheets and must be discussed directly with the student.
12. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. School-based Assessment Audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year. Authentication records and Additional Teacher Comment sheets will also be required to be forwarded for all works nominated for Seasons of Excellence awards in 2018. Incomplete authentication records will result in an automatic disqualification of the student work from the nomination process.

## Authentication Record Form VCE Visual Communication Design School-assessed Task 2018

This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment Audit.

Student name ..... Student No. 

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School: .....

Teacher: .....

Component of School-assessed Task	Date observed/ submitted	Teacher comments	Teacher's initials	Student's initials
<b>Brief</b> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Signed &amp; dated by teacher</li> </ul>				
<b>Design Research/ Generation</b> <ul style="list-style-type: none"> <li>• Visualisation and observational drawings.</li> <li>• Source material acknowledged</li> </ul>				
<b>Design Process No. 1</b> <ul style="list-style-type: none"> <li>• Observation of work in class.</li> <li>• Annotations</li> <li>• Source material acknowledged</li> </ul>				
<b>Design Process No. 2</b> <ul style="list-style-type: none"> <li>• Observation of work in class</li> <li>• Annotations</li> <li>• Source material acknowledged</li> </ul>				
<b>Refinement of final presentations</b> <ul style="list-style-type: none"> <li>• Observation of work in class</li> </ul>				
<b>Development and presentation of pitch</b>				
<b>Development and refinement of final presentations in response to feedback</b>				
<b>Final submission of task</b>				
<b>Copyright</b> All material has been sourced and acknowledged. Written copyright approval has been provided for the use of any 3 <sup>rd</sup> party material.				

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

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

## VCE Visual Communication Design: Teacher Additional Comment Sheet 2018

This sheet is to assist teachers with providing feedback to students and documenting observations of the progress of the School-assessed Task in each Criterion. Teachers should supply written information based on discussions and observation of student work.

Please complete the sheet and retain at the school. The VCAA may request submission of this sheet as part of the School-based Assessment Audit and in the Season of Excellence Top Designs applications.

### Student Number

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### Comments

#### Unit 3 - Outcome 3

Criterion 1

Criterion 2

Criterion 3

#### Unit 4 – Outcome 1

Criterion 4

## **VCE Visual Communication Design: Teacher Additional Comment Sheet 2018**

### **Unit 4 – Outcome 1**

Criterion 5

Criterion 6

Criterion 7

### **Unit 4 – Outcome 2**

Criterion 8

Criterion 9

Criteria 10

Teacher's signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_/2018

Please retain this sheet. It may be requested as part of the School-based Assessment Audit.



# 2018

## Victorian Certificate of Education Visual Communication Design Assessment Sheet School-assessed Task: Brief, Design folio and Final presentations

STUDENT NAME

This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student's performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

### Criteria for the award of grades

	Not Shown (0)	Very Low (1–2)	Low (3–4)	Med (5–6)	High (7–8)	Very High (9–10)
<b>The extent to which the Design folio demonstrates:</b>						
<i>The brief</i>						
1 development of a brief that defines the communication needs of a client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Generating ideas</i>						
2 apply design thinking to synthesise research material and observational drawing relevant to the brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 use of visualisation drawings with annotations to generate ideas relevant to the brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 use of a range of materials, methods and media to develop and refine two distinctly different design concepts relevant to the brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Developmental work, refinement and evaluation</i>						
5 use of a range of design elements and design principles to develop and refine design concepts relevant to the brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 application of relevant stages of the design process and design thinking to develop and refine a range of annotated design concepts relevant to the brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 devise and deliver a pitch to test its suitability and evaluate refined concepts relevant to the brief and respond to feedback received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Final presentations</i>						
8 production of two final presentations that demonstrate effective visual communication appropriate to the brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 production of two final presentations that demonstrate imagination and thoughtful selections appropriate to the brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 production of two final presentations that demonstrate technical competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS**  
You may wish to comment on aspects of the student's work that led to your assessment.

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

**SUBTOTALS**

**TOTAL SCORE**