

VCE Visual Communication Design: Administrative advice for School-based Assessment in 2017

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 9-16. This assessment is subject to the VCAA's statistical moderation process.

The 2017 Visual Communication Design assessment sheet on pages 9-16 is to be used by teachers to record scores. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. The performance descriptors for the assessment criteria are published annually on the 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 2017*.

The Authentication Record Form page 19 and Teacher Additional Comment Sheet on pages 20-21 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.

Unit 3

Area of Study 3 – Developing a brief and generating ideas

Outcome 3

Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Nature of task

Develop a brief that identifies two client needs, the purpose, context, target audience/s constraints and a folio generating ideas relevant to the brief.

The development 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
- generation of a wide range of design ideas.

Scope of task

Students should prepare a single brief that clearly identifies:

- two communication needs of an identified client, including constraints and expectations
- purposes, including the audience characteristics, for each visual communication
- constraints of each visual communication
- contexts and 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 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
- a structure that presents 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 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 and 7.. 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 400 words.

The brief should be placed securely at the beginning of the developmental 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 on page 19.

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. 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 developmental folio. Assessment of Criterion 2 is based on the student's use of observation and visualisation drawing 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. 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. 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 provided under 'Criteria 1 & 2' on the Teacher Additional Comment Sheet on pages 20-21

Unit 4

Area of Study 1 – Development of design concepts

Outcome 1

Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.

Nature of task

A folio of conceptual development work for each communication need. The conceptual development folio for each need will include evidence of:

- use of 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
- 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 on page 39 of the *VCE Visual Communication Design Study Design 2013–2017*, 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 of design concepts), 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 of design concepts). If only one method is evident in Unit 4 Outcome 1 (Development of design concepts), students should not be awarded above a 'Medium' for Criterion 4 (Use of a range of materials, methods and media to develop design solutions).

The use of a range of methods must be presented on annotated hard copy. Evidence of their use should not be presented on a computer disk or USB.

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 developmental 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
- 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 developmental 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.

Design thinking throughout the process must be documented showing evidence of critical, creative and reflective thinking as demonstrated in the Design process on page 13 of the Visual Communication Design study design. Students should provide evidence that they are thinking from different perspectives and they need to gather evidence to support the concepts that have been developed to suit the brief. Examples of gathering evidence 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.

Teachers should monitor students' progress on a regular basis and use the Authentication Record Form on page 19 and Teacher Additional Comment Sheet on pages 20-21 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, or an external drive.

The developmental work can be completed as two separate design processes; however, students can complete the same initial developmental work for both 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 2, 3, 4 and 5, 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 2, 3, 4 and 5. 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, 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 development work and 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 and 5.

The visualisation drawings completed as part of idea generation for Criterion 2 cannot be assessed as part of Criterion 4 (use of a range of materials, methods and media to develop and refine design solutions). 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* (2013–2017) 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 process with evidence of the use of both methods. Where some evidence of developmental work exists, at least 'Very Low' must be recorded for Criteria 2, 3, 4 and 5.

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 does need to 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

Produce final visual communication presentations that satisfy 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. Inadequate labelling 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 Design School-assessed Task assessment sheet. If one final visual communication presentation is submitted, the student cannot achieve an 'Satisfactory' 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 6, 7 and 8. 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 6, 7 and 8.

Any work labelled 'Final Presentation' but submitted as part of the developmental 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 6, 7 and 8.

The final presentations should demonstrate the technical competence of the student. Teachers must assess them against Criterion 8 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 on page 19 and Additional Teacher Comment Sheet on pages 20-21. If the work is not undertaken by the student, 'Not Shown' should be recorded for Criterion 8.

In assessing Criterion 8, 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.

Teachers must be aware that if the student only submits no or one final presentation for Outcome 2 Unit 4, 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 6, 7 and 8.

VCE Visual Communication Design: School-assessed Task Assessment Sheet 2017

Assessor:	Student:	Student number:								
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>Unit 3, Outcome 3</p> <p>1. Development of a brief that defines the communication needs of a client</p>	0 <input type="checkbox"/>	<p>Very little information is provided about the client with a very limited description of the communication needs.</p> <p>Very limited references are made to audience characteristics, purpose and/or the contexts in which the proposed visual communications are going to be used and expectations for one or both final presentations.</p>	<p>The brief offers some information about the client with a brief description of the communication needs.</p> <p>Limited references are made to audience characteristics, purpose and/or the contexts in which the proposed visual communications are going to be used and expectations for one or both final presentations.</p>	<p>Adequate information is provided in a brief that identifies the client with a satisfactory description of the two communication needs.</p> <p>Use of appropriate terminology to define audience characteristics, the purpose of each communication need, the contexts in which the proposed visual communications are going to be used, and the constraints and expectations for the two final presentations.</p>	<p>Detailed information is provided in a brief that identifies the client with a clear description of the two communication needs.</p> <p>Use of informative terminology to define audience characteristics, the purpose of each communication need, the contexts in which the proposed visual communications are going to be used, and the constraints and expectations for the two final presentations.</p>	<p>Comprehensive and relevant information is provided in a brief that identifies and describes the client with a clear and thorough description of the two distinct communication needs.</p> <p>Use of insightful terminology to define audience characteristics, the purpose of each communication need, the context/s in which the proposed visual communications are going to be used, and the constraints and expectations for the two final presentations.</p> <p>Clear understanding of the critical role of the brief in forming overall parameters for exploration.</p>				
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

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Assessor:	Student:	Student number:				
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>Unit 3</p> <p>Outcome 3</p> <p>2. Use of research, observational and visualisation drawings with annotations to generate ideas relevant to the brief</p>	<p>Very little use of observation or visualisation drawings in response to limited and/or unfocused research undertaken in relation to the two final visual communication presentations.</p> <p>Drawings offer a limited direction to address the client's needs.</p> <p>Limited annotations document few ideas to focus and/or direct further exploration to resolve communication needs.</p> <p>There may be significant evidence of traced and/or copied imagery with very limited development.</p>	<p>Some use of observational and visualisation drawings in response to research undertaken in preparation for the two final visual communication presentations.</p> <p>Drawings address some aspects of the client's needs.</p> <p>Some annotations document ideas to focus and direct further exploration to resolve communication needs.</p> <p>There may be evidence of traced and/or copied imagery with limited development or innovation.</p>	<p>Appropriate use of observational and visualisation drawings in response to satisfactory research undertaken in preparation for the two final visual communication presentations.</p> <p>Drawings establish a direction to adequately address the client's stated needs.</p> <p>Clear annotations document a range of ideas to focus and direct further exploration to resolve communication needs.</p>	<p>Effective use of observational and visualisation drawings in response to detailed research undertaken in preparation for the two final visual communication presentations.</p> <p>Effective drawings establish a range of directions to clearly address the client's stated needs.</p> <p>Informative annotations document a range of innovative ideas to focus and direct further exploration to resolve communication needs.</p>	<p>Detailed and highly effective use of observational and visualisation drawings in response to thorough research undertaken in preparation for the two final visual communication presentations.</p> <p>Highly effective drawings establish a broad range of directions to comprehensively address the client's stated needs.</p> <p>Insightful annotations document a range of innovative and diverse ideas that focus and direct further exploration to resolve communication needs.</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 2017

Assessor:	Student:		Student number:			
Assessment Criteria	Not shown	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<p>Unit 4, Outcome 1</p> <p>3. Use of the design process and design thinking to develop and refine a range of annotated design concepts relevant to the brief</p>	<p>Very limited evidence of the use of separate design processes for each of the two final presentations.</p> <p>Limited range of approaches for resolutions to design concepts for each of the presentations.</p> <p>Very limited evidence of the application of creative, critical and/or reflective thinking strategies that have relevance to the brief.</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 process.</p> <p>Very limited evidence of the resolution of design concepts.</p>	<p>Limited evidence of the use of separate design processes for each of the two final presentations.</p> <p>Evidence of approaches for resolutions to design concepts may be provided.</p> <p>Minimal evidence of the application of creative, critical and/or reflective thinking strategies that have relevance to the brief.</p> <p>Limited use of appropriate terminology in annotations about decisions made at the development and/or refinement stages of the design process.</p> <p>Limited evidence of the resolution of design concepts.</p>	<p>Appropriate evidence demonstrating understanding of the design process, and presents two separate and different design processes for the two final presentations.</p> <p>Satisfactory exploration through a range of approaches and resolutions to address design concepts.</p> <p>Some evidence of the application of creative, critical and reflective thinking strategies relevant to the brief.</p> <p>Appropriate terminology in annotations demonstrates decisions made at the, development and refinement stages of the design process.</p> <p>Resolution of design concepts is evident.</p>	<p>Detailed evidence demonstrating understanding of the design process, and presents separate and two distinctly different design processes for the two final presentations.</p> <p>Effective exploration through a range of approaches and innovative resolutions to address design concepts.</p> <p>Clear evidence of the application of a range of creative, critical and reflective thinking strategies relevant to the brief.</p> <p>Considered decisions are demonstrated through the use of appropriate terminology in annotations throughout the development and refinement stages of the design process.</p> <p>Design concepts are resolved and reflected upon. Some expansion of ideas and renewed inspiration.</p>	<p>Comprehensive evidence demonstrating high-level understanding of the iterative nature of the design process, and presents separate and two distinctly different design processes for the two final presentations.</p> <p>Thorough and highly effective exploration through diverse approaches and innovative resolutions to address design concepts.</p> <p>Detailed evidence of the application of a range of innovative, creative, critical and reflective thinking strategies relevant to the brief.</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 process.</p> <p>Design concepts are clearly resolved and reflected upon in a sophisticated manner. Thorough expansion of ideas and renewed inspiration.</p>	<p>0 <input type="checkbox"/></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 2017

Assessor:	Student:	Student number:									
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>Unit 4, Outcome 1 4. Use of a range of materials, methods and media to develop and refine design solutions relevant to the brief</p>	<p>Materials, methods and/or media are used in a very limited way in the development and/or refinement stages of the design process.</p> <p>Very limited evidence of the use of two-dimensional and/or three-dimensional manual and digital applications relative to selected materials, method(s) and/or media to develop and/or refine possible design solutions as appropriate to the communication needs.</p> <p>There is little creative and/or expressive use of two-dimensional and/or three-dimensional manual and/or digital applications.</p> <p>Demonstrates very limited technical accuracy.</p>	<p>Some use of materials, media and methods to convey a communication message in the development and/or refinement stages of the design process.</p> <p>Limited evidence of choices made at the refinement stages through experimentation with media and/or selected materials appropriate to the method(s) and/or ideas for possible solutions.</p> <p>Some creativity and/or expressive use of two-dimensional and/or three-dimensional manual and/or digital applications.</p> <p>Demonstrates limited technical expertise in their application.</p>	<p>Clear evidence of the use of materials, media and at least two methods to convey a communication message in the development and/or refinement stages of the design process.</p> <p>Appropriate choices are made at the refinement stages through experimentation with different media and possible materials appropriate to the methods and/or ideas for possible solutions.</p> <p>Both two-dimensional and three-dimensional manual and digital applications are used demonstrating a sound level of creativity and expression.</p> <p>Demonstrates an adequate level of technical expertise in their application.</p>	<p>Perceptive use of material, media and at least two methods to convey a clear communication message in the development and refinement stages of the design process.</p> <p>Effective choices are made at the refinement stages through experimentation with different media and related materials appropriate to the methods for possible solutions.</p> <p>Both two-dimensional and three-dimensional manual and digital applications are used demonstrating a high level of creativity and expression.</p> <p>Demonstrates a competent level of technical expertise.</p>	<p>Highly perceptive use and fully realised potential of materials, media and at least two methods to convey very clear communication message in the development and refinement stages of the design process.</p> <p>Highly effective choices are made at the refinement stages through experimentation with different media and related materials appropriate to the methods for possible solutions.</p> <p>Both two-dimensional and/or three-dimensional manual and digital applications are used demonstrating a very high level of creativity and expression.</p> <p>Demonstrates a high level of technical expertise.</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 2017

Assessor:	Student:					Student number:
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>Unit 4, Outcome 1</p> <p>5. Use of a range of design elements and design principles to develop and refine design concepts relevant to the brief</p>	<p>Very limited understanding of aesthetics in the development and refinement of design concepts.</p> <p>Very limited use of design elements and/or principles in the development and refinement of one or both of the final presentations.</p>	<p>Limited understanding of aesthetics in the development and refinement of a limited range of design concepts for preferred options.</p> <p>Limited use of design elements and principles in the development and refinement of one or both of the final presentations.</p>	<p>Adequate understanding of aesthetics in the development and refinement of a range of design concepts for preferred design options through the use of mock-ups.</p> <p>Appropriate use of design elements and principles to develop a range of ideas for clear visual communication in the two final presentations.</p>	<p>Clear understanding of aesthetics evident in the development of a range of design concepts for preferred design options through the use of mock-ups.</p> <p>Skilful use of design elements and principles to develop a range of innovative ideas for effective visual communication in the two final presentations.</p>	<p>Very clear understanding of aesthetics evident in the development of a diverse range of design concepts for preferred design options through the use of mock-ups.</p> <p>Accomplished use of design elements and principles support innovative ideas for highly effective communication in the two final presentations. Well-developed rationale for the selection of final designs evaluated in terms of the brief.</p>	<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"/></p>

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Assessor:	Student:					Student number:
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>Unit 4, Outcome 2</p> <p>6. Production of two final visual communication presentations that demonstrate effective visual communication appropriate to the brief</p>	<p>Final visual communication presentations may not be relevant to the communication needs described in the brief.</p> <p>Very limited understanding and/or consideration of the relationship between the final visual communication solutions and the chosen presentation</p>	<p>Production of final visual communication presentations with some links to some of the characteristics, purposes, contexts, constraints and expectations of the audience(s) as outlined in the brief.</p> <p>Some consideration is evident of the relationship between the final visual communication solutions and the chosen presentation</p>	<p>Production of two adequate final visual communication presentations with reference to the characteristics, purposes, intended contexts, constraints and expectations of the audience(s) as outlined in the brief.</p> <p>A considered relationship is evident between the final visual communication solutions and the chosen presentation formats.</p>	<p>Production of two effective final visual communication presentations with clear links to the characteristics, purposes, intended contexts, constraints and expectations of the audience(s) as outlined in the brief.</p> <p>An effective relationship is evident between the final visual communication solutions and the chosen presentation formats.</p>	<p>Production of two highly effective final visual communication presentations that specifically address the characteristics, purposes, intended contexts, constraints and expectations of the audience(s) as outlined in the brief.</p> <p>A highly effective relationship is evident between the final visual communication solutions and the chosen presentation formats.</p>	<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"/></p>

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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>Unit 4, Outcome 2 7. Production of two final visual communication presentations that demonstrate imagination and thoughtful decisions appropriate to the brief</p>	<p>Very limited use of materials, method(s) and media to produce one or two final presentations.</p>	<p>Some use of materials, methods and media to produce one or two final presentations that meet the client's communication needs.</p>	<p>Thoughtful use of materials, methods and media to produce two final presentations that meet the client's communication needs.</p>	<p>Imaginative use of materials, methods and media to produce two final presentations that meet the client's communication needs.</p>	<p>Highly imaginative, innovative and expressive use of materials, methods and media to produce two final presentations that meet the client's communication needs.</p>	<p>Highly considered selection and application of design elements and design principles to convey clear communication messages for the targeted audience(s).</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 2017

Assessor:		Student:				Student number:					
Assessment Criteria	Levels of Performance										
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)					
Unit 4, Outcome 2 8. Production of two final visual communication presentations that demonstrate technical competence		Very limited technical skill used in the applications relative to materials, methods and media in the production of one or two final presentations.	Limited technical skill in the application and production of one or two final presentations appropriate to the selected materials, methods and media.	Satisfactory level of technical understanding, selection and application of materials, methods and media in the production of two final presentations.	Competent level of technical expertise, selection and application of materials, methods and media in the production of two final presentations.	Highly competent and refined level of technical expertise, selection and application of materials, methods and media in the production of two equally resolved final presentations.					
		Very little information and technical detail in one or both of the final presentations. Very limited clarity in the communication of ideas and/or intentions.	Limited accuracy and clarity in technical detail, and in the communication of ideas and/or intentions with text and visual imagery in one and/or both of the final presentations.	The accuracy of technical detail and the communication of ideas and/or intentions with text and visual imagery are adequate.	Technical detail clearly communicates ideas and/or intentions and is well supported by text and suitable visual imagery.	Technical detail precisely communicates ideas and/or intentions and is supported by effective text and highly suitable visual imagery.					
		Very limited understanding of communication of ideas and purpose in the production of two final presentations.	Limited understanding of the communication of ideas and purpose in the production of two final presentations.	Appropriate strategies are generally used to communicate ideas and purpose in the production of two final presentations.	Clear strategies are used to communicate ideas and purpose in the production of two final presentations.	Effective strategies are used to communicate ideas and purpose in the production of two final presentations.					
	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 2017*. 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 (see page 38 of the study design).

9. With regards to manual methods, students must submit the original drawings, paintings, relief prints, collages etc. 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 2017. 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 2017

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
Brief <ul style="list-style-type: none"> • Topic • Signed & dated by teacher 				
Design Research/ Generation <ul style="list-style-type: none"> • Visualisation and observational drawings. • Source material acknowledged 				
Design Process No. 1 <ul style="list-style-type: none"> • Observation of work in class. • Annotations • Source material acknowledged 				
Design Process No. 2 <ul style="list-style-type: none"> • Observation of work in class • Annotations • Source material acknowledged 				
Refinement of final presentations <ul style="list-style-type: none"> • Observation of work in class 				
Production of final presentations				
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

VCE Visual Communication Design: Teacher Additional Comment Sheet 2017

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 and review.

Student Number

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Comments

Unit 3

Criterion 1

Criterion 2

Unit 4

Criterion 3

Criterion 4

VCE Visual Communication Design: Teacher Additional Comment Sheet 2017

Unit 4

Criterion 5

Criterion 6

Criterion 7

Criterion 8

Teacher's signature _____ Date ____/____/____ /2017

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

2017

Victorian Certificate of Education Visual Communication Design Assessment Sheet School-assessed Task: Design folio

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

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ASSESSING SCHOOL NUMBER

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Criteria for the award of grades

	Not Shown (0)	Very Low (1–2)	Low (3–4)	Med (5–6)	High (7–8)	Very High (9–10)
The extent to which the Design folio demonstrates:						
<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>Developmental work</i>						
2 use of research observational and 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"/>
3 use 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"/>
4 use of a range of materials, methods and media to develop and refine design solutions relevant to the brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
<i>Final presentations</i>						
6 production of two final visual communication 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"/>
7 production of two final visual communication presentations that demonstrate imagination and thoughtful decisions appropriate to the brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 production of two final visual communication 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 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.

SUBTOTALS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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TOTAL SCORE

<input type="text"/>
