



VCAA Bulletin VCE, VCAL and VET Supplement 2

2007 Advice for School assessment

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

- *VCE and VCAL Administrative Handbook 2007*: Sections 7 and 8 and Sections 10 and 13
- VCAA Bulletins and Memoranda
- VCE Assessment Handbooks
- *VCE Assessment Reports* (available on VCAA website only)
- *VASS Guidelines to Data Entry of School Assessments* booklet (download in VASS)
- Information available on the VCAA website.

This supplement contains details of:

- General information on school assessment
 - Timelines
 - Coursework audit
 - Visitation
 - Authentication
 - Management of entry of school assessments into VASS
 - Documentation related to school assessment
 - Support for issues with school assessment
- Procedures for school assessments subject to review by visitation
 - Additional Teacher Comment Sheet (Technology studies)
- Application for Reviewer: School assessment – Coursework and School-assessed Tasks now available online at: www.vcaa.vic.edu.au/career/ssms.html
- Assessment (criteria) sheets for the School-assessed Tasks

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Section A

General information on School assessment

Timelines

The following is an overview of school assessment activities:

April	School Coursework Audit Notification (SCAN) sent to schools via email
July	Visitation review of Studio Arts School-assessed Task 1
August	Submission and Audit of Unit 3 Coursework
October	Visitation review - School-assessed Tasks: AR03, DT03, FY03, ME03, SA03, SE03 and VC03 Submission of Unit 4 Coursework
November	Audit of Unit 4 Coursework Coursework audit

Area of activity	Description of activity
Coursework Note: this applies to all studies with Unit 3, Unit 4 or Unit 3 and 4 coursework only.	Coursework audit Portfolios of teacher tasks relating to the outcomes will be requested for checking by the VCAA. Student results are determined by Statistical moderation.

The School Coursework Audit Notification (SCAN) should be available to schools via email on 23 April although this can vary depending on the availability and accuracy of enrolment data. For each school, SCAN identifies the studies required to submit a portfolio of teacher task and assessment material. The same studies will be requested for Unit 3 and Unit 4, except Visual Communication and Design which only has a coursework component in Unit 3.

Questions should be directed to Susan Meadows on (03) 9811 6236 or email: meadows.susan.s@edumail.vic.gov.au

Visitation

Area of activity	Description of activity
School-assessed Task/s Note: this applies to School-assessed Tasks in AR03, DT03, FY03, ME03, SA03, SE03 and VC03.	Review by visitation Reviewers visit schools identified by the GAT comparison analysis and VCAA to review initial teacher assessments. Student results are determined by comparing the school's initial scores with the reviewers' scores.

Specific Visitation information has been provided in this supplement.

Authentication

Authentication requirements are described in the *VCE and VCAL Administrative Handbook 2007*, pp. 108–109 and the Authentication Record pro forma provided in Appendix 8 (page 211). Clear guidelines for the management of authentication issues need to be communicated to students.

These requirements should be in place for the School-assessed Tasks in Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems Engineering and Visual Communication and Design.

Also, in coursework if there is a significant amount of unsupervised work, contributing directly to the assessment that is completed outside of class time, then this is subject to authentication requirements.

Management of entry of school assessments into VASS

The VCAA requires the following school assessments to be lodged in VASS by:

SIAR 1	School-assessed Task (Studio Arts only)	Monday 18 June
SIAR 2	Unit 3 coursework	Monday 23 July
SIAR 3	School-assessed Tasks	Monday 8 October
SIAR 4	Unit 4 coursework	Monday 12 November

Reference can be made to the *2007 VASS Guidelines to Data Entry of School Assessments* booklet (available on the VCAA website <www.vcaa.vic.edu.au/schooladmin/VASS/vass.html> and as a download from VASS). It is the responsibility of schools to devise their own appropriate means of collecting result data. Teachers will need to provide precise information for VASS input – the study, the unit of coursework, the outcome-related coursework assessment and/or the School-assessed Task (if applicable) activity undertaken by each student and the score.

Documentation related to school assessment

The *VCE and VCAL Administrative Handbook 2007* provides general information on the VCE (it is also available on the VCAA website: www.vcaa.vic.edu.au/schooladmin/handbook/handbook.html).

The following table summarises documents that should be accessed:

Advice/materials	Description
Curriculum requirements	Study design
Assessment advice for School-assessed Coursework	2007 Assessment Guides/Handbooks – available online at: www.vcaa.vic.edu.au/vce/studies/index.html
Assessment sheets for School-assessed Tasks Found later in this supplement	Only provided for School-assessed Tasks in AR03/04, DT03, FY03, ME03/04, SA04, SE03 and VC04.
VCE Assessment Reports Reporting on the 2006 Assessment program	Reports will be produced for: – mid-year and end-of-year examinations – School-assessed Tasks The reports are made available on the VCAA website: www.vcaa.vic.edu.au/vce/exams/examsassessreports.html

Important information for 2007

Please note that all Assessment Guides and Handbooks are available online on the VCAA website and can be accessed under the individual study page at: www.vcaa.vic.edu.au/vce/studies/index.html

Support for issues with school assessment

The following table outlines issues related to school assessment for which advice may be required:

Issue	Contact	Telephone	Fax
<ul style="list-style-type: none"> • Visitation – assessment review • Coursework audit • Authentication 	Assessment Operations	(03) 9811 6236 school.assessment.vcaa@edumail.vic.gov.au	(03) 9811 6211
<ul style="list-style-type: none"> • Study design content • Designing School Assessed Coursework • Clarification of School-assessed Task (content) 	Curriculum Branch	(03) 9651 4489 curriculum.vcaa@edumail.vic.gov.au	(03) 9651 4324
<ul style="list-style-type: none"> • Special Provision 	Assessment Operations	(03) 9811 6246 or 1800 205 455 vcaa.special.provision@edumail.vic.gov.au	(03) 9811 6244
<ul style="list-style-type: none"> • Student enrolments and results • Amendments to student results • Partnerships • VET programs 	Student Records and Results Unit	(03) 9651 4402 or 1800 653 045 student.records@edumail.vic.gov.au	(03) 9651 4470
<ul style="list-style-type: none"> • Technical and system support for VASS problems when entering assessments/results 	Administrative Support Unit (VASS)	(03) 9651 4482 or 1800 827 721 vass.support@edumail.vic.gov.au	(03) 9651 4551

Procedures for school assessments subject to review by visitation

Review of school assessments by visitation

Teachers must follow School-assessed Task requirements set in the respective study designs and use the assessment sheets and criteria as given in this supplement.

Should your school's School-assessed Task/s in the following studies be required for review, Victorian Curriculum and Assessment Authority (VCAA) appointed reviewers will visit the school.

Visual Arts

AR03	Art
ME03	Media
SA03	Studio Arts Task 1
SA04	Studio Arts Task 2
VC03	Visual Communication and Design

Technology

DT03	Design and Technology
FY03	Food and Technology
SE03	Systems Engineering

Visitation occurs in two phases:

SIAR 1	July	Studio Arts School-assessed Task 1
SIAR 3	October	School-assessed Task in Art, Media, Visual Communication and Design, Design and Technology, Food and Technology, Systems Engineering School-assessed Task 2 in Studio Arts

VCE coordinators/administrators must ensure that all teachers in studies with a School-assessed Task are familiar with the requirements for presenting student work for review as indicated in this supplement.

For each student, teachers should complete an Authentication Record for the School-assessed Task (refer to page 211 of the *VCE and VCAL Administrative Handbook 2007*). This record should be retained by the school and made available on request to the VCAA.

Special provision – School-assessed Tasks

If you have students with School-assessed Task work that has been Lost, Stolen or Damaged (LSD) then the form on page 210 of the *VCE and VCAL Administrative Handbook 2007* must be sent immediately to Susan Meadows by fax (03) 9811 6211. These forms must be lodged with the VCAA prior to the commencement of reviewing.

This LSD form can also be used if a student is given a score for the task under Special Provision arrangements. Susan Meadows must be alerted before reviewers arrive at a school of any instances where Special Provision has been made for a School-assessed Task.

General preparation required by the school prior to review by visitation

A checklist for each visitation study is provided in this supplement. If schools are being reviewed the relevant checklist should be completed and handed to the reviewers prior to the commencement of marking.

Schools need to provide the VCAA with particular information that ensures an effective visitation process. This information is required from schools for all visitation reviews.

Entry of Visitation Dates

Dates suitable for visitation

All days within the specified period are considered viable by the VCAA for visitation review.

Schools should not omit student-free days from the list when asked for information on suitable dates. Only recognised public holidays and religious holidays could be considered unsuitable days for review. Note that the unavailability of the classroom teacher is not a suitable reason to omit a particular day for review.

The available dates for review by visitation may be entered in VASS using: **SCHOOL PROGRAM → VCE → Visitation → Visitation Dates Entry.**

At most, schools can nominate two days in this period as NOT available.

The closing date for the selection of suitable dates for Studio Arts Task 1 on VASS is Wednesday July 11.

The closing date for entry of visitation dates for SIAR 3 on VASS is Wednesday October 10.

Entry of focus codes

All studies which are reviewed by visitation now require the entry of a focus area for each student. The focus area for all students has been set to 'non-specified'. The correct focus area can be entered using: **STUDENT PROGRAM → VCE → Enrolment.**

1. Enter the student's name or number and click the [Find] button. The student's enrolments will be displayed.
2. Select the require unit and click the [Modify] button.
3. Select the correct focus area from the drop down and save the change.

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

Visitation Liaison Person (VLP)

Only one person per school is to be identified as the VLP. This person **should not** be the classroom teacher of the study. The VCAA will assume that the VLP is the VCE coordinator unless notified otherwise.

The VLP will need to carry out the following tasks on or before the day/s of review and ensure that:

- student work is organised, where possible, in student number order as listed on the Study Record Form (SRF)
- any developmental work is located with the final work, in the one location
- reviewers are provided with the annotated Study Record Form/s indicating if any student work is Lost/Stolen/Damaged (or special provision was made) and guide reviewers to the student work
- where necessary the 'Lost/Stolen/Damaged form' (*VCE and VCAL Administrative Handbook 2007* page 210) is faxed to the VCAA on (03) 9811 6211 prior to the reviewers' visit

- a computer is available that can access VASS, including access to an external disk drive if necessary
- they sign the 'Acknowledgment of Visitation' form which the reviewers bring with them.

VASS will be used to collect visitation reviewer assessments online, i.e. reviewers provide their assessments directly onto the VCAA database. Schools are assured that reviewers do not have access to any schools' records existing on the database. The VCAA asks all schools identified for review to allow the visitation reviewers to use VASS.

Schools are asked to make the following arrangements to assist reviewers:

1. Provision is made for a computer that can access VASS for VCAA reviewers to use. It does not necessarily have to be the computer used by the VCE/VASS coordinator but the computer made available must be checked by school personnel to ensure that it can access VASS. The location of this computer should be as close as possible to the venue in which reviewers will be asked to work in a school. If the computer does not have a disk drive, an external disk drive must be provided by the school.
2. Ensure that the computer made available for the reviewers will not be affected by security measures instigated by the school to protect their servers or to prevent misuse of their system. This might mean the temporary disabling of network logins, timing-out devices and screen saver passwords.
3. The computer provided for reviewers does not compete with the network usage made for students on a given day. Allowing the reviewers to be on the fastest available service that the school can provide would be appreciated.
4. Alert reviewers to any known issues regarding the school's Internet usage or to the way in which the local system/network works. Reviewers must be able to go about their work in confidential and secure surroundings. It is not possible for technical support or other school staff to be present during the review of work or the entry of scores at the school.

Preparation of work prior to visitation

Teachers should refer to *VCE and VCAL Administrative Handbook 2007: Section 10.5, pages 112–115*.

Using the VCAA criteria for the School-assessed Task as given in this supplement, teachers are required to make an initial school assessment of the student work submitted.

Assessment sheets are **not** to be included with student work but should be stored in a safe place and made available to the VCAA on request.

Schools are responsible for ensuring that all student work required for review is available and accessible in a secure location on the day of visitation. Developmental and final work should be placed together in the one location. All student work must be available for review from 9.00 am on the scheduled day of review.

Documents required from VASS

In VASS go to menu items **RESULTS ADMIN** → **VCE reports** to access these items:

- **Identification sheet** must be attached to all items of student work and they must be clearly visible
- **Study Record Form (SRF)** must be annotated as required and made available for the reviewers on the day.

Use of technology in student work

It is the responsibility of the school, teacher and student to ensure that any relevant hardware and software is provided with individual work at the time of review.

Student work presented in electronic form, for assessment review during visitation must include appropriate access instructions. School-assessed Tasks that cannot be accessed will be assessed as NA until such time as the school, teacher or student is able to provide sufficient information and/or equipment to enable a full assessment to take place.

Reviewers will mark all work presented; however, if work is known to be missing, notes should not be written to Reviewers, rather Susan Meadows should be contacted immediately on (03) 9811 6236. Reviewers should not be spending their time attempting to 'find' student work that has been stored electronically. If work is 'hidden' in files and unable to be easily found by Reviewers that criterion will be assessed as 'Not Shown'.

Teachers and students are advised to ensure that:

- adequate instructions are provided to indicate which sections of the work are to be accessed on computer, eg. passwords and any other security measures
- the necessary hardware and software is available at the time of the review and set up to display the work appropriately without further intervention or instruction from the school
- all electronic storage devices and associated material are clearly marked with the students' VCAA student number/s.

Reviewer requirements on the day of visitation

- Reviewers will arrive in schools at some time **between 9.00 am and 4.00 pm** on the designated day of visitation. It is probable that the reviewers have a number of schools to visit each day and they may request earlier or later access.
- The VLP should be available to meet the reviewers, hand them the SRF and show the reviewers to the location of student work.
- Student work should be set out in student number order, in a location where Reviewers can assess work without interruptions from students or teachers.
- Reviewers will require unrestricted and confidential access to a computer with a disk drive that can access VASS. If the computer does not have a disk drive an external drive should be provided.
- School representatives must not disturb reviewers involved in the assessment of student work on the day of review.

State Reviewers and VCAA Curriculum Managers will accompany Reviewers to some schools during the review period so that the Reviewers can have the direct benefit of consultation during the marking phase.

Study specific information

SIAR 1: Studio Arts School-assessed Task/s

Following is an outline of the expected practice for School-assessed Task 1 in Studio Arts.

Students undertake and complete School-assessed Task 1; schools retain all associated work:

- teachers assess this task as prescribed using 2007 Studio Arts assessment criteria included in this supplement
- schools submit Task 1 assessments in SIAR 1 (due to the VCAA by 18 June)
- the VCAA identifies schools to be reviewed using GAT comparisons and ensuring that all schools are reviewed at least once over a pre determined cycle
- schools to check on the VASS system **SCHOOL PROGRAM** → **VCE** → **Visitation** → **Visitation Report** if they are being reviewed and of their day of visitation if required (available to identified schools on 16 July)
- the visitation review takes place during the period 23–27 July
- schools complete Review by visitation checklist prior to arrival of reviewers at school.

SIAR 3: School-assessed Tasks in Technology and the Arts

Students undertake and complete School-assessed Task/s for AR03/04, DT03, FY03, ME03/04, SA04, SE03 and/or VC05; schools retain all associated work:

- teachers assess Task/s prescribed using the relevant study 2007 assessment criteria included in this supplement
- schools submit Task assessments with SIAR 3 (due to the VCAA by 8 October)
- the VCAA identifies schools to be reviewed using GAT comparisons and ensuring that all schools are reviewed at least once over a pre determined cycle
- schools to check on the VASS system **SCHOOL PROGRAM** → **VCE** → **Visitation** → **Visitation Report** if they are being reviewed and of their day of visitation if required (available from 16 October)
- the visitation review takes place during the period 22 October – 29 October. If required 30 and 31 October and 1 November may also be used
- schools complete Review by visitation checklist prior to arrival of reviewers at school.

Important visitation dates – SIAR 1

Monday 18 June	Final day the school's initial assessments for SIAR 1 can be reported to the VCAA via VASS.
Monday 16 July	Schools are able to check via VASS if Studio Arts is to be reviewed by visitation SCHOOL PROGRAM → VCE → Visitation → Visitation Report .
Wednesday 18 July	Schools are able to check via VASS the date of visitation. SCHOOL PROGRAM → VCE → Visitation → Visitation Report . Reviewers will telephone and/or fax the school prior to their visit to indicate their approximate time of arrival.
Monday 23 July – Friday 27 July (Monday and Tuesday 30 and 31 July will be held in reserve)	Review of School-assessed Task 1 by visitation.
Monday 6 August	Studio Arts grades available to schools.

Technology studies

Teacher comment sheet

Technology teachers are reminded that they should complete the Additional Teacher Comment sheet as provided in this supplement (also available on the website). The form is essential for those students who have their work reviewed.

- DT03 Design and Technology – use to describe the extent to which the production work demonstrates the qualities associated with Criteria 5, 6, 7 and 8.
- FY03 Food and Technology – use to describe the extent to which the production work demonstrates the qualities associated with Criteria 4, 5, 6 and 7.
- SE03 Systems Engineering – use to describe the extent to which the production work and diagnostic test procedures demonstrate the qualities associated with Criteria 3, 4, 5 and 6.

Important visitation dates SIAR 3

Monday 8 October	Final day the school's initial assessments for SIAR 3 can be reported to the VCAA via VASS.
Monday 15 October	Schools are able to check via VASS if any of their Arts or Technology studies are to be reviewed by visitation SCHOOL PROGRAM → VCE → Visitation → Visitation Report .
Wednesday 17 October	Schools are able to check via VASS the date of visitation. SCHOOL PROGRAM → VCE → Visitation → Visitation Report . Reviewers will telephone and/or fax the school prior to their visit to indicate their approximate time of arrival.
Monday 22 October – Monday 29 October (Tuesday and Wednesday 30 and 31 October will be held in reserve)	Review of School-assessed Task in Technology and the Arts by visitation.
Friday 9 November	Earliest day School-assessed Tasks may be returned to students.
Monday 17 December	Final results available to schools.

Schools should not organise exhibitions, shows or displays to coincide with the review period. In cases where owing to scheduling commitments this is deemed impossible, it is the responsibility of schools to ensure that the work can be returned to the school for the review process. Schools can indicate any clash of dates for consideration by the VCAA.

Release of student work

To assist schools with their end of year planning, Friday 9 November is the earliest date from which School-assessed Tasks can be returned to students. Schools should have a formal release process and a document that students sign on taking their work from the school premises for purposes such as an interview. However, the VCAA reserves the right to recall any work from a student should the need arise.

Any further information required or any clarification of visitation procedures should be directed to Susan Meadows on (03) 9811 6236 or email: meadows.susan.s@edumail.vic.gov.au

Section B

School-assessed Tasks (SATs) assessment sheets and criteria

VCE Art

Units 3 and 4

School-assessed Task

The School-assessed Task contributes 50 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a single score representing an assessment of the student's level of performance for Outcome 1 in Unit 3 and Outcome 1 in Unit 4. The score must be based on the teacher's assessment of the student's performance according to the criteria published on pages 9–12. This assessment will be subject to review by a panel appointed by the VCAA.

The assessment sheet on page 13 is to be used by teachers to award a score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for School-assessed Tasks can be found in the current year's VCE and VCAL Administrative Handbook.

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

- Unit 3 Outcome 1 and
- Unit 4 Outcome 1.

Unit 3

Investigation and interpretation

Outcome 1

Undertake a broad and innovative investigation, trialling materials and techniques within selected art form/s and/or media to explore ideas, directions and personal concepts in a considered and insightful way.

Nature of task

A body of work presenting broad and innovative explorations within selected art form/s and/or media which clearly demonstrate the development of the student's thinking and working practices.

Scope of task

A range of visual solutions should be developed from personal art responses and observations, to demonstrate the student's understanding and application of materials, techniques and aesthetic qualities in a considered and insightful way. This practical body of work must document a broad and innovative investigation, demonstrating exploration and experimentation in art form/s and/or media leading to the progressive resolution of concepts and skills. Considered and appropriate use of formal elements should be demonstrated.

These explorations and experimentations contribute to and constitute the student's body of work. There is no separate folio of 'support work'.

The body of work may have a number of starting points and multiple 'solutions'. Starting points might involve:

- experimental exploration of media and materials
- investigation into the qualities of art form/s and/or media
- exploration of themes/concepts through a variety of approaches.

Refinement of ideas leading to the realisation of concepts, observations and directions might occur through:

- trialling and refining of techniques and processes
- consolidation and progressive resolution of ideas and skills
- progressive annotation and evaluation of explorations and investigations
- realisation of defined objectives, experiments, explorations and/or concepts.

The effective communication of student's thinking and working practices in the refinement of ideas, concepts and/or observations must be documented with visual and written material. This might include:

- Grouping, numbering, dating and/or commenting on specific units of work from initial concept to the resolution of ideas.
- Related photographs, models and/or experimental proofs explaining the sequential development of work/s in progress.
- Progressive annotation, explanation and evaluation of ideas, concepts and visual solutions.
- Work organised thematically and/or stylistically rather than through a chronological presentation.

Investigations begun in Unit 3 are progressively resolved to realise the Unit 4 body of work. The student's investigative beginnings are not limited to the work in Unit 3, nor is resolution of the student's ideas specifically a Unit 4 task. Teachers must sight and monitor the development and documentation of the student's thinking and working practices.

Presentation framing of artworks is not required and should not be encouraged. However, in the preparation and/or development of the body of work framing may be a consideration in the student's development and refinement of ideas. In deciding whether to frame their work students should be made aware that the use of glass, plastic, perspex, laminating and other such materials may obscure the surface and obstruct the close examination of the techniques and texture of the medium/media used in the work and may affect the assessment.

Unit 4

Investigation and interpretation

Outcome 1

Progressively realise and resolve with technical skill and awareness of aesthetic qualities a sustained and articulate body of work to communicate ideas, directions and/or personal concepts.

Nature of task

A sustained and articulate body of work which progressively realises and resolves the student's responses and which reflects personal concepts, ideas, direction, aesthetic qualities, art form/s and/or media explorations and skills in either an innovative and exploratory folio of visual solutions and/or through more finished artworks that resolve the student's intentions.

Scope of task

The student's work should explore and progressively realise and resolve concepts, observations, ideas and skills, documenting thinking and working practices, show an understanding of formal elements and demonstrating effective visual solutions.

All exploration contributes to and constitutes the student's body of work. There is no separate folio of 'support work'. The body of work documents the exploration and progressive resolution of responses, concepts, observations, experiments and skills undertaken in Units 3 and 4. The resolution of the student's intentions in the body of work may be through innovative and exploratory visual solutions and/or more finished artworks. Effective written and visual documentation should demonstrate critical appraisal of the resolution of the student's intentions and achievements at various stages in the body of work.

Finished artworks are not a mandatory focus of area of study 1 in Units 3 and 4. Where they are included in the body of work, they should have developed from the student's exploratory and investigative beginnings.

The body of work may have a number of starting points and multiple 'solutions'. The focus of Unit 4 might include:

- personal art responses through an in-depth study of a particular art form/s and/or media with a range of innovative and experimental solutions
- experimentation and integration of a variety of media and materials to achieve an artistic purpose in the communication of ideas and concepts
- innovative exploration which culminates in one or more finished artworks in a progressive resolution of the student's ideas.

The realisation and resolution of the student's thinking and working practices must be effectively communicated and documented. Presentation should consider:

- grouping, numbering, dating and/or commenting on specific units of work from each initial concept to visual solution
- presenting photographs, models and/or experimental proofs of work in progress and comprehensive documentation of thinking and working practices
- progressive annotation and explanation of ideas, concepts and visual solutions clearly articulating the progressive resolution of thinking and working practices.

In the documentation in the folio there should be some indication provided by the student when they consider each of the following occurring:

- initial exploration and development
- refinement of ideas and directions
- resolution of concepts with technical skills.

Teachers must sight and monitor the development and documentation of the student's thinking and working practices leading to the resolution of a sustained body of work.

All work produced in Unit 3 should be available to students in Unit 4.

Presentation framing of artworks is not required and should not be encouraged. However, in the preparation and/or development of the body of work framing may be a consideration in the student's development and refinement of ideas. In deciding whether to frame their work students should be made aware that the use of glass, plastic, perspex, laminating and other such materials may obscure the surface and obstruct the close examination of the techniques and texture of the medium/media used in the work presented for assessment and may affect the assessment.

Assessment criteria

The extent to which the Folio demonstrates:

Criterion 1

Exploration and development of personal art responses, concepts, observations and skills through a broad and innovative investigation.

Very High

A comprehensive and highly informative exploration of personal art responses, concepts and observations is evident. A focused and imaginative investigation of selected art form/s and/or media relevant to the student's intentions provides an insight into the development of concepts, directions and skills. The scope of the investigation is broad and innovative. Thorough and highly informative written and visual material communicates progressive thinking and working practices.

High

An informative exploration of personal art responses, concepts and observations is evident. A focused and effective investigation of selected art form/s and/or media relevant to the student's intentions provides an insight into the development of concepts, directions and skills. The scope of the investigation is broad and imaginative. Effective and informative written and visual material clearly communicates progressive thinking and working practices.

Medium

An exploration of personal art responses, concepts and observations is evident. The investigation of selected art form/s and/or media is relevant to the student's intentions and provides information on the development of concepts, directions and skills. The scope of the investigation is broad and effective. Appropriate written and visual material communicates progressive thinking and working practices.

Low

A limited exploration of personal art responses, concepts and observations with a limited exploration of media, materials and their application is evident. Limited information is provided on the development of concepts, directions and skills. The scope of the investigation lacks breadth. A limited collection of written and/or visual material explores in a limited manner the student's thinking and working practices.

Very Low

The exploration of personal art responses, concepts and observations is inadequate or not provided. The exploration and application of media and materials shows inadequate investigation and/or skill development. The investigation of concepts, directions and skills is poorly developed and lacking

in relevant information. The written and/or visual material is superficial and provides exploration of thinking and working practices.

Criterion 2

Refinement of ideas and directions through the consolidation of thinking and working practices.

Very High

Innovative and highly imaginative refinement of the student's ideas and directions through consistent and highly effective consolidation of thinking and working practices gives a clear focus and strength to visual imagery in a variety of ways. This is evident in the application and refinement of techniques and processes and the very high level of technical skill in the use of materials and tools in the body of work. The refinement of thinking and working practices is effectively communicated through thorough and highly informative written and visual material.

High

Imaginative refinement of the student's ideas and directions through consistent and effective consolidation of thinking and working practices gives strength to visual imagery in a variety of ways. This is evident in the application and refinement of techniques and processes and a high level of technical skill in the use of materials and tools. The refinement of thinking and working practices is effectively communicated through sustained written and visual material in the body of work.

Medium

Effective refinement of the student's ideas and directions through consolidation of thinking and working practices gives support to ideas through appropriate visual imagery. This is evident in the appropriate application and refinement of techniques and processes and sound level of technical skill in the use of materials and tools. The refinement of thinking and working practices is communicated through sound written and visual material in the body of work.

Low

Limited refinement of the student's ideas and directions with limited consolidation of thinking and working practices and visual imagery. This is evident in the limited refinement of techniques and processes displaying limited technical skill and written and/or visual material about the refinement in the body of work.

Very Low

Inadequate evidence of the refinement of the student's ideas and directions is evident in the body of work. The ideas and directions are disparate and the refinement of visual imagery shows very limited thought and growth. The written and/or visual material lacks consistency and may not be relevant, while the refinement of techniques and processes lacks focus and skill.

Criterion 3

Trialling and application of materials and techniques within selected art form/s through exploration, investigation and experimentation.

Very High

Innovative exploration and investigation of selected art form/s and/or media, relevant to the student's intentions revealing a very high level of sustained experimentation, competence

and control in the application of materials and techniques is evident. Accomplished, effective and consistent quality and continuity in the handling of materials and techniques throughout the folio, from initial exploratory work to the resolved artworks. This is communicated through thorough and highly informative written and visual material.

High

Highly competent exploration and investigation of selected art form/s and/or media, relevant to the student's intentions revealing a high level of experimentation, competence and control in the application of materials and techniques is evident. Effective and consistent handling of materials and techniques throughout the folio, from initial exploratory work to the resolved artworks is present. This is clearly communicated through effective and informative written and visual material.

Medium

Competent exploration and investigation of selected art form/s and/or media, relevant to the student's intentions with evidence of experimentation, competence and control in the appropriate application of materials and techniques. Competent use of materials and techniques throughout the folio, from initial exploratory work to the resolved artworks is present. This is communicated through appropriate written and visual material.

Low

Limited exploration and investigation of selected art form/s and/or media relevant to the student's intentions revealing limited competence and control. The application of materials and techniques shows limited quality and a lack of consistency. Some written and/or visual material documenting the exploration of materials and techniques and other relevant work practices.

Very Low

Exploration of selected art form/s and/or media is superficial and lacks relevance to the student's intentions. The application of materials and techniques reveal little experimentation, competence and development of skills. Written and/or visual documentation of the exploration of materials and techniques and other relevant work practices lack consistency and relevance.

Criterion 4

Understanding and application of formal elements and aesthetic qualities through exploration and refinement.

Very High

Comprehensive exploration and thorough refinement of formal elements in the development of the student's personal art responses, concepts, observations and ideas is evident throughout the initial exploration and refinement in the body of work. The insightful and conceptually appropriate application of formal elements and aesthetic qualities show a very high level of understanding and control in the resolved artworks. A highly effective documentation of the application of the formal elements and aesthetic qualities using thorough and appropriate written and visual material.

High

Effective exploration and refinement of formal elements in the development of the student's personal art responses,

concepts, observations and ideas is evident throughout the initial exploration and refinement in the body of work. The conceptually appropriate application of formal elements and aesthetic qualities show a high level of understanding and control in the resolved artworks. Effective documentation of the application of the formal elements and aesthetic qualities through considered and appropriate written and visual material is evident.

Medium

Effective use of formal elements in the development of the student's personal art responses, concepts, observations and ideas is evident throughout the initial exploration and refinement in the body of work. An appropriate application of formal elements and aesthetic qualities show some understanding and control in the resolved artworks. An appropriate documentation of the application of the formal elements and aesthetic qualities through written and visual material is evident.

Low

Limited use of formal elements in the development of the student's personal art responses, concepts, observations and ideas is evident throughout the initial exploration and refinement in the body of work. The resolved artworks show a limited application and understanding of formal elements and aesthetic qualities in the resolved artworks. Limited written and/or visual documentation of formal elements and aesthetic qualities is evident.

Very Low

The use of formal elements in the development of the student's personal art responses, concepts, observations and ideas is attempted but inadequately explored and explained. The resolved artworks show a limited understanding of formal elements and aesthetic qualities. The written and/or visual documentation of formal elements and aesthetic qualities lacks depth, understanding and/or relevance.

Criterion 5

Resolution of concepts, ideas, directions, technical skills and formal qualities.

Very High

Progressive resolution of concepts and ideas with innovative, imaginative and extremely competent artwork is evident. Highly effective and clearly defined visual solutions are the culmination of a broad and innovative investigation. A high level of sustained and well-developed technical skill and highly effective, insightful and conceptually appropriate application of formal elements in the resolution of concepts and ideas. Consistent and highly informative documentation of ideas and skills leading to the resolution of concepts, ideas and directions, with comprehensive visual material and progressive and critical evaluation.

High

Progressive resolution of concepts and ideas with imaginative and very competent artwork is evident. Effective and defined visual solutions are the culmination of a broad and competent investigation. Sustained and appropriate technical skill and effective and conceptually appropriate application of formal elements in the resolution of concepts and ideas is demonstrated. Consistent and informative documentation of

ideas and skills leading to the resolution of concepts, ideas and directions, with comprehensive written and visual material and evidence of critical evaluation.

Medium

Effective resolution of concepts and ideas through relevant and competent artwork is evident. Clear and effective visual solutions are part of an informed investigation. Appropriate technical skill and application of formal elements with some understanding of their use is demonstrated in the resolution of concepts and ideas. Relevant documentation of ideas and skills leading to the resolution of concepts, ideas and directions, through some consistency in the written and visual material.

Low

The resolution of concepts and ideas is limited in consistency and quality. Visual solutions reveal limited competence and control in the resolution of the student's thinking and working practices. Limited technical skill is demonstrated in the resolution of the concepts and ideas with some limitations in the application of formal elements. Some written and/or visual documentation is evident in the resolution of concepts, ideas and directions and skills.

Very Low

The resolution of concepts and ideas is very limited in breadth, consistency and quality. Visual solutions reveal very limited competence and control in the resolution of the student's thinking and working practices. Technical skill is not demonstrated effectively or consistently in the resolution of the concepts and ideas. Nor is the understanding and application of formal elements clearly or adequately explained. Very limited and/or superficial written and/or visual documentation is evident in the resolution of concepts, ideas and directions.

Criterion 6

Realisation and presentation of a sustained body of work, communicating thinking and working practices.

Very High

The body of work is innovatively and imaginatively presented, consistently communicating the evolution of ideas, concepts and skills from initial exploratory work, through the progressive refining of ideas and directions to the resolution of concepts with technical skills. The body of work involves a highly imaginative realisation of innovative thinking and working practices with sustained and critical reflection and/or evaluation of the development of the work. This work is comprehensively and insightfully organised with a highly effective and articulate visual presentation of the written and visual material.

High

The body of work is effectively presented, consistently communicating the evolution of ideas, concepts and skills from initial exploratory work, through the progressive refining of ideas and directions to the resolution of concepts with technical skills. The body of work involves an effective realisation of thinking and working practices with considered and critical reflection and/or evaluation of the development of the work. The organisation of the body of work is visually effective contributing to the presentation of relevant written and visual material.

Medium

The body of work is informatively presented communicating ideas, concepts and skills from initial exploratory work to the resolution of concepts with technical skills. The body of work involves informative realisation of thinking and working practices evaluation, at various stages, of the development of the work. The organisation of written and visual material and its presentation is effective.

Low

The body of work is a limited presentation of initial concepts and skills leading to the resolution of the student's ideas. The body of work involves limited realisation of innovative thinking and working practices with some evaluation of the development of the work with limited personal appraisal and reflection. Some organisation is evident in the presentation of written and/or visual material.

Very Low

The body of work presents inadequate evidence of concepts and skills and the resolution of the student's ideas. The realisation thinking and working practices is not clearly demonstrated or effectively presented and there is very limited commentary upon the student's progress with very limited personal appraisal and reflection. The presentation of written and/or visual material lacks organisation and presentation to adequately communicate the student's intentions.

Review by visitation – school checklist

Art

School name: _____

- Study Record Form (from VASS) annotated appropriately
- Student Identification Sheets (from VASS) attached to work
- Any Lost, Stolen, Damaged Forms faxed to the VCAA before the review
- Any students with special arrangements for the School-assessed Task made known to the VCAA before the review
- Computer for reviewers checked to ensure it can access VASS
- Disk drive available for VASS computer
- All work present and arranged in student number order
- The original source of artwork included in the folio that is not student-generated is identified

Art teacher/s: _____
(signature)

VCE coordinator: _____
(signature)

Are there tea/coffee making facilities available? Yes No

This form should be completed and given to the reviewers before marking begins.

VCE Media

Units 3 and 4

School-assessed Task

The School-assessed Task contributes 35 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a single score representing an assessment of the student's level of performance in achieving Outcomes 2 and 3 in Unit 3 and Outcome 1 in Unit 4. The score must be based on the teacher's assessment of the student's performance according to the criteria published on pages 17–20. This assessment will be subject to review by a panel appointed by the VCAA.

The assessment sheet on page 21 is to be used by teachers to award a score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for School-assessed Tasks can be found in the current year's VCE and VCAL Administrative Handbook.

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

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

Unit 3

Media Production Skills

Outcome 2

Use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.

Nature of task

Two production exercises with accompanying documentation that demonstrate a range of media skills relevant to production design plan specifications appropriate to the media form/s identified in Unit 3 Area of Study 3 'Media production design'.

In completing their production exercises students will demonstrate knowledge and skills that they will use in their media design plan and production but should not undertake planning or production activities that will later be assessed as part of their media design plan or media production.

Scope of task

Students will undertake two production exercises. The exercises should be designed to allow students the opportunity to demonstrate knowledge and skills in such areas as media design planning processes, the use of technical equipment and applications and the exploration of aesthetic and/or structural qualities of media products.

It is not envisaged that for this outcome students will undertake a complete production, rather that the exercises will allow students to demonstrate Area of Study 2 knowledge and skills.

Production exercises should include:

- Exploration/s of production design plan specifications appropriate to media product/s
- Investigation/s of the capacities of technical equipment, applications and/or media processes appropriate to a media product
- Evidence of the operation of technical equipment, use of applications and/or application of media processes to develop skills in areas identified in the production design plan specifications
- Exploration/s of aesthetic and/or structural qualities and/or characteristics of media products.

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

Production exercises should be clearly differentiated from the teaching and learning phase of this area of study and from the media design plan (Unit 3 Outcome 3) and media production (Unit 4 Outcome 1). Production exercises together with accompanying documentation should be retained by the school and assessed as part of the School-assessed Task. They are subject to external review.

The documentation accompanying each production exercise should include:

1. A description of the intention/s of the exercise, for example, aesthetics and/or structural capacities and/or characteristics of a media product to be explored; technical equipment to be operated, applications used and/or media processes to be applied to develop particular skills to present specific ideas and/or achieve particular effects.
2. A description of the media production design plan specification/s to be explored and/or investigated in the exercise in order to present ideas and/or achieve particular effects; for example, the use of lighting to achieve a particular genre effect, the use of a particular typography in a print production, the use of a particular sequence in multimedia product to develop the ordering of information appropriate to a designated purpose.
3. An explanation of how the completed exercise realises the stated intention/s of the exercise. The explanation should outline the extent to which the intention/s were realised.

The documentation for each exercise should, where possible, be ordered under each of the above areas. Where the documentation is organised under the above areas the following headings should be used to distinguish between each area: intention/s, specification/s and realisation.

The production exercises may be thematically linked, content related or alternatively unconnected in their themes or content.

The documentation accompanying each production exercise should clearly describe the media production design plan specification/s to be considered in each exercise. Note that while the same production plan specification/s may be included in both production exercises, the focus of each exercise should be different production plan specification/s. The accompanying documentation should clearly identify any media production design plan specification/s evident in the production exercise

that will not be considered relevant to the assessment of the School-assessed Task.

The length and/or duration of each production exercise should allow students to demonstrate skills relevant to the identified media production design plan specification/s. Extended or extensive media productions should not be completed as part of the production exercises. Examples of the production exercises that could be undertaken include:

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

Production exercises should be numbered 'Production exercise 1' and 'Production exercise 2' respectively. The accompanying documentation for each production exercise should be titled accordingly.

Unit 3

Media Production Design

Outcome 3

Prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

Nature of task

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

Scope of task

A production design plan for a specific media product, including:

- written planning documentation detailing audience and intention and including, for example treatment, script, interview questions
- visual representations, for example rough, storyboard, navigation plan, flowchart, mock-up.

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

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

The completion of the media product in Unit 4 involves systematically working through (with modifications where necessary) the production design plan.

The written planning document and visual representations in combination should clearly establish the idea and concept of the media production to be undertaken and make reference to each of the specifications appropriate to the media production to be undertaken. Forms in which this documentation may be undertaken may include the following, as appropriate:

- script with accompanying visual representations such as drawings and/or photographs
- treatment with supporting visual representations such as drawings and/or photographs
- storyboard with annotations relevant to the specifications
- rough with a commentary that outlines production considerations
- treatment and a navigation plan with annotations relevant to the specifications
- script and flow chart with annotations relevant to the specifications
- script, flow chart and mock-up with annotations relevant to the specifications
- script, rough and navigation plan with annotations relevant to the specifications
- script and storyboard with annotations relevant to the specifications.

The idea and concept of the media production in the written planning document and visual representations should be clearly established and communicated in the order of its intended realisation. This should be done progressively throughout the documentation and may involve:

- numbering, dating and/or commenting on specific stages of work from the initial concept to its completion
- annotation and explanation of ideas, concepts and solutions.

The media production design plan should:

- be for one of the media forms identified in Unit 3 Area of Study 3 'Media production design' as identified on page 24 of the *VCE Media Study Design*
- be for a media product to be completed in Unit 4
- include specifications as identified in Unit 3 Area of Study 3 'Media production design' as identified in the *VCE Media Study Design* pages 25–27.

Unit 4

Media Process

Outcome 1

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

Nature of task

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

Scope of task

Product	Product duration and/or length
<ul style="list-style-type: none">an audiovisual and/or video or film sequence or sequences, for example a short narrative, documentary or experimental film, an extended advertisement or series of advertisements or a segment or segments for inclusion into a magazine or current affairs type program, a music video clip	4–10 minutes including titles and/or credits sequences
<ul style="list-style-type: none">an animation in any form; for example, clay animation, digital animation, stop motion animation, drawn or cell animation	30 seconds – 5 minutes including titles and/or credits sequences
<ul style="list-style-type: none">a radio or audio sequence or sequences, for example a soundscape, narrative, documentary, opinionative or experimental sequence, sequences or program	4–10 minutes including titles and/or credits sequences
<ul style="list-style-type: none">a photographic presentation, sequence or series of images; for example, a sequence of images for display in a gallery, a photographic essay, a series of images that explore a theme or idea, a photomontage, a series of images designed to illustrate a book or an advertising sequence	a minimum of 10 original or source images and/or negatives which may be presented as finished work/s numbering up to 15 in total. Negatives should be processed by the student. Digital images should be photographed and/or scanned, manipulated and printed by the student
<ul style="list-style-type: none">a print production, for example a magazine or newspaper, a booklet, series of posters, catalogue, magazine or newspaper insert	8–12 pages or layouts print layouts should be printed by the student
<ul style="list-style-type: none">a multimedia production, for example a webpage, CD-ROM, interactive CD or DVD	a product that takes approximately 10 minutes to explore or navigate
<ul style="list-style-type: none">a product that crosses the boundaries between the media forms described above, for example a video production with an animated titles sequence, a series of photographs or images with text, a webpage including video and/or audio sequences	a product that is consistent with one of the product durations and/or lengths identified earlier in this table

The production of the media product should be undertaken individually. However, the implementation of the production design plan may, in some audio and audiovisual productions, require the collaboration of others to realise the student's intentions as developed in the media production design plan.

Group production work and group media production design plans are not appropriate.

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

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

Schools and teachers should be familiar with the relevant conditions and restrictions of the *Copyright Act 1968* (Cwlth) in relation to the use of professionally produced music, sounds and images in student productions.

Variations to the plan made during its implementation should be documented and attached to the media production design plan as submitted for Outcome 3 in Unit 3.

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

Assessment criteria

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

Production exercises

Criterion 1

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

Very High

Technically accomplished production exercises with accompanying comprehensive documentation that skilfully explore production design plan specifications to effectively present ideas and/or achieve particular effects. Highly developed skills in the operation of technical equipment, applications and/or media processes. Extensive understanding of the possibilities and/or limitations of a range of technical equipment, applications and/or media processes. A highly developed understanding of aesthetic and/or structural qualities of the media products explored and/or investigated.

High

Technically competent production exercises with accompanying informative documentation that effectively explore production design plan specifications to clearly present ideas and/or achieve particular effects. Well-developed skills in the operation of technical equipment, applications and media processes. Thorough understanding of the possibilities and/or limitations of a range of technical equipment, applications and media processes. Well-developed understanding of aesthetic and/or structural qualities of the media products explored and/or investigated.

Medium

Technically sound production exercises with accompanying documentation that generally explore production design plan specifications to satisfactorily present ideas and/or achieve particular effects. Competent in the operation of technical equipment, applications and media processes. Sound understanding of the possibilities and/or limitations of a range of technical equipment, applications and media processes. Understanding of aesthetic and/or structural qualities of the media products explored and/or investigated.

Low

Technically adequate production exercises with limited accompanying documentation that focus on production design plan specifications to explore some ideas and/or particular effects. Ability to operate some technical equipment, applications and media processes. General understanding of the possibilities and/or limitations of a range of technical equipment, applications and media processes. An understanding of aesthetic and/or structural qualities of the media products explored and/or investigated.

Very low

Technically limited production exercises with vague accompanying documentation that simplistically consider production design plan specifications to present some ideas and/or aim to achieve particular effects. Limited ability to operate technical equipment, applications and media processes. Some understanding of the possibilities and/or limitations of a range of technical equipment, applications and media processes. Vague or incomplete understanding of aesthetic and/or structural qualities of the media products explored and/or investigated.

Media production design plan and media product

Criterion 2

Development of a media production design plan.

Very High

A well-developed sense of purpose and organisation for the identified audience/s is evident in the written planning document and visual representations. All the appropriate media production plan specifications are present in the media production design plan and contribute to the development of a coherent and integrated proposal for a media product that can be realised.

High

A clear purpose and structure for the identified audience/s is evident in the written planning document and visual representations. All the appropriate media production plan specifications are present in the media production design plan and contribute to the development of a sound proposal for a media product that can be realised.

Medium

A defined sense of purpose and organisation for the identified audience/s is evident in the written planning document and visual representations. Most of the appropriate media production plan specifications are present in the media production design plan and contribute to the development of a proposal for a media product that can be realised.

Low

Poorly organised media production design plan incorporating some of the appropriate media production plan specifications and demonstrating some sense of audience and purpose. Written planning document and visual representations demonstrate aspects of the media product proposal.

Very low

Little evidence of purpose, organisation and sense of audience in the media production design plan. Media production plan specifications are omitted, poorly documented and inadequately incorporated into the design plan.

Criterion 3

Understanding of media form/s, conventions and style/s appropriate to the media product.

Very High

Extensive understanding of media form/s, conventions and style/s of the media product to be produced. Consistent, skilful and accomplished understanding of media form/s use of conventions and development of style/s are evident in the media production design plan and the completed media product. The effective use of conventions and style/s demonstrates a deep understanding of the media form/s appropriate to the product produced.

High

Sound understanding of media form/s, conventions and style/s of the media product to be produced. Consistent and competent understanding of media form/s, use of conventions and development of style/s are evident in the media production design plan and the completed media product. The competent use of conventions and style/s demonstrates a sound understanding of the media form/s appropriate to the product produced.

Medium

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

Low

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

Very Low

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

Criterion 4

Development of an individual and/or distinctive product.

Very High

A highly accomplished product which is individual and/or distinctive. Effective communication of ideas and concepts is achieved through the structure and organisation of the media product and the representations within it. Highly skilful, thoughtful and effective realisation and resolution of ideas and/or concepts is evident in the media product.

High

An accomplished product which demonstrates individual and/or distinctive qualities. Coherent communication of ideas and concepts are achieved through the structure and organisation of the media product. Considered and competent realisation and resolution of ideas and/or concepts is evident in the media product.

Medium

A sound product which demonstrates some individual and/or distinctive qualities. Ideas and concepts are clearly communicated in the structure and organisation of the media product and the representations within it. Appropriate resolution of ideas and/or concepts is evident in the media product.

Low

A product which demonstrates limited individual and/or distinctive qualities. Limited communication of ideas and concepts is achieved through the structure and organisation of the media product and the representations within it. Ideas and/or concepts show limited resolution in the media product.

Very low

Very limited evidence of distinctive and/or individual qualities in the product. The communication of ideas and/or concepts lack coherence and demonstrate vague resolution in the media product.

Criterion 5

Skill in the use of production equipment and/or facilities.

Very High

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

High

Highly developed skill/technical competence in the use and/or operation of production equipment and/or facilities evident in the production. Equipment and/or facilities are used effectively in the development and organisation of structures and representations in the media product. The effective use of production and/or facilities demonstrates a sound understanding of the media form/s.

Medium

Adequate skill/technical competence in the use and/or operation of production equipment and/or facilities evident in the production. Equipment and/or facilities are used

soundly in the development and organisation of structures and representations in the media product. The adequate use of production and/or facilities demonstrates a general understanding of the media form/s.

Low

Some skill/technical competence in the use and/or operation of production equipment and/or facilities evident in the production. Basic use of equipment and/or facilities is evident in the development and organisation of structures and representations in the media product. A basic understanding of the media form/s is demonstrated.

Very low

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

Criterion 6

Understanding of the management and organisation of the production process.

Very High

The product reveals an extensive understanding of the management and organisation of the production process at all stages of the production process. Highly skilful and accomplished management and organisation skills demonstrated.

High

The product reveals an effective understanding of the management and organisation of the production process at most stages of the production process. Competent management and organisation skills demonstrated.

Medium

The product reveals a sound understanding of the management and organisation of the production process at different stages of the production process. Adequate management and organisation skills demonstrated.

Low

The product reveals a general understanding of the management and organisation of the production process at some stages of the production process. Basic management and/or organisation skills demonstrated.

Very low

The product reveals very limited understanding of the management and organisation of the production process.

Criterion 7

Realisation of the production design plan in the media product.

Very High

An effective realisation of the student's production design plan. Extensive evidence of the use of the media production design plan at all stages of the media production process. Any changes to the design plan are clearly documented in a manner that demonstrates development of the student's skills and knowledge during the production process.

High

A sound realisation of the student's production design plan. Clear evidence of the use of the media production design plan at each stage of the media production process. Any changes to

the design plan are documented in a manner that demonstrates development of the student's skills and knowledge during the production process.

Medium

The product is clearly based on the student's production design plan. Evidence of the use of the media production design plan at most stages of the media production process. Any changes to the design plan are noted and reveal development of the student's skills and knowledge during the production process.

Low

The product reveals a limited relationship to the student's production design plan. Some evidence of the use of the media production design plan during the media production process. Some notation of changes to the design plan.

Very low

Inadequate realisation of the student's production design. Little evidence of the use of the media production design plan during the media production process. Any changes to the design plan do not adequately explain any differences between that design plan and product.

School-assessed Task: Production exercises, Media production design plan and Media product

ADVICE TO TEACHERS

This assessment sheet will assist teachers to allocate a grade. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task according to the advice published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 17–20 of Supplement 2 to the February 2007 VCAA Bulletin VCE, VCAL and VET No. 45. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to arrive at a numerical summary using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (top right-hand corner).

STUDENT NUMBER	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ASSESSING SCHOOL NUMBER	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

CRITERIA FOR THE AWARD OF GRADES

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

Production exercises

- 1 use of media equipment, applications and/or processes to present ideas and/or achieve particular effects

Media production design plan and media product

- 2 development of a media production design plan
- 3 understanding of media form/s, conventions and style/s appropriate to the media product
- 4 development of an individual and/or distinctive product
- 5 skill in the use of production equipment and/or facilities
- 6 understanding of the management and organisation of the production process
- 7 realisation of the production design plan in the media product

	Very High	High	Med	Low	Very Low	Not Shown
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<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.

KEY TO GRADE ALLOCATION

A+	A	B	C	D	E
35–30	29–26	25–24	23–22	21–20	19–16
	15–14	13–12	11–10	9–7	

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NUMERICAL SUMMARY

Review by visitation – school checklist

Media

School name: _____

- Study Record Form (from VASS) annotated appropriately
- Student Identification Sheets (from VASS) attached to work
- Student number noted on or attached to each separate component of the work
- Any Lost, Stolen, Damaged Forms faxed to the VCAA before the review
- Any students with special arrangements for the School-assessed Task made known to the VCAA before the review
- Computer for reviewers checked to ensure it can access VASS
- Disk drive available for VASS computer
- All work present and arranged in student number order

Please use the following checklist to prepare your Media School-assessed Tasks for review.

For each student you should provide the following:

- Two production exercises
Production exercises should be numbered 'Production exercise 1' and 'Production exercise 2' respectively. The accompanying documentation for each production exercise should be titled accordingly.
The documentation accompanying each production exercise should include:
 1. **Intentions** A description of the intention/s of the exercise
 2. **Specifications** A description of the media production design plan specification/s to be explored and/or investigated in the exercise
 3. **Realisation** An explanation of how the completed exercise realises the stated intention/s of the exercise.

- Media Production Design Plan
- Media Production

For all Media School-assessed tasks:

Please cue videotapes for production exercises and productions.

Where there are more than 15 students undertaking video productions please provide more than one television and VCR or DVD player.

Number photographs or images in the order in which they should be viewed.

Please provide instructions for launching multimedia productions.

Please remove any criteria sheets from the productions.

Media teacher/s: _____
(signature)

VCE coordinator: _____
(signature)

This form should be completed and given to the reviewers before marking begins.

VCE Studio Arts

Unit 3

School-assessed Task 1

School-assessed Task 1 contributes 33 per cent to the study score and is commenced and completed in Unit 3.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score representing an assessment of the student's level of performance for Outcomes 1 and 2 in Unit 3. The score must be based on the teacher's assessment of the student's performance according to the criteria published on pages 24–26. This assessment will be subject to review by a panel appointed by the VCAA.

The assessment sheet on page 27 is to be used by teachers to award a score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for School-assessed Tasks can be found in the current year's VCE and VCAL Administrative Handbook.

The School-assessed Task has two components. Each is prepared in Unit 3. The components are:

- Outcome 1 Work brief, and
- Outcome 2 Design process.

Outcome 1

Prepare a work brief that formulates the content and parameters of the design process and plan how this will be undertaken.

Nature of task

A work brief should create a framework for the design process in which the student plans how the subject matter, ideas, aesthetics and techniques related to the student's aims will be explored and developed.

The work brief needs to be developed by the student on an individual basis and personal and creative responses should be encouraged throughout the preparation of the work brief.

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

Scope of task

The work brief should include:

- a plan for the design process
- a description of the focus and subject matter to be developed
- an explanation of what the student aims to achieve
- a discussion of the conceptual possibilities and an explanation of the ideas to be explored
- a description of the art form/s to be explored
- a discussion of the sources of inspiration to be investigated
- an explanation of the aesthetic qualities to be achieved
- an explanation of the materials to be explored
- an explanation of the techniques to be developed.

(Materials and techniques may not be relevant to all art forms, for example in electronic art forms these could be interpreted as media and processes.)

The area of exploration should be defined in the work brief in enough breadth to allow for substantial exploration during

the design process to facilitate the development of a range of potential solutions.

The work brief should be prepared prior to the commencement of the design process but may be expanded during the initial stages of the design process. However, it should be noted that the work brief sets out the content and parameters of the student's work and is not a summary of what has been done.

The work brief where possible should be word processed and may be presented as an extended statement, short paragraphs and may include dot points. It may include illustrations or diagrams as a means of clarification.

If a work brief is not produced, this outcome must be assessed as 'not satisfactory' and the grade allocated to this School-assessed Task should be UG (ungraded).

Outcome 2

Present a design process that produces a range of potential solutions to the aims and ideas documented in the work brief.

Nature of task

The design process should consist of experimental and developmental work that clearly addresses ideas, aesthetics and techniques related to the student's aims and subject matter defined in the work brief. The student should use the exploratory and developmental stage to investigate, clarify and consolidate aims and ideas. They should explore, develop and refine the use of materials, the application of techniques and the manipulation of visual and other elements, where appropriate, for aesthetic purposes. Students should reflect on, analyse and evaluate their experimental and developmental work and communicate their thinking and working processes via images and annotation throughout the design process. The student's design process should lead to the development of a range of ideas and solutions for a number of artworks which will be completed in Unit 4.

Students should fully acknowledge any borrowed visual or written material with clear evidence of the relevance of this material and how it will inform the exploration and development of ideas and subject matter.

Potential solutions

Potential solutions are developed progressively throughout the design process and should be seen in this context rather than as separate finished artworks. The nature of the potential solutions will vary according to the characteristics of individual art forms and may contribute in their entirety or in part to final works in the folio.

Annotation throughout the design process should identify potential solutions as part of the student's process of evaluation. It should be noted that a range of potential solutions is called for and that, therefore, one potential solution does not satisfy the requirements of this task.

If students appropriate the visual or intellectual property of others, teachers must ensure that this is clearly acknowledged and that the use of such material does not constitute plagiarism or contravene copyright and licensing agreements. Artworks should appear with evidence of their source and development which clearly establishes the work as that of the student.

Relationship between artwork completed in Units 3 and 4

Students may have access to Unit 3 artwork when undertaking the School-assessed Task in Unit 4. Access to this artwork should be controlled and where possible take place under supervised conditions. Access should only be given to that artwork that is relevant to the production of a cohesive folio of finished artworks in Unit 4. In some cases it may be possible, depending on the particular art form, to make available a copy of the Unit 3 artwork rather than the original artwork.

Framing of artworks

Presentation framing of artworks is not required and should not be encouraged. However, in the preparation and/or development of the cohesive folio of artworks framing may be a consideration in the student's development and refinement of ideas. In deciding whether to frame their work students should be made aware that the use of glass, plastic, perspex, laminating and other such materials may obscure the surface and obstruct the close examination of the techniques and texture of the medium/media used in the work presented for assessment and may affect the assessment.

Assessment criteria

The extent to which the Work brief and the Design process demonstrates:

Criterion 1

Use of a work brief to define the exploration and development of a design process.

Very High

A personal and highly creative work brief that plans how the design process will be explored and developed, explaining the focus and subject matter to be explored. Provides insight to the student's motivation and sources of inspiration to be investigated. Perceptive discussion of the aims to be achieved, conceptual possibilities relevant to the subject matter and art form/s and a range of related ideas to be investigated. Comprehensive explanation of the aesthetic qualities to be developed in relation to the student's aims and ideas. Describes art form/s to be explored and discusses the proposed exploration of appropriate materials and development of techniques, processes and skills in relation to art form/s, aims and ideas presented.

High

A personal and creative work brief that plans how the design process will be explored and developed. Explains the focus and subject matter to be explored and discusses sources of motivation and inspiration to be investigated. Thoughtfully discusses the aims to be achieved, conceptual possibilities relevant to the subject matter and art form/s and a range of related ideas to be investigated. Clearly explains the aesthetic qualities to be developed in relation to the student's aims and ideas. Describes the art form/s to be explored and discusses the proposed exploration of appropriate materials and development of techniques and skills in relation to art form/s, aims and ideas presented.

Medium

A personal or individual work brief that adequately plans how the design process will be explored and developed explaining the focus and subject matter to be explored and discussing sources of motivation or inspiration to be investigated.

Describes aims to be achieved and ideas to be investigated relevant to the subject matter and art form/s. Discusses a number of aesthetic qualities to be developed in relation to the student's aims and ideas. Nominates art form/s to be explored and describes materials and techniques to be explored in relation to the art form/s nominated.

Low

The work brief provides some evidence of the student's ability to plan aspects of the design process but this may be simplistic or incomplete and lacking in depth. The subject matter is identified and simple ideas to be investigated are described. Aesthetic qualities are suggested or described with some indication as to how they relate to aims and ideas presented. Aims to be achieved are described but these may be simplistic, or too broad or general to allow for substantial or focused exploration and development. Art form/s and some materials and techniques to be explored are identified.

Very Low

The work brief provides little evidence of personal motivation for engaging in the design process and may focus on final works rather than a design process to be explored. Planning may be incomplete or superficial with little sense of exploration and development. The subject matter and aims may be simplistic or vague with vague or unrelated ideas and there may be little indication as to how these will be investigated. Aesthetic qualities may be mentioned or listed with little indication as to how they relate to aims and ideas. Art form/s or some materials or techniques to be used are identified.

Criterion 2

Exploration and development of subject matter and ideas related to concepts and aims described in the work brief.

Very High

Approaches in the exploration and development of conceptual possibilities are creative and insightful, and support a range of ideas. Comprehensive and thoughtful exploration progressively develops, clarifies and refines ideas and subject matter in the development of the student's personal imagery. Informative and detailed investigation of sources of inspiration and motivation including evidence of how this will influence the development of the student's personal imagery.

High

Approaches in exploring and developing ideas and conceptual possibilities are creative and innovative, and support a range of ideas and subject matter. Clear and thoughtful investigation of sources of inspiration and motivation, including documentation about ways this will influence the student's personal imagery. The exploration progressively develops, clarifies and refines ideas and subject matter in the development of the student's personal imagery.

Medium

Creative or individual approaches in developing aims and subject matter with sound exploration of a number of related ideas. Investigation of sources of inspiration and motivation including documentation about ways this could contribute to the development of the student's imagery. Relevant exploration develops and refines ideas and subject matter.

Low

Some exploration of ideas related to the student's aims and/or subject matter with an investigation of sources of inspiration and motivation. Limited suggestions as to how this will contribute to the development of the student's imagery.

Very Low

Limited exploration of ideas related to the student's aims and/or subject matter with limited investigation of source/s of inspiration and motivation.

Criterion 3

Exploration and development of aesthetic qualities relevant to the aims and ideas described in the work brief.

Very High

Comprehensive visual and written documentation demonstrates how a range of visual and, where appropriate, other elements contribute to the aesthetic qualities related to the student's aims, ideas and subject matter. Consistently creative and individual exploration and development of aesthetic qualities in the student's personal imagery. Extensive investigation and use of a range of visual and, where appropriate, other elements, is evident throughout the design process. The visual effectiveness of the student's imagery is progressively developed and refined to effectively communicate ideas.

High

The visual and written documentation demonstrates how a range of elements contribute to the aesthetic qualities related to the student's aims, ideas and subject matter. Considered and creative exploration and development of aesthetic qualities in the student's personal imagery through investigation and use of a range of visual and, where appropriate, other elements, is evident throughout the design process. The visual effectiveness of the student's imagery is developed and refined to communicate ideas.

Medium

Visual and written documentation demonstrates ways in which visual and, where appropriate, other elements, contribute to the aesthetic qualities related to the student's aims, ideas and/or subject matter. Relevant exploration of aesthetic qualities in the design process through investigation and use of a number of visuals and, where appropriate, other elements.

Low

Visual and/or written documentation provides some indication as to how visual and, where appropriate, other elements are used to create aesthetic qualities and reflect ideas. Some exploration and use of visual and, where appropriate, other elements is evident.

Very Low

Some visual elements are used with limited reference to aesthetic qualities and ideas.

Criterion 4

Exploration of materials and development of techniques and processes relevant to the art form/s and ideas described in the work brief.

Very High

Extensive and thoughtful exploration; comprehensive documentation of a range of materials and development of techniques appropriate to the selected art form/s and relevant to

the student's ideas. Progressive development and refinement of a very high level of skills in the use of materials and techniques demonstrating sensitivity to the materials and an awareness and understanding of particular characteristics.

High

Consistent and considered exploration and documentation of a range of materials, and the development of techniques, appropriate to the selected art form/s and relevant to the student's ideas. Consistently develops and refines a high level of skills in the use of materials and techniques demonstrating appreciation of the materials and understanding of particular characteristics.

Medium

Adequate exploration and documentation of a range of materials, and the development of techniques, relevant to the selected art form/s and the student's ideas. Clear development of skills in the use of materials and techniques demonstrating some appreciation of materials and/or understanding of particular characteristics.

Low

Some documentation accompanies the exploration of materials and techniques related to the selected art form/s and the student's ideas. Evidence of the development of some skill in the use of materials and techniques and a limited appreciation of materials and/or understanding of particular characteristics.

Very Low

Limited development in the use of materials and techniques and limited understanding of the selected art form/s is evident.

Criterion 5

Evaluation of exploratory and developmental work throughout the design process.

Very High

Comprehensive and informative annotation documenting processes of analysis, evaluation and the refinement of ideas, aesthetics and techniques throughout the design process. Clarification and consolidation of the student's thought processes and what they are trying to achieve. Insightful selection of various elements and potential solutions that could form the basis for future artwork.

High

Informative annotation documenting processes of analysis evaluation and refinement of ideas, aesthetics and techniques throughout the design process. Clarification of the student's thought processes and what they are trying to achieve. Thoughtful selection of various elements and potential solutions that could form the basis for future artwork.

Medium

Relevant annotation documenting a process of evaluation and development of ideas, aesthetics and techniques in the design process. The student's thought processes and what they are trying to achieve are documented. There is some evidence of the selection of a number of elements and potential solutions that could form the basis for future artworks.

Low

Annotation provides some evidence of refinement of ideas, and/or techniques that contribute to the development of the

design process. The identification of some elements and potential solutions that could form the basis for future artworks is evident.

Very Low

Vague or inconsistent evidence of evaluating ideas, aesthetics and/or techniques is evident. Some elements or potential solutions suggest or imply future artworks.

Criterion 6

Development of a range of potential solutions to the aims and ideas presented in the work brief.

Very High

Comprehensive development of a range of potential solutions throughout the design process that provides substantial material on which future artworks could be based. The potential solutions clearly and comprehensively reflect the investigation, development and refinement of ideas, aesthetics and techniques. Effective, creative and original approaches in the communication of aims and ideas.

High

Consistent development of a range of potential solutions throughout the design process that provides substantial material on which future artworks could be based. The potential solutions reflect relevant investigation, development and refinement of ideas, aesthetics and techniques. Effective, creative and/or individual approaches in the communication of aims and ideas.

Medium

Development of a range of potential solutions throughout the design process that provides adequate material on which future artworks could be based. The potential solutions reflect the investigation and development of ideas, aesthetics and techniques. Effective approaches to the communication of aims and ideas.

Low

Development of a limited range of potential solutions that could be used for the production of future artworks. The potential solutions reflect limited investigation, development and/or refinement of ideas, techniques and aesthetics.

Very Low

Some material on which future artworks could be based with some relationship to the student's ideas, and/or techniques and aesthetics.

ADVICE TO TEACHERS

This assessment sheet will assist teachers to allocate a grade. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task according to the advice published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 24–26 of Supplement 2 to the February 2007 VCAA Bulletin VCE, VCAL and VET No. 45. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to arrive at a numerical summary using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (top right-hand corner).

STUDENT NUMBER	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ASSESSING SCHOOL NUMBER	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

CRITERIA FOR THE AWARD OF GRADES

The extent to which the Work brief and Design process demonstrates:

Work brief

- 1 use of a work brief to define the exploration and development of a design process

Design process

- 2 exploration and development of subject matter and ideas related to concepts and aims described in the work brief
- 3 exploration and development of aesthetic qualities relevant to the aims and ideas described in the work brief
- 4 exploration of materials and development of techniques and processes relevant to the art form(s) and ideas described in the work brief
- 5 evaluation of exploratory and developmental work throughout the design process
- 6 development of a range of potential solutions to the aims and ideas presented in the work brief

Very High High Med Low Very Low Not Shown

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<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.

KEY TO GRADE ALLOCATION

A+	A	B+	B	C+	C	D+	D	E+	E
30–26	25–23	22–21	20–19	18–17	16–14	13–12	11–10	9–8	7–6

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NUMERICAL SUMMARY

Review by visitation – school checklist

Studio Arts School-assessed Task 1

School name: _____

- Study Record Form (from VASS) annotated appropriately
- Student Identification Sheets (from VASS) attached to work
- Any Lost, Stolen, Damaged Forms faxed to the VCAA before the review
- Any students with special arrangements for the School-assessed Task made known to the VCAA before the review
- Computer for reviewers checked to ensure it can access VASS
- Disk drive available for VASS computer
- All work present and arranged in student number order
- The original source of artwork included in the folio that is not student-generated is identified
- Work brief present and clearly identified for each student

And/or

The following students did not complete work briefs:*

Student Number	Student Number

* Additional rows for this table should be added if necessary.

Studio Arts teacher/s: _____
(signature)

VCE coordinator: _____
(signature)

This form should be completed and given to the reviewers before marking begins.

Unit 4

School-assessed Task 2

School-assessed Task 2 contributes 33 per cent to the study score and is commenced and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score representing an assessment of the student's level of performance for Outcomes 1 and 2 in Unit 4. The score must be based on the teacher's assessment of the student's performance according to the criteria published on pages 29–31. This assessment will be subject to review by a panel appointed by the VCAA.

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

Details of authentication requirements and administrative arrangements for School-assessed Tasks can be found in the current year's VCE and VCAL Administrative Handbook.

School-assessed Task 2 has two components. Each is prepared in Unit 4. The components are:

- Outcome 1 Focus statement, and
- Outcome 2 Folio.

Outcome 1

Present a focus statement in visual and written form that documents how potential solutions will be used to produce a cohesive folio of finished artworks, how materials and techniques are applied, and how aims, ideas and aesthetic qualities are resolved in the finished artworks.

Nature of task

A visual and written statement which is completed in two parts: prior to the commencement of the folio and after the completion of the folio.

Prior to the commencement of the folio the student should:

- identify those potential solutions that will contribute to the production of finished artworks, and explain why particular solutions have been selected (such reasons may be related to why others were rejected)
- describe any refocusing or refinement of potential solutions
- define the nature of the folio and discuss how relationships will be established between folio pieces and how folio pieces will be produced and presented.

After the completion of the folio the student should explain:

- how materials and techniques were applied in the finished artworks
- how aesthetic qualities were resolved in the finished artworks
- how the finished artworks realise the student's aims and communicate his/her ideas.

Depending on the degree of resolution in the potential solutions the student may need to further refine them prior to commencing the final artworks. Where further refinement is undertaken a description and/or explanation should be included in the focus statement.

Scope of task

The written component of the focus statement where possible

should be word processed and may be presented as an extended statement, short paragraphs and where appropriate may include dot points.

The following examples of visual material that may be included in the focus statement include photographs of the potential solution, sketches of the proposed finished artworks, images or drawings. Annotations should accompany the visual material.

If a focus statement is not produced, this outcome must be assessed as 'not satisfactory' and Criterion 1 of School-assessed Task 2 should be assessed as NS (Not Shown).

Outcome 2

Present a cohesive folio of finished artworks, based on potential solutions, that skilfully apply materials and techniques, resolve the aims, ideas and aesthetic qualities, and communicate the student's ideas.

Nature of task

A cohesive folio of finished artworks, which demonstrates the refinement and resolution of ideas, techniques and aesthetics explored and developed in the design process.

The artworks should be presented in a manner appropriate to the art form/s.

Scope of task

In this task students are expected to engage in art form/s in order to produce a cohesive folio of artworks based on the investigation and development of potential solutions in the design process.

Materials and techniques may not be relevant to all art form/s, for example in electronic art forms these could be interpreted as media and processes.

The Folio must consist of no less than two finished artworks. However, the number of finished artworks will be determined by the nature of the artworks, the scale and complexity of the work undertaken, the art form/s and the design process completed. For example, a series of small intricately designed images produced through a process of complex techniques may be equivalent in time and effort to a triptych of large expressively painted canvasses.

If only one finished art work is submitted for assessment this must be reflected in assessment of Criteria 2–6 for School-assessed Task 2. For example, a student who only submits one finished artwork cannot be awarded full marks for any of Criteria 2–6.

Assessment criteria

The extent to which the Focus statement and the Folio demonstrates:

Criterion 1

Use of a focus statement to document potential solutions and define the folio.

Very High

Comprehensive description and discussion of subject matter and the visual and conceptual focus of the folio; informative discussion of aims and ideas and any further refinement or refocusing that may be necessary. Thorough and informative visual and written documentation of the selection of a range of potential solutions including any elements of the design process on which folio pieces will be based. Clear and comprehensive discussion of how relationships will be established between

folio pieces and how folio pieces will be produced and presented. A comprehensive and informative explanation of how techniques and aesthetics have been applied and resolved in folio pieces, ideas communicated and aims realised.

High

Thorough description and discussion of subject matter and the visual and conceptual focus of the folio with a clear discussion of aims and ideas and any further refinement or refocusing that may be necessary. An informative visual and written documentation of the selection of a range of potential solutions including any elements of the design process on which folio pieces will be based. A clear discussion of how relationships will be established between folio pieces and how folio pieces will be produced and presented. An informative explanation of how techniques and aesthetics have been applied and resolved in folio pieces, ideas communicated and aims realised.

Medium

Relevant description and some discussion of subject matter and the visual and conceptual focus of the folio with a discussion of aims and ideas and any further refinement or refocusing that may be necessary. An adequate visual and written documentation of the selection of several potential solutions including any elements of the design process on which folio pieces will be based. An explanation of the relationships between folio pieces and how folio pieces will be produced and presented. A general explanation of how techniques and aesthetics have been applied and resolved in folio pieces, ideas communicated and aims realised.

Low

Some description of the subject matter and aims and ideas for the folio with an identification of several potential solutions in visual and written documentation is present. Some explanation of connections between folio pieces and how folio pieces will be produced. A limited description of the techniques and aesthetics used and aims achieved in folio pieces.

Very Low

Outlined the subject matter and some aims and ideas for the folio with some reference to potential solutions. Suggested connections between folio pieces and some indication of how folio pieces will be produced, with some indication as to how aims have been achieved in folio pieces.

Criterion 2

Use of potential solutions in producing artworks.

Very High

Effective and perceptive use of preparatory material as potential solutions highly appropriate to the selected art form/s; for example, maquettes, mock-ups, sketches, storyboards, plans and includes any aspect of the design process that will contribute to the production of folio pieces. Highly effective use of potential solutions that form an appropriate basis for folio pieces and reflect the development and refinement of ideas, techniques and aesthetics.

High

Effective use of preparatory material as potential solutions appropriate to the selected art form/s; for example, maquettes, mock-ups, sketches, storyboards, plans and includes any aspect of the design process that will contribute to the production of folio pieces. Effective use of potential solutions that form an

appropriate basis for folio pieces and reflect the development and refinement of ideas, techniques and aesthetics.

Medium

Appropriate use of preparatory material as potential solutions relevant to the selected art form/s; for example, maquettes, mock-ups, sketches, storyboards, plans and includes any aspect of the design process that will contribute to the production of folio pieces. Appropriate use of potential solutions that form an adequate basis for folio pieces and reflect development and refinement of ideas, techniques and aesthetics.

Low

Simplistic use of preparatory material as potential solutions to produce folio pieces that reflect some development and refinement of ideas, techniques and aesthetics.

Very Low

Preparatory material is used as potential solutions and there is some use of potential solutions to produce folio pieces that suggest the development of ideas.

Criterion 3

Application of materials, techniques and processes relevant to the chosen art form/s.

Very High

Consistent, highly skilful, accomplished application of materials, techniques and processes throughout the folio. A thorough understanding and sensitivity to the inherent characteristics of materials, techniques and processes and their relationship to the depiction of subject matter, aims and ideas and reinforcement of aesthetic qualities. Highly skilful and appropriate use of relevant materials, techniques, processes and methods of presentation demonstrates a deep understanding of the selected art form/s.

High

Consistent and competent application of materials, techniques and processes is evident throughout the folio. A sound understanding of the inherent characteristics of materials, techniques and processes and their relationship to the depiction of subject matter, aims and ideas and reinforcement of aesthetic qualities. Skilled use of appropriate materials, techniques, processes and methods of presentation demonstrates a sound understanding of the selected art form/s.

Medium

Controlled application of materials, techniques and processes is evident throughout the folio. A general understanding of the inherent characteristics of materials, techniques and processes and their relationship to the depiction of subject matter, aims, ideas and aesthetic qualities is present. The appropriate use of relevant materials, techniques, processes and methods of presentation demonstrates a general understanding of the selected art form/s.

Low

Basic application of materials, techniques and processes and understanding of the characteristics of materials, techniques and processes and their relationship to the depiction of subject matter. The use of related materials, techniques and processes demonstrates a basic understanding of the selected art form/s.

Very Low

Limited skill in the application of materials, techniques and processes and understanding of the inherent characteristics of materials, techniques and processes and their relationship to the depiction of subject matter. The use of materials, techniques and processes demonstrates vague understanding of the selected art form/s.

Criterion 4

Resolution of aesthetic qualities relevant to aims, ideas and subject matter documented in the focus statement.

Very High

Highly skilful and thoughtful use of aesthetic elements that creatively and individually resolve aesthetic qualities throughout the folio. The aesthetic qualities creatively interpret subject matter, effectively communicate ideas and reinforce cohesive relationships throughout the folio.

High

Considered, competent use of aesthetic elements that effectively and individually resolve aesthetic qualities throughout the folio. The aesthetic qualities effectively interpret subject matter, communicate ideas and support cohesive relationships consistently throughout the folio.

Medium

Appropriate use of aesthetic elements that adequately resolve aesthetic qualities throughout most of the folio. The aesthetic qualities adequately interpret subject matter, communicate ideas and contribute to cohesive links throughout the folio.

Low

The use of aesthetic elements makes some contribution to the basic resolution of aesthetic qualities related to subject matter or ideas. The aesthetic qualities make some contribution to basic connections between folio pieces.

Very Low

The use of aesthetic elements may vaguely contribute to a limited resolution of aesthetic qualities related to subject matter or ideas, or the aesthetic qualities make a limited contribution to attempted connections between folio pieces.

Criterion 5

Resolution of aims and communication of ideas presented and documented in the focus statement.

Very High

Highly creative, personal and articulate interpretation and communication of ideas throughout the folio, as well as highly creative, personal, comprehensive realisation and resolution of aims.

High

Creative, personal and effective interpretation and communication of ideas throughout the folio, and creative, personal, realisation and resolution of aims throughout.

Medium

Effective interpretation and communication of ideas throughout the folio, and adequate realisation and resolution of aims.

Low

Some general communication of ideas evident throughout the folio, as well as a basic resolution of aims.

Very Low

Vague communication of ideas throughout the folio with simplistic or inconsistent resolution of aims.

Criterion 6

Cohesive relationships throughout the folio.

Very High

Consistent, strong relationships between artworks which are firmly based on a common concept and create a highly cohesive folio.

High

Consistent, clear relationships between artworks clearly based on a common concept and creating a cohesive folio.

Medium

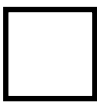
Sound links between artworks based on common ideas and subject matter creating a generally cohesive folio.

Low

Some connections between artworks in the folio based on common ideas or subject matter are evident.

Very Low

Vague connections between artworks in the folio are evident.



GRADE ALLOCATED
A+ TO E OR UG

Victorian Certificate of Education

Studio Arts Assessment Sheet

School-assessed Task 2: Focus statement and Folio

2007

ADVICE TO TEACHERS

This assessment sheet will assist teachers to allocate a grade. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task according to the advice published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 29–31 of Supplement 2 to the February 2007 *VCAA Bulletin VCE, VCAL and VET* No. 45. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to arrive at a numerical summary using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (top right-hand corner).

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

CRITERIA FOR THE AWARD OF GRADES

The extent to which the Focus statement and Folio demonstrates:

Focus statement

- 1 use of a focus statement to document potential solutions and define the folio

Folio

- 2 use of potential solutions in producing artworks
- 3 application of materials, techniques and processes relevant to the chosen art form(s)
- 4 resolution of aesthetic qualities relevant to aims, ideas and subject matter documented in the focus statement
- 5 resolution of aims and communication of ideas presented and documented in the focus statement
- 6 cohesive relationships throughout the folio

	Very High	High	Med	Low	Very Low	Not Shown
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<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.

KEY TO GRADE ALLOCATION

A+ A B+ B C+ C D+ D E+ E
30–26 25–23 22–21 20–19 18–17 16–14 13–12 11–10 9–8 7–6

NUMERICAL SUMMARY



Review by visitation – school checklist

Studio Arts School-assessed Task 2

School name: _____

- Study Record Form (from VASS) annotated appropriately
- Student Identification Sheets (from VASS) attached to work
- Any Lost, Stolen, Damaged Forms faxed to the VCAA before the review
- Any students with special arrangements for the School-assessed Task made known to the VCAA before the review
- Computer for reviewers checked to ensure it can access VASS
- Disk drive available for VASS computer
- All work present and arranged in student number order
- The original source of artwork included in the folio that is not student-generated is identified
- Focus statement present and clearly identified for each student

And/or

The following students did not complete work briefs:*

Student Number	Student Number

* Additional rows for this table should be added if necessary.

Studio Arts teacher/s: _____
(signature)

VCE coordinator: _____
(signature)

This form should be completed and given to the reviewers before marking begins.

VCE Visual Communication and Design

Unit 4

School-assessed Task

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

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

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

Details of authentication requirements and administrative arrangements for school-assessed tasks can be found in the current year's VCE and VCAL Administrative Handbook.

The School-assessed Task has three components. Each is prepared in Unit 4. The components are:

- Outcome 1 Preparation of a brief
- Outcome 2 Production of a developmental folio, and
- Outcome 3 Production of two final presentations based on the brief.

Outcome 1

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

Nature of task

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

Scope of task

Students should prepare a single brief which clearly identifies:

- the communication need/s of a client including constraints and expectations
- purpose/s, including the audience characteristics, of each visual communication
- context/s of each visual communication
- the presentation format for both of the proposed final presentations. There may be several components in each final presentation.

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

No format is prescribed for the brief. Formats that may be used to write the brief include:

- a description of the content of the brief organised under sub-headings
- a letter of request, and
- a structure that presents the brief in dot points.

The brief should be completed prior to students commencing the developmental work. Students may need to make final decisions about some aspects of the brief as they work through the design process.

The brief should refer to one client and two final presentations of visual communication.

Each of the final visual communication presentations should be discernibly different in presentation, format and intent. The difference between the two final presentations should be clearly evident in the description of each piece of visual communication in the brief.

Where evidence of the brief exists students should be given at least a 'Very Low' for Criterion 1. If the student does not provide a brief or writes the brief retrospectively, 'Not Shown' should be recorded for Criterion 1. Where there is more than one brief evident, only the first one should be read and assessed. If the brief only describes one final presentation (for example, a general statement describing both final presentations as 'Promotional material') the assessment should be 'Very Low' for Criterion 1.

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 the word range that should be sufficient to cover the requirements of Outcome 1 is between 200 and 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.

Outcome 2

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

Nature of task

A developmental folio.

Scope of task

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

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

Where there is no evidence that a specific method has been used in Outcome 2, but Outcome 3 clearly demonstrates application of such a method, it should not be assumed that this method was used in completion of Outcome 2. If only one method is evident in Outcome 2, students should not be awarded a 'High' or 'Very High' for Criterion 4.

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

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

Assessment of Criterion 2 is based on the student's use of manual freehand drawing with annotations to generate ideas relevant to the brief. Assessment of these drawings should focus on the student's use of manual freehand drawing to generate a quality flow of initial ideas. Students are not required to demonstrate the application of a range of media and related materials to score highly on this criterion.

Information and communications technology (ICT) may be used in completion of this outcome, but is not mandated. Where ICT is used, hard copy of a progressive selection of the developmental stages is required. Hard copy does need to be printed in full colour and may be scaled down. Teachers should be satisfied that the student has the skills and knowledge of both the hardware and software used to produce the work evident. Teachers should monitor students' progress on a regular basis.

It is recommended that students back up hard drive files with copies of work in progress using, for example a Zip Disc, re-writable CD for large graphic files, or an external drive.

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

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

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

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

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

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

Outcome 3

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

Nature of task

Two distinct final visual communication presentations on two presentation formats.

Scope of task

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

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

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

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

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

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

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

Assessment criteria

The extent to which the Design Folio demonstrates:

The Brief

Criterion 1

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

Very High

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

High

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

Medium

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

Low

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

Very Low

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

Developmental work

Criterion 2

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

Very High

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

High

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

Medium

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

Low

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

Very Low

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

Criterion 3

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

Very High

Clear evidence demonstrating the understanding of the design process is presented. This documents the use of separate and distinctly different design processes for the two final visual communication presentations. For each of the presentations, thorough and highly effective exploration and diverse approaches for highly imaginative possible resolutions to design concepts are provided. Thoughtful and considered

decisions are demonstrated, through the use of coherent annotations throughout the generation, development and refinement stages of the design process, to record ongoing evaluation and the effective resolution of design issues for the two final presentations.

High

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

Medium

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

Low

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

Very Low

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

Criterion 4

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

Very High

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

used in the development and refinement of possible design solutions appropriate to the communication need/s.

High

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

Medium

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

Low

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

Very Low

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

Criterion 5

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

Very High

Sound aesthetic judgments in the development and refinement of design concepts. Thoughtful and thorough use of design elements and principles to develop a diverse range of imaginative and original ideas appropriate for the two final

visual communication presentations. The development of a diverse range of design concepts, effectively refined through the diagnostic use of mock-ups for preferred design options. Effective compositional relationships are established between the visual communications and the presentation formats to produce highly effective visual messages.

High

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

Medium

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

Low

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

Very Low

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

Final presentations

Criterion 6

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

Very High

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

High

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

Medium

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

Low

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

Very Low

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

Criterion 7

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

Very High

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

High

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

Medium

Considered use of materials, methods and media to produce two final presentations which are appropriate to the client's communication need/s is evident. These presentations demonstrate compositional relationships between the

visual communication and presentation formats. Relevant use of materials, methods and media and the selection and application of design elements and design principles convey a communication message appropriate for targeted audience/s.

Low

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

Very Low

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

Criterion 8

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

Very High

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

High

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

Medium

Some level of technical understanding in the production of two final presentations appropriate to the selected materials, methods and media is evident. The accuracy of technical

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

Low

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

Very Low

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

ADVICE TO TEACHERS

This assessment sheet will assist teachers to allocate a grade. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task according to the advice published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 36–39 of Supplement 2 to the February 2007 VCAA Bulletin VCE, VCAL and VET No. 45. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to arrive at a numerical summary using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (top right-hand corner).

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

CRITERIA FOR THE AWARD OF GRADES

The extent to which the Design folio demonstrates:

The brief

- 1 development of a brief that defines the communication need/s of a client

Developmental work

- 2 use of manual freehand drawing with annotations to generate ideas relevant to the brief
- 3 use of the design process to generate, develop and refine a range of annotated design concepts relevant to the brief
- 4 use of a range of materials, methods and media to develop and refine design solutions
- 5 use of a range of design elements and design principles to develop and refine design concepts

Final presentations

- 6 production of two final visual communication presentations which demonstrate effective visual communication appropriate to the brief
- 7 production of two final visual communication presentations which demonstrate thoughtful decisions and imagination
- 8 production of two final visual communication presentations which demonstrate technical competence

	Very High	High	Med	Low	Very Low	Not Shown
1 development of a brief that defines the communication need/s of a client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 use of manual freehand drawing 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 to generate, 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	<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 production of two final visual communication presentations which 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 which demonstrate thoughtful decisions and imagination	<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 which demonstrate technical competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NUMERICAL SUMMARY

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.

KEY TO GRADE ALLOCATION

A+ 40–35 A 34–31 B+ 30–28 B 27–25 C+ 24–22 C 21–19 D+ 18–16 D 15–13 E+ 12–10 E 9–7

Review by visitation – school checklist

Visual Communication and Design

School name: _____

- Study Record Form (from VASS) annotated appropriately
- Student Identification Sheets (from VASS) attached to work
- Any Lost, Stolen, Damaged Forms faxed to the VCAA before the review
- Any students with special arrangements for the School-assessed Task made known to the VCAA before the review
- Computer for reviewers checked to ensure it can access VASS
- Disk drive available for VASS computer
- All work present and arranged in student number order
- The original source of artwork included in the folio that is not student-generated is identified
- Brief is clearly identified, signed, dated and placed at the start of the developmental folio
- Final presentations are clearly labelled as belonging to Presentation 1 or Presentation 2

Visual Communication and Design teacher/s: _____
(signature)

VCE coordinator: _____
(signature)

This form should be completed and given to the reviewers before marking begins.

Technology Studies Additional Teacher Comment

School-assessed Task only

Please attach this sheet securely to the student's work prior to visitation review

STUDENT NUMBER

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TECHNOLOGY STUDY

Name of Technology study	Tick	Specific details required on this sheet
Design and Technology	DT03 <input type="checkbox"/>	related to Criteria 5, 6, 7 and 8
Food and Technology	FY03 <input type="checkbox"/>	related to Criteria 4, 5, 6 and 7
Systems Engineering	SE03 <input type="checkbox"/>	related to Criteria 3, 4, 5 and 6

Some competencies, particularly those relating to the use of equipment and safety may not be clearly demonstrated in the student's final presentation. In such cases teachers are to supply written information in order for the reviewers to make a fair assessment.

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

Teacher's signature _____ Date ____/____/2007

Please remove this sheet before returning the work to the student

Design and Technology

Please note that there is a new study design (accreditation period commences 1 January 2007) for this study.

Units 3 and 4

School-assessed Task

The School-assessed Task contributes 50 per cent to the study score and is **commenced in Unit 3 and completed in Unit 4. Components of the task relate to Unit 3 Outcome 3 and Unit 4 Outcome 2 and Outcome 3.**

For this assessment, teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a grade representing an assessment of the student's level of performance in achieving Outcome 3 in Unit 3 and Outcome 2 and Outcome 3 in Unit 4. The grade must be based on the teacher's assessment of the student's performance according to the criteria published on pages 44–50. This assessment will be subject to review by a panel appointed by the Authority.

The 2007 Design and Technology assessment sheet on page 51 is to be used by teachers to award a score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for the School-assessed Task can be found in the *2007 VCE and VCAL Administrative Handbook*.

Unit 3: Design, technological innovation and manufacture

Outcome 3

Present a folio that documents the procedure and decision-making processes used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product.

Nature of task

A design folio comprising:

A client and/or end-user profile, a design brief, evaluation criteria, research, design ideas and options, presentation drawing of final option, production plan, timeline, materials list and record of progress and modifications. The design folio must include documentation of decisions.

Unit 4: Product development, evaluation and promotion

Outcome 2

Competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, Outcome 3, and manage time and resources efficiently.

Nature of task

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

and

A functional product that conforms to standards of quality, performance, ease of use, and safety.

Outcome 3

Evaluate the outcomes of the design and production activities, and promote the product's design features to the client and/or end-user.

Nature of task

An evaluation report that includes evaluation of the product and production processes.

and

A visual display (e.g. a poster) to promote features and care requirements of the product.

or

A storyboard with captions to promote features and care requirements of the product.

or

A multimedia presentation to promote features and care requirements of the product.

Scope of task

The design folio should incorporate a range of conventional and computer assisted communication methods. Where digital information or drawings are produced, a printout must be provided in the folio. The design folio should be largely completed in Unit 3, but may have some additional material added in Unit 4. It should include the following components:

- A client or end-user profile.
- A design brief including specifications (considerations and constraints) of primary and secondary importance, that outlines the problem/need/s of a client or identified end-user. Teachers should ensure that the design brief allows for both functional and aesthetic aspects of the product to be considered in design options developed by students. The design brief should include an indication of the expected standard and quality of finish/presentation that should be evident in the completed product.
- Criteria for evaluation of the design options and finished product/s. The relevance of each criterion should be explained. Students should also explain how the completed product would be tested or checked against the criteria. The criteria should be weighted according to their degree of importance to the design problem or situation.
- Research (background information, inspiration and trialling to produce ideas for the design options such as historical developments, fashion, trends, styles, ergonomics, safety, cultural influences, properties of materials, available fittings and fastenings, processes, construction methods, suitability of tools, equipment and machines). Sources of information must be acknowledged.
- Development of design ideas (concept mapping and other graphic organisers, brainstorming, drawings, sketches, image/mood boards, annotations, diagrams and models).
- Annotation of design ideas and options in relation to the specifications (considerations and constraints) outlined in the design brief. Reference to research and client or end-user feedback should also be made. It is recommended that students develop between three and six design options. The preferred option should be justified with reference to the weighted design option criteria.
- Working drawing/s and templates/paper patterns that incorporate appropriate conventions developed with reference to the preferred design option.

- A production plan that clearly outlines the steps and sequence, materials list (including fittings and fastenings), tools, equipment and machines needed to safely implement the preferred option within the specified timeline. The production plan should be completed **before** the production work commences.
- Record of progress (text and images) of production work (commenced in Unit 3 and continued in Unit 4) that also includes:
 - notes of modifications with justifications (commenced in Unit 3 and continued in Unit 4)
 - a client or end-user feedback log to record dates of contact and decisions that inform the development of the product and other relevant feedback.
- Production work (which should be undertaken by individual students, i.e. not a 'group project') that includes some processes with a degree of difficulty should result in a three-dimensional product or product range from one of the design specialisation areas listed on page 22 of the study design and that incorporates the use of one or more of the following categories of materials: wood/timber, metal, polymers (plastics), textiles/yarns/fibres/fabrics, ceramics or glass. A single product or product range (two or more products) planned for completion over Units 3 and 4 may be developed from the design brief devised in Unit 3. Teachers and students must ensure that all safety requirements are implemented through hazard identification, risk assessment and risk control processes. The risk management process is outlined on page 45 of the *VCE Design and Technology Study Design*. Risk assessment is defined on page 41 of the study design.
- Trialling and testing materials and processes may occur prior to or during production and be documented in the design folio.
- A presentation (a visual display, storyboard with captions or a multimedia presentation) produced for the client or end-user that promotes the features of the product, explains its care requirements and shows an understanding of the marketing mix (the five Ps).
- The evaluation report should be based on the criteria developed in Unit 3. The evaluation of the product should include reference to client and/or end-user feedback. Students may include results of tests or other methods of analysis in responding to the evaluation criteria. Students should also report on the effectiveness of planning and efficiency of the design and production activities. The report should discuss possible improvements that were and could be made and that could inform future design and production activities.

Teachers must sight and monitor the development and documentation of the student's work on a regular basis. The Authentication Record for School-assessed Tasks should be used for monitoring students' work in progress for authentication purposes. This sheet must be available if requested by the VCAA. The Additional Teacher Comment sheet should be used to document skills and competencies; particularly those relating to the safe use of tools, equipment and machines and application of processes (Criteria 5–8) that may not be clearly demonstrated in the student's final presentation.

Assessment criteria

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

Criterion 1

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

- Ability to develop a profile of the client or end-user in relation to the problem to be solved.
- Ability to develop a design brief that defines the needs of a client or identified end-user/s.
- Ability to develop and justify relevant criteria to evaluate design options and the completed product.
- Ability to explain how criteria will be tested or checked in the completed product.

Very high

High level ability to develop a profile of the client or end-user/s relevant to the need/problem to be addressed. Very well constructed and concise design brief that clearly defines the needs and requirements of the client or end-user and includes specifications of identified primary and secondary importance that set the parameters for the designer. Provides a range of highly relevant and clearly expressed evaluation criteria that reflect important aspects of the design brief. Valid justification for their selection and how each will be checked or tested in the finished product are given.

High

Very good level of ability to develop a profile of the client or end-user/s relevant to the need/problem to be addressed. Well constructed design brief that clearly defines the needs and requirements of the client or end-user and includes specifications of identified primary and secondary importance that set the parameters for the designer. Provides a range of relevant and clearly expressed evaluation criteria that reflect most of the important aspects of the design brief. Valid reasons for their selection and how most will be checked or tested in the finished product are given.

Medium

Good level of ability to develop a profile of the client or end-user/s that includes some information that is relevant to the need/problem to be addressed. A quite well written design brief that defines the needs and requirements of the client or end-user and includes specifications of identified primary and secondary importance that sets some parameters for the designer. Provides relevant evaluation criteria that reflect some aspects of the design brief. Valid reasons for the selection of some of the criteria and how they will be checked or tested in the finished product are given.

Low

A reasonable level of ability to develop a profile of the client or end-user/s that includes limited information of relevance to the need/problem to be addressed. The design brief defines in a limited way, the needs and requirements of the client or end-user and includes limited specifications including the design priority that set a restricted range of parameters for the designer. Provides some evaluation criteria that reflect a limited range of aspects of the design brief. Few reasons provided for the selection of the criteria and a limited explanation of how they will be checked or tested in the finished product.

Very Low

Some ability to develop a profile of the client or end-user/s that includes very little or no information relevant to the need/problem to be addressed. The design brief defines in a very limited way, the needs and requirements of the client or end-user and includes very limited specifications that set a restricted range of parameters for the designer. Provides a very limited range of evaluation criteria. Few or no reasons provided for the selection of the criteria and a limited or no explanation of how they will be checked or tested in the finished product.

Criterion 2

Skill in carrying out research and developmental work.

- Relevance of research to the need/s, problem/s and/or situation identified in the design brief.
- Ability to research aspects that are relevant to the design problem.
- Ability to carry out a range of development work that forms a basis for the creation of design options.

Very High

Comprehensive range of research and development is undertaken. The aspects selected for research are highly relevant and inform the subsequent developmental work. A wide variety of methods/techniques are used in the developmental work. The folio shows an outstanding level of ability to document and present the results of the research and developmental activities.

High

Very good range of research and development is undertaken. The aspects selected for research are highly relevant and inform the subsequent developmental work. A variety of methods/techniques are used in the developmental work. The folio shows a high level of ability to document and present the results of the research and developmental activities.

Medium

A good range of research and development is undertaken. The aspects selected for research are relevant and inform the subsequent developmental work. A variety of methods/techniques are used in the developmental work. The folio shows a good ability to document and present the results of the research and developmental activities.

Low

A limited range of research and development is undertaken. The aspect/s selected for research is/are relevant in some ways to the subsequent developmental work. Limited methods/techniques are used in the developmental work. The folio shows some ability to document and present the results of the research and developmental activities.

Very Low

A very limited range of research and development is undertaken. The aspect/s selected for research has limited relevance to the subsequent developmental work. Very limited methods/techniques are used in the developmental work. The folio shows limited documentation and presentation of the results of the research and developmental activities.

Criterion 3

Skill in developing creative and viable design options and justifying the preferred option.

- Use of a range of communication methods to convey design options.
- Ability to demonstrate suitability of the preferred option with reference to the design brief, weighted design option evaluation criteria and feedback from the client or an end-user.

Very High

Uses a wide range of communication methods to develop original and creative design options. Very extensive use of explanatory annotations. The options are very well presented and detailed and are viable responses to the needs and requirements of the client and/or end-user. The preferred option is clearly justified with reference to the design brief and specifications. The student shows a sophisticated understanding of using weighted design option evaluation criteria and of the importance of client or end-user feedback in selection of the option that best meets the need of the client/end-user.

High

Uses a range of communication methods to develop original and creative design options. Extensive use of explanatory annotations. The options are clearly presented and detailed and are viable responses to the needs and requirements of the client and/or end-user. The preferred option is clearly justified with reference to the design brief and specifications. The student shows very good understanding of using weighted design option evaluation criteria and the importance of client or end-user feedback in selection of the option that best meets the need of the client/end-user.

Medium

Uses a range of communication methods that show some creativity in the development of a range of design options. Some use of annotations. The options are well presented and show some connections to the brief and specifications. The preferred option is justified with some reference to the design option evaluation criteria and client or end-user feedback.

Low

Uses a limited range of communication methods in the development of the design options accompanied by limited annotations. The limited range of options shows some connections to the brief and specifications. Some justification for the selection of the preferred option is provided with limited reference to the design priorities from the design brief or client or end-user feedback.

Very Low

Uses a very limited range of communication methods in the development of a restricted range of design options. Design option/s shows little connection to the design brief and specifications. Provides limited justification for the preferred design option and little or no reference to the design brief or feedback from the client or end-user.

Criterion 4

Skill in preparing working drawings and a production work plan.

- Preparation of working drawings/patterns using appropriate conventions.

- Preparation of timelines and a sequence of steps necessary to complete the product.
- List of materials, tools, equipment, machines and processes required.
- Knowledge of relevant safety requirements.
- Reference to quality standards.

Very High

Appropriate working drawings/patterns and a detailed materials list that show advanced understanding of conventions are evident. Provides a clear, comprehensive and realistic production work plan of how the product is to be completed in the time available. The plan clearly shows detailed knowledge of the sequence of steps in production and demonstrates a broad and sound knowledge of risk assessment processes and the safe use of tools, equipment, machines and processes to produce the preferred design option. A clear explanation of quality control measures to ensure that standards of quality are met is evident.

High

Appropriate working drawings/patterns and a detailed materials list that show very good understanding of conventions are evident. Provides a realistic production work plan of how the product is to be completed in the time available. The plan clearly shows well-developed knowledge of the sequence of steps in production and demonstrates a detailed knowledge of risk assessment processes and the safe use of tools, equipment, machines and processes to produce the preferred design option. An explanation of quality control measures to ensure that standards of quality are met is evident.

Medium

Appropriate working drawings/patterns and a materials list that show good understanding of conventions are evident. Provides a realistic production work plan of how the product is to be completed in the time available. The plan shows well-developed knowledge of the sequence of steps in production and demonstrates a good knowledge of risk assessment processes and the safe use of tools, equipment, machines and processes to produce the preferred design option. Some explanation of quality control measures to ensure that standards of quality are met is evident.

Low

Limited working drawings/patterns and a materials list are evident. The production work plan broadly outlines the steps in the production sequence in the time available and demonstrates some knowledge of risk assessment processes and the safe use of materials, tools, equipment, machines and processes to implement the preferred design option. Little explanation of quality control measures to ensure that standards of quality are met is evident.

Very Low

Very limited working drawings/patterns and a materials list are evident. The production work plan includes very little detail of the steps in the production sequence and demonstrates limited knowledge of the safe use of the materials, tools, equipment, machines and processes to implement the preferred design option. Very little understanding of quality control measures is evident.

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

Criterion 5

Understanding of the characteristics and properties of the materials used.

- Evidence of research, trialling and testing of materials and processes.
- Selection of materials appropriate for the product.
- Selection of tools, equipment, machines and processes and safety issues appropriate to the materials.
- Understanding of health and safety issues related to the materials used.

Very High

Demonstrates a very high level of understanding of the characteristics and properties of the materials used and how the selected materials properties enhance the function and appeal of the product. Evidence of comprehensive material testing activities and conclusions drawn to determine the suitability is documented. Advanced knowledge of the selection of tools, equipment/machinery and safety issues related to production based on the materials properties and conventions of use. Understanding of health and safety issues related to the use of the selected materials is evident.

High

Demonstrates a high level of understanding of the characteristics and properties of the materials used and how the selected materials properties enhance the function and appeal of the product. Evidence of material testing activities and conclusions drawn to determine suitability is documented. Well-developed knowledge of the selection of tools and equipment/machinery and safety issues related to the production based on the materials properties and conventions of use. Understanding of health and safety issues related to the use of the selected materials is evident.

Medium

Demonstrates some understanding of the characteristics and properties of the materials used and how the selected materials properties enhance the function and appeal of the product. Evidence of some material testing activities and conclusions drawn to determine the suitability of materials is shown. Good knowledge of the selection of tools and equipment/machinery and safety issues related to the production based on the materials properties and conventions of use is evident. Some understanding of health and safety issues related to the use of the selected materials is evident.

Low

Demonstrates little understanding of the characteristics and properties of the materials used and how the selected materials properties enhance the function and appeal of the product. Little evidence of material testing activities and conclusions drawn to determine the suitability of materials is shown. Some knowledge of the selection of tools and equipment/machinery and safety issues related to the production based on the materials properties and conventions of use is evident. Limited understanding of health and safety issues related to the use of the selected materials is evident.

Very Low

Demonstrates limited understanding of the characteristics and/or properties of the materials used and the tools, equipment,

machines and processes selected to manipulate the materials. Very limited understanding of health and safety issues related to the use of the selected materials is evident.

The extent to which the **production work** and **accompanying documentation** demonstrate:

Criterion 6

Skill in the application of processes.

- Range of processes used.
- Degree of difficulty in the processes used.
- Ability to record progress and modifications.
- Efficient use of time during production.

Very High

Demonstrates a very high level of competence in the application of a wide range of processes, including processes with a high degree of difficulty. Advanced understanding of the relationship between the production sequence, processes and timelines is evident.

Clear, concise and regular recording of progress/modifications and deviations from the production plan is evident, with detailed, justified explanations for modifications provided.

High

Demonstrates a high level of competence in the application of a wide range of processes, including processes with a high degree of difficulty. Thorough understanding of the relationship between the production sequence, processes and timelines is evident.

Regular recording of progress/modifications and deviations from the production plan is evident, with quite detailed, justified explanations for modifications provided.

Medium

Demonstrates a good level of competence in the application of a range of processes, including processes with a high degree of difficulty. Reasonable understanding of the relationship between the production sequence, processes and timelines is evident.

Regular recording of progress/modifications and deviations from the production plan is evident, with some justified explanations for modifications provided.

Low

Demonstrates a basic level of competence in the application of a range of processes, including processes with a medium degree of difficulty. Some understanding of the relationship between the production sequence, processes and timelines is evident.

Some recording of progress/modifications and deviations from the production plan is evident, with little explanation of modifications provided.

Very Low

Demonstrates a very basic level of competence in the application of processes, including processes with a medium to low degree of difficulty. Little understanding of the relationship between the production sequence, processes and timelines is evident. Very brief irregular recording of progress/modifications and deviations from the production plan is evident.

Criterion 7

Skill in the use of tools, equipment and machines.

- Identification of hazards, risk assessment and control.
- Range of tools, equipment and machines used.
- Safety in the use of tools, equipment and machines used, some of which are complex.

Very High

Shows advanced understanding of the identification of hazards, risk assessment and control related to the use of tools and equipment during production.

Demonstrates advanced levels of skill/technical competence in the correct use and maintenance of tools and equipment/machinery used during the production work. Student demonstrates advanced understanding and skills in the safe use of a wide range of tools, equipment and machines. Student works in a safe and effective manner during all production activities.

High

Shows very good understanding of the identification of hazards, risk assessment and control related to the use of tools and equipment during production.

Demonstrates a very high level of skill/technical competence in the correct use and maintenance of tools and equipment/machinery used during the production work. Student demonstrates well developed understanding and skills in the safe use of a wide range of tools, equipment and machines. Student works in a safe and effective manner during all production activities.

Medium

Shows a good understanding of the identification of hazards, risk assessment and control related to the use of tools and equipment during production.

Demonstrates a good level of skill/technical competence in the correct use and maintenance of tools and equipment/machinery used during the production work. Student demonstrates well developed understanding and skills in the safe use of a range of tools, equipment and machines. Student usually works in a safe and effective manner during production activities.

Low

Shows some understanding of the identification of hazards, risk assessment and control related to the use of tools and equipment during production.

Demonstrates some skill/technical competence in the correct use and maintenance of tools and equipment/machinery used during the production work. Student demonstrates some understanding and skills in the safe use of a range of tools, equipment and machines. Student works in a safe manner during production activities.

Very Low

Shows little understanding of the identification of hazards, risk assessment and control related to the use of tools and equipment during production.

Demonstrates very basic skills/technical competence in the use of tools and equipment/machinery used during the production work. Student demonstrates little understanding and skills in the safe use of a range of tools, equipment and machines. Student works in a safe manner during production activities.

Criterion 8

Skill in completing the product to specified and accepted standards of quality.

- Comparison of product to the preferred option, production plan and recorded modifications.
- Quality of finish and presentation of the completed product.
- Product complies with accepted standards.

Very High

The product accurately reflects the preferred option, production plan and recorded modifications in all aspects. The completed product demonstrates a very high standard of finish/presentation and meets or exceeds accepted standards of quality as specified in the design brief and specifications.

High

The product reflects the preferred option, production plan and recorded modifications in all aspects. The completed product demonstrates a high standard of finish/presentation and meets accepted standards of quality as specified in the design brief and specifications.

Medium

The product reflects the preferred option, production plan and recorded modifications in most aspects. The completed product demonstrates a good standard of finish/presentation and mostly meets accepted standards of quality as specified in the design brief and specifications.

Low

The product reflects the preferred option, production plan and recorded modifications in some aspects. The completed product demonstrates a reasonable standard of finish/presentation. In some aspects the product meets accepted standards of quality.

Very Low

The product is of a poor standard of finish or incomplete. Little understanding of the relationship between the product and accepted standards or the stated quality is evident.

The extent to which **the evaluation report** and **the visual display**, or **the storyboard** or **multimedia presentation** demonstrate:

Criterion 9

Skill in evaluating and promoting the product.

- Use of client or end-user feedback and evidence from testing/checking to evaluate the suitability of the product.
- Use of established criteria to draw conclusions about how well the product meets the client/end user needs.
- Identification of areas for improvement.
- Production of a visual display, storyboard or multimedia presentation that promotes product features with consideration of the marketing mix.

Very High

Comprehensive and valid judgments made about the suitability of the product and the extent to which it meets the intended requirements using all the previously established criteria and a range of testing and checking methods. High level use of feedback from the client or an end-user to evaluate the product. Detailed recommendations provided for improvements in the product are provided. Clearly presents relevant features of

the product to appropriately promote it that shows advanced understanding of the marketing mix.

High

Valid judgments made about the suitability of the product and the extent to which it meets the intended requirements using all the previously established criteria and a range of testing and checking methods. Clear evidence of how feedback from the client or an end-user has been used in evaluating the product is evident. Areas for improvement in the product are explained. Clearly presents relevant features of the product to appropriately promote it and shows a well developed understanding of the marketing mix.

Medium

Previously established criteria and some testing methods are used to make judgments about the suitability of the product and the extent to which it meets the intended need. Some feedback from the client or an end-user has been used in evaluating the product. Some areas for improvement in the product are provided. Identifies and presents some features of the product that could be used to promote it. Some features of the product are identified in its promotion that shows some understanding of the marketing mix.

Low

Use of basic criteria and some testing methods to make judgments about the suitability of the product and the extent to which it meets the intended need. Little evidence of feedback from the client or an end-user has been used in evaluating the product. Some areas for improvement of the product are identified. The evaluation and presentation lacks detail in explaining how the features of the product are used to promote it, and shows a very basic understanding of the marketing mix.

Very Low

Very little use of criteria and testing methods to make judgments about the suitability of the product and the extent to which it meets the intended need. Very little or no feedback from the client or an end-user has been used in evaluating the product. Very little or no comment on further improvement of the product is made. Little understanding of how the features of the product are used in the promotion of the product. Very little understanding of product promotion is evident.

The extent to which the **evaluation report** demonstrates:

Criterion 10

Skill in evaluating the effectiveness and efficiency of the design and production activities.

- Effectiveness and efficiency of the production work plan.
- Use of the record of progress of production work and notes of modifications.
- Recommendations for improvement in the design and production activities.

Very High

Provides a comprehensive review of the efficiency of the design and production activities, including a thorough review of production work with reference to the record of progress of production work and notes of modifications. Makes insightful judgments and recommendations about the effectiveness and efficiency of the design and production activities.

High

Provides a detailed review of the design and production activities, including comment on the efficiency of the production plan and with reference to the record of progress of production work and notes of modifications. Makes valid judgments and recommendations about the effectiveness and efficiency of the design and production activities.

Medium

Provides a review of the design and production activities, including some comment on the efficiency of the production plan and with reference to the record of progress of production work and notes of modifications. Makes some judgments and recommendations about the effectiveness and efficiency of the design and production activities.

Low

Provides a limited review of the design and production activities, including limited comment on the efficiency of the production plan and with reference to the record of progress of production work and notes of modifications. Makes limited judgments/recommendations about the effectiveness and efficiency of the design and production activities.

Very Low

Provides a limited comment on the design and production activities, with little reference to the record of progress of production work and notes of modifications.

The School-assessed Task assessment sheets are to be used by teachers to allocate a grade.

Advice on the use of the Additional Teacher Comment sheet for Design and Technology

The Additional Teacher Comment sheet is published on page 42 of this supplement.

Teachers of Design and Technology are reminded that they should complete the 2007 Additional Teacher Comment sheet for each student. The main purpose of the Additional Teacher Comment sheet is to document skills and competencies that may not be clearly demonstrated in the student's final presentation.

Teachers should photocopy the Additional Teacher Comment sheet and make notes of observations of students during the production of the School-assessed Task. The Additional Teacher Comment sheet should not be filled in retrospectively, that is, following notification of visitation. The completed Additional Teacher Comment sheet should be attached securely to the student's work prior to visitation review. The sheet provides teachers with the opportunity to present written information to assist the reviewers to make an appropriate assessment.

As the production work for the School-assessed Task occurs over a period of time, the Additional Teacher Comment sheet can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the four criteria related to the production. The criteria related to the production work for Design and Technology are Criteria 5, 6, 7 and 8. These criteria relate to the key skills listed in the relevant production outcome in the study design.

The following information and questions are provided to assist teachers with the type of information they should include on the Additional Teacher Comment sheet. Teachers are not

expected to separately address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers should record.

In completing the Additional Teacher Comment sheet, teachers could comment on the following aspects that are drawn from the criteria and related dot points.

Criterion 5:

Understanding of the characteristics and properties of the materials used.

- Did the student undertake relevant research/trailing and testing of materials? (Research and trialling may have been undertaken but the student may not have provided documentation in the folio.)
- Did the student select suitable materials that are appropriate for the product? Some materials may not be visible or may not be documented by the student, such as glues, fastenings (nails, screws, appropriate threads).
- Did the student make selections of tools, equipment, machines and processes that are generally accepted as appropriate for use with the selected materials? (Reasons for this selection may not have been adequately documented in the folio, or may otherwise not be evident in the production work.)
- Did the student demonstrate practical understanding of health and safety issues related to the use of materials (e.g. through responses to teacher questions and observations)?

Criterion 6:

Skill in the application of processes.

- What processes were applied during the production of the product?
- Did the student skillfully and competently carry out a range of processes including some that were more complex or difficult?
- Did the student make efficient use of time during production of the product?

Processes include marking out (or laying out), cutting or separating material, preparing and constructing joins (e.g. welds, joints, seams), incorporating components or notions (e.g. hinges, castors, zips), joining major sections, decorating and embellishing (e.g. stenciling, printing, appliqué, etching, sandblasting, and hammering) and finishing processes, such as varnishing, trimming threads and so on. Only those processes not generally evident in the finished presentation need to be documented on the Additional Teacher Comment sheet. The teacher could also note the level of independence demonstrated by the student when applying the processes.

Criterion 7:

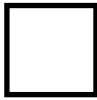
Skill in the use of tools, equipment and machines.

- Did the student use a range of tools, equipment and machines in the production of the product? The teacher could note major pieces of equipment used and if there was variation from what the student mentioned he/she planned to use in the production work plan.
- Did the student show an awareness of, and independently demonstrate safe working practices (consistent with risk management processes) when working with the tools and equipment? Did the student need to be reminded of appropriate safety practices?

Criterion 8:

Skill in completing the product to specified and accepted standards of quality.

- For aspects of the product that are not visible, how does it compare to the preferred option, production plan and/or recorded modifications?
- Is the product finished to the standard specified in the design brief (generally specified by the client or end-user)?



GRADE ALLOCATED
A+ TO E OR UG

Victorian Certificate of Education

Design and Technology Assessment Sheet

School-assessed Task: Design folio and production

2007

ADVICE TO TEACHERS
This assessment sheet will assist teachers to allocate a grade. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task according to the advice published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 44–50 of Supplement 2 to the February 2007 VCAA Bulletin VCE, VCAL and VET No. 45. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to arrive at a numerical summary using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (top right-hand corner).

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

	Very High	High	Med	Low	Very Low	Not Shown
CRITERIA FOR THE AWARD OF GRADES						
The extent to which the design folio demonstrates:						
1 skill in developing a client or end-user profile, developing a design brief and evaluation criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 skill in carrying out research and developmental work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 skill in developing creative and viable design options and justifying the preferred option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 skill in preparing working drawings and a production work plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which the design folio and the production work demonstrate:						
5 understanding of the characteristics and properties of the materials used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which the production work and accompanying documentation demonstrate:						
6 skill in the application of processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 skill in the use of tools, equipment and machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 skill in completing the product to specified and accepted standards of quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which the evaluation report and the visual display, or the storyboard or multimedia presentation demonstrate:						
9 skill in evaluating and promoting the product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which the evaluation report demonstrates:						
10 skill in evaluating the effectiveness and efficiency of the design and production activities	<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.

KEY TO GRADE ALLOCATION
A+ A B+ B C+ C D+ D E+ E
50–43 42–39 38–35 34–31 30–27 26–23 22–19 18–15 14–11 10–7

NUMERICAL SUMMARY

Review by visitation – school checklist

Design and Technology

School name: _____

- Study Record Form (from VASS) annotated appropriately
- Student Identification Sheets (from VASS) attached to work
- Any Lost, Stolen, Damaged Forms faxed to the VCAA before the review
- Any students with special arrangements for the School-assessed Task made known to the VCAA before the review
- Computer for reviewers checked to ensure it can access VASS
- Disk drive available for VASS computer
- All work present and arranged in student number order
- Additional Teacher Comment sheet present for all students

Design and Technology teacher/s: _____
(signature)

VCE coordinator: _____
(signature)

This form should be completed and given to the reviewers before marking begins.

VCE Food and Technology

Units 3 and 4

School-assessed Task

The School-assessed Task contributes 40 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a single score representing an assessment of the student's level of performance in achieving Outcome 3 in Unit 3 and Outcome 1 in Unit 4. The score must be based on the teacher's assessment of the student's performance according to the criteria published on pages 54–59. This assessment will be subject to review by a panel appointed by the VCAA.

The 2007 Food and Technology assessment sheet on page 60 is to be used by teachers to award a score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for School-assessed Tasks can be found in the *2007 VCE and VCAL Administrative Handbook*.

Unit 3

Food preparation, processing and food controls

Outcome 3

Develop a design plan folio that effectively satisfies the requirements of a design brief.

Nature of task

A design brief

and

Criteria for evaluation

and

A design plan

and

A production plan

Unit 4

Food product development and emerging trends

Outcome 1

Implement the design plan for a set of five to eight food items, and evaluate the outcome of the product against the requirements of the design brief developed in Outcome 3 Unit 3.

Nature of task

Production work accompanied by a pictorial and written record of progress and modifications

and

An evaluation report.

Scope of the Task

The components of the design plan folio should include:

- Design brief – that identifies a situation, need or occasion based on a context or scenario (for example, a theme or event) that gives rise to the need for a set of food items (the product) that includes specifications (constraints and considerations).

- Criteria for evaluation based on the information in the design brief. Criteria for evaluation should be written as questions.
- Design plan which includes ideas, notes, research (that includes acknowledgement of resources used), and diagrams as a response to the design brief.
- Documentation of choices and decisions made that relate to the selection and justification of the five to eight suitable food items and their appropriateness to meet the requirements of consumers identified in the design brief.
- Identification of two food items intended for comparison with similar commercial products.
- An overall timeline for completion of the design plan and individual food item production plans (or planning for individual production sessions) to produce the product.
- Outline of a range of preparation and processing techniques, including at least four complex processes to be used in the production work. These should include a selection of dry and wet methods of cooking and/or microwaving. At least three food preservation techniques are to be incorporated.
- Discussion of ingredients, techniques and choices of tools and equipment suitable for preparing and processing foods to meet the requirements of the design brief.
- Discussion of properties – sensory, chemical, physical and functional of the foods to meet specific needs of the consumer/s identified in the brief.
- Outline of food safety and hygiene requirements applicable to the development of the product.

The folio should include research into a situation that requires the development of a food product and the design brief. The design brief is not required to be within a specific word range. However, it should contain the necessary information that will allow the student to demonstrate key knowledge and skills related to Outcome 3. The teacher is required to sign and date the authentication record once the completed design brief is sighted.

The design brief, development of evaluation criteria, research, development of ideas and related planning should be completed and recorded prior to students commencing the production work in Unit 4.

A record of all decision-making processes should be documented throughout the folio.

Implementation of the design and production plan for the set of five to eight food items, and evaluation of the outcome of the production work against the requirements of the design brief developed in Outcome 3 Unit 3 includes:

- implementation of the product development process to produce a range of five to eight food items in response to the design brief developed as part of Unit 3 Outcome 3.
- application of appropriate food safety and hygiene practices to implement the plan.
- use of appropriate food preparation, processing and preserving techniques, including simple to more complex processes, to maximise the qualities of the food produced; at least four complex processes should be used in the production work, including a selection of microwaving and dry and wet methods of cooking.
- record of decisions made and reasons for any changes that are made to the design and production plan, including any changes to the set of food items, ingredients, methods, or selected tools, equipment or techniques, order of production activities and timing during the completion of the five to eight food items.

- evidence of production work in the form of photographs or text material.
- evaluation of two of the set of food items against similar products available commercially. This includes testing, making judgments, providing a written comparison, and a final conclusion.
- evaluation of the production work outcomes using previously developed criteria.
- evaluation of the effectiveness of the design and production plan in relation to planning, safety and hygiene practices and the efficiency of food preparation and food processing activities.

In planning for the School-assessed Task, it should be noted that a representative sample of three of the set of food items for each student should be retained, should visitation be required, after they are produced in Unit 4. These samples should comprise foods that have been preserved using a variety of preservation techniques.

Teachers must sight and monitor the development and documentation of the student's work on a regular basis. The Authentication Record for School-assessed Tasks should be used for monitoring students' work in progress for authentication purposes. This sheet must be available if requested by the VCAA. The Additional Teacher Comment sheet should be used to document skills and competencies; particularly those relating to the safe use of tools and equipment and safe and hygienic preparation and processing techniques. This is related to work completed which would be assessed by Criteria 4–7.

Assessment criteria

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

Criterion 1

Skill in developing a design brief and evaluation criteria.

- Ability to develop a design brief including specifications (considerations and constraints).
- Ability to develop relevant evaluation criteria.

Very High

Comprehensive, detailed, coherent and relevant information is provided in a very well-structured design brief with a clear and thorough description of the context or scenario. The considerations and constraints are very clearly written. A range of clearly expressed, relevant evaluation criteria reflect all the information contained in the design brief, including those drawn from the considerations and constraints are provided.

High

Thorough, relevant and coherent information is provided in a well-structured design brief with a clear description of the context or scenario. The considerations and constraints are very clearly written. A range of clearly expressed, relevant evaluation criteria reflect all the information contained in the design brief, including those drawn from the considerations and constraints are provided.

Medium

Relevant and coherent information is provided in a design brief with a clear description of the context or scenario. The considerations and constraints are clearly written. Relevant evaluation criteria that reflect most of the information contained in the design brief, including those drawn from the considerations and constraints are provided.

Low

Some relevant information is provided in a design brief that contains a limited description of the context or scenario. A limited range of considerations and constraints are included. A limited range of evaluation criteria, some of which relate to the information contained in the design brief, including those drawn from the considerations and constraints are provided.

Very low

Limited information is provided in a design brief. A very limited range of considerations and/or constraints are included. A very limited range of evaluation criteria, few that relate to the information contained in the design brief, including those drawn from the considerations and constraints are provided.

Note: Where little evidence of the brief exists students should be given a 'Very Low'. If a brief is not present, not written by the student or is written retrospectively, 'Not Shown' should be recorded for Criterion 1.

Criterion 2

Skill in developing a design plan in response to the design brief.

- Range of research relevant to the design brief.
- Development of ideas for possible food items in response to the design brief.
- Selection and justification of the decisions made for the set of food items (the product), including the identification of the two foods and their commercial equivalents for comparison.

Very High

Comprehensive range of relevant research that shows a link to the development and clarification of ideas in the selection of a set of food items (the product) that are relevant to the design brief. Informative and very detailed investigation of a wide range of possible ideas that could be used to creatively meet the needs or requirements outlined in the design brief. Thoughtful and considered decisions are demonstrated through the extensive use of annotations. Highly detailed documentation of thought processes related to their suitability within the design plan and clear identification of the two foods for comparison with similar commercial products.

High

Thorough range of relevant research that shows a link to the development and clarification of ideas in the selection of a set of food items (the product) that are relevant to the design brief. Detailed investigation of a range of possible ideas that could be used to creatively meet the needs or requirements outlined in the design brief. Thoughtful and considered decisions are demonstrated through the use of annotations. Detailed documentation of thought processes related to their suitability within the design plan and clear identification of the two foods for comparison with similar commercial products.

Medium

A range of mostly relevant research that shows a link to the development and clarification of ideas in the selection of a set of food items (the product) that have some relevance to the design brief. Some investigation of a range of possible ideas that could be used to creatively meet the needs or requirements outlined in the design brief. Some thought related to decision making is demonstrated through the use of annotations. Some documentation of thought processes related to their suitability

within the design plan and identification of the two foods for comparison with similar commercial products.

Low

A limited range of research that shows a limited link to the development and clarification of ideas in the selection of a set of food items (the product) that have limited relevance to the design brief. Some investigation of a limited range of possible ideas that could be used to meet the needs of the design brief. Limited thought related to decision making is demonstrated through the use of a few annotations. Limited documentation of thought processes related to their suitability within the design plan and identification the two foods for comparison with similar commercial products.

Very Low

Very limited research for a set of food items (the product) that has very limited relevance to the design brief. Very limited investigation of a very restricted range of ideas that could be used to meet the needs of the design brief. Very limited documentation of thought processes related to their suitability within the design plan and identification of one or neither of the two foods for comparison with similar commercial products.

Criterion 3

Skill in planning for implementation.

- Skill in developing an overall timeline and individual food item production plans (or individual production sessions) to produce each food item (the product).
- Knowledge and selection of the main ingredients, tools, equipment and processes required for the set of food items.
- Appropriate knowledge of hygiene and safety.

Very High

A very clear and realistic plan of how the product (set of items) is to be completed in the time available. The very detailed plan demonstrates a logical sequence of steps in the food preparation and the food processing activities. A comprehensive knowledge and thorough understanding of the role of the key food components and properties of the main ingredients in each food item. Very thorough discussion of the selection of the main tools, equipment and processes to be used together with the appropriate hygiene and safety considerations.

High

A clear and realistic plan of how the product (set of items) is to be completed in the time available. The detailed plan demonstrates a logical sequence of steps in the food preparation and the food processing activities. A thorough knowledge and understanding of the role of the key food components and properties of the main ingredients in each food item. Thorough discussion of the selection of the main tools, equipment and processes to be used together with the appropriate hygiene and safety considerations.

Medium

A realistic plan of how the product (set of items) is to be completed in the time available. The plan demonstrates a sequence of steps in the food preparation and the food processing activities. Demonstrates an adequate knowledge and understanding of the role of the key food components and properties of the main ingredients in each food item. Some discussion of the selection of the main tools, equipment and

processes to be used together with the appropriate hygiene and safety considerations.

Low

The plan broadly outlines how the product (set of items) is to be completed in the time available. The plan includes the major steps in the food preparation and the food processing activities. Demonstrates some knowledge and understanding of the role of some of the key food components and properties of the main ingredients in some of the food items that comprise the product. Limited discussion of the selection of some main tools, equipment and processes to be used together with the appropriate hygiene and safety considerations.

Very low

The plan broadly outlines how the product (set of items) is to be completed but little or no reference is made to a timeframe. The plan outlines a limited range of steps in the food preparation and the food processing activities. Demonstrates limited knowledge of the role of the one or two of the key food components and/or properties of a restricted range of main ingredients in some of the food items that comprise the product. Very limited discussion of the selection of a few tools, equipment and processes to be used together with the appropriate hygiene and safety considerations.

The extent to which **production work** and **documentation** demonstrate:

Criterion 4

Skill in the application of food preparation and food processing techniques.

- Safe and hygienic application of a range of food preparation and food processing techniques.
- Links theoretical understanding with practical application.

Very High

Demonstrates a very high level of skill in the safe and hygienic application of a wide range of food preparation and processing techniques in all components of each food item (the product). Makes informed judgments about the application of previously established hygiene and safety requirements in the design plan.

High

Demonstrates a high level of skill in the safe and hygienic application of a wide range of food preparation and processing techniques in all components of each food item (the product). Makes sound judgments about the application of previously established hygiene and safety requirements in the design plan.

Medium

Demonstrates an adequate level of skill in the safe and hygienic application of a wide range of food preparation and processing techniques in all components of each food item (the product). Makes some judgments about the application of previously established hygiene and safety requirements in the design plan.

Low

Demonstrates some skill in the safe and hygienic application of a range of food preparation and processing techniques. Makes limited judgments about the application of previously established hygiene and safety requirements in the design plan.

Very low

Demonstrates limited skill in the safe and hygienic application of a range of food preparation and processing techniques. Use of a limited range of food processing techniques. Little application of previously established hygiene and safety requirements in the design plan.

Criterion 5

Skill in the use of tools and equipment.

- Appropriate choice of tools and equipment.
- Application of a range of tools and equipment.
- Links theoretical understanding with practical application.

Very High

A highly skillful and appropriate use of relevant ingredients, techniques, processes and methods of presentation is demonstrated in the completed food items (the product). A very high and competent level of skill in the selection and correct and safe use of a wide range of tools and equipment. Thorough and relevant application of knowledge and decision making that consistently demonstrates links between theoretical and practical application of processing foods to meet the requirements of the design brief.

High

A skillful and appropriate use of relevant ingredients, techniques, processes and methods of presentation is demonstrated in the quality of the completed food items (the product). A competent level of skill in the selection and correct and safe use of a wide range of tools and equipment. Sound application of knowledge and decision making that demonstrates strong links between theoretical and practical application for processing foods to meet the requirements of the design brief.

Medium

Demonstrates good skills and the appropriate use of relevant ingredients, techniques, processes and methods of presentation in the quality of the completed food items (the product). A very good level of skill in the selection and correct and safe use of a wide range of tools and equipment. Relevant application of knowledge and decision making that demonstrates links between theoretical and practical application for processing foods to meet most of the requirements of the design brief.

Low

Demonstrates some skill and the appropriate use of relevant ingredients, techniques, processes and methods of presentation in the quality of the completed food items (the product). A satisfactory level of skill is shown in the correct and safe use of a limited range of tools and equipment. Some application of knowledge and decision making that demonstrates some links between theoretical and practical application for processing foods to meet some of the requirements of the design brief.

Very low

Demonstrates limited skill in the use of relevant ingredients, techniques, processes and methods of presentation of most of the completed food items (the product). Limited skill is shown in the correct and safe use of a limited range of tools and equipment. Little evidence of the links between theoretical and practical application for processing foods to meet a limited number of requirements of the design brief.

Criterion 6

Skill in implementing the plan.

- Extent to which the product reflects the plan.
- Reasons provided for alterations to the plan.
- Demonstrated organisation in the completion of five to eight food items.

Very High

The product accurately reflects planning for production of the five to eight food items in all aspects and provides an appropriate and creative solution in response to the design brief. Informative and detailed reasons have been provided to justify all changes (methods, techniques, ingredients, equipment, and timing). A very high level of organisation has been demonstrated throughout the completion of the five to eight food items.

High

The product accurately reflects planning for production of the five to eight food items in most aspects and demonstrates an appropriate and creative solution to the design brief. Informative and detailed reasons have been provided to justify most changes (methods, techniques, ingredients, equipment, and timing). A high level of organisation has been demonstrated throughout the completion of the five to eight food items.

Medium

The product fairly accurately reflects planning for production of the five to eight food items (the product) in most aspects and demonstrates an appropriate solution to the design brief. Reasons have been provided to justify some changes (methods, techniques, ingredients, equipment, and timing). A very good level of organisation has been demonstrated throughout the completion of the five to eight food items.

Low

The final product satisfactorily reflects planning for production of the five to eight food items in some aspects. Reasons have been provided to justify some changes (methods, techniques, ingredients, equipment, and timing). Some organisation has been demonstrated throughout the completion of the five to eight food items.

Very low

The final product bears little resemblance to the planning for the proposed five to eight food items. Limited reasons have been provided to justify some changes (methods, techniques, ingredients, equipment, and timing). A very limited level of organisation has been demonstrated throughout the completion of the five to eight food items.

Criterion 7

Skill in presenting a completed, quality food product.

- Extent to which the product reflects a creative solution.
- Degree of difficulty in the food preparation and food processing techniques used.
- Maximisation of the qualities of food in processing and production.
- Accuracy of planning and informed decision making that reflects the design and production plan.

Very High

The final product provides an innovative and highly creative solution to the design brief. Quality and presentation demonstrated in the completed food items is of a very high standard. Very comprehensive range of skills and techniques,

including simple to more complex was used to maximise the qualities of the food items produced. The design and production plan was implemented and completed, reflecting accurate planning and informed decision making during the previously established timeframe.

High

The final product provides an innovative and creative solution to the design brief. Quality and presentation demonstrated in the completed food items is of a high standard. Comprehensive range of skills and techniques, including simple to more complex were used to maximise the qualities of the food items produced. The design and production plan was implemented and completed, reflecting good planning and informed decision making during the previously established timeframe.

Medium

The final product provides a creative solution to the design brief. Quality and presentation demonstrated in the completed food items is of a very good standard. A wide range of skills and techniques, including simple to more complex was used to maximise the qualities of the food items produced. The design and production plan was implemented and completed, reflecting good planning and some informed decision making during the previously established timeframe.

Low

The final product shows limited creativity as a solution to the design brief. Quality and presentation demonstrated in the completed items of food is of a limited standard. A limited range of skills and techniques, including simple to more complex was used to maximise the qualities of the food items produced. The design and production plan was implemented in some respects, reflecting limited planning and decision making during the previously established timeframe.

Very low

The final product provides a very limited solution to the design brief. Quality and presentation demonstrated in the completed items of food is very limited. Few skills and techniques, most of which are simple, were used in the production of the food items. The design plan was implemented in a limited way with little or no reference to the previously established timeframe.

The extent to which the **evaluation report** demonstrates:

Criterion 8

Skill in evaluating the product and in making commercial comparisons.

- Skill in evaluating the product using previously developed criteria.
- Skill in evaluating and comparing two of the produced food items with similar commercial products.

Very High

Comprehensive and relevant information is used to effectively evaluate the finished product using all the previously established criteria. Very detailed reference made to the food items, which comprise the finished product. A very thorough analysis of the comparison of the previously selected two food items with similar commercial products. A clearly tabulated written comparison, demonstrating similarities and differences in sensory, physical and chemical properties. Thoughtful and considered decision making that are consistently relevant are

clearly and accurately expressed. Detailed conclusions have been drawn.

High

Thorough and relevant information is used to effectively evaluate the finished product using all the previously established criteria. Detailed reference is made to the food items, which comprise the finished product. Thorough analysis of the comparison of the previously selected two produced food items with similar commercial products. A clearly tabulated written comparison, demonstrating similarities and differences in sensory, physical and chemical properties. Well-developed decision making that is relevant and clearly expressed. Accurate conclusions have been drawn.

Medium

Well-developed and relevant information is used to effectively evaluate the finished product using all the previously established criteria. Detailed reference is made to the food items, which comprise the finished product. Well-developed analysis of the previously selected two produced food items compared to two similar commercial products. A clearly written comparison, tabulating similarities and differences in sensory, physical and chemical properties. Some decisions that are relevant have been made and conclusions have been drawn.

Low

Some information is used to evaluate the finished product using some of the previously established criteria. Little reference is made to the food items, which comprise the finished product. A written comparison of the previously selected two produced food items with similar commercial products evaluates similarities and differences in terms of sensory, physical and chemical properties. Some decisions that are relevant have been made and limited conclusions have been drawn.

Very low

Limited information is used to evaluate the finished product using some of the previously established criteria. Little or no reference is made to the food items, which comprise the finished product. A comparison of one or two commercial products with similar food item/s the student produced is made. A very brief comparison of sensory and/or physical and/or chemical properties is made.

Criterion 9

Evaluation of the effectiveness of the planning and production activities.

- Effectiveness of planning.
- Efficiency of production activities undertaken.
- Safety and hygiene practices.
- Suitability of tools, equipment and processes.

Very High

Comprehensive review of the effectiveness of the design and production plan and the efficiency of food preparation and food processing activities, including safety and hygiene practices. A critical and insightful analysis of the effectiveness of the earlier planning, making relevant judgments about the suitability of the product and the extent to which it matches the design and production plan. Thorough discussion about the selection and use of tools, equipment and processes used throughout the production activities.

High

Provides a detailed review of the efficiency of the design and production plan and the efficiency of food preparation and food processing activities, including safety and hygiene practices. A well developed analysis of the effectiveness of the earlier planning, making relevant judgments about the suitability of the product and the extent to which it matches the design and production plan. Detailed discussion about the selection and use of tools, equipment and processes used throughout the production activities.

Medium

Provides a well-developed review of the efficiency of the design and production plan and the efficiency of food preparation and food processing activities, including safety and hygiene practices. An analysis of the effectiveness of the earlier planning, making judgments about the suitability of the product and the extent to which it matches the design and production plan. Some discussion about the selection and use of tools, equipment and processes used throughout the production activities.

Low

Provides a satisfactory review of the efficiency of the design and production plan, food preparation and food processing activities, including safety and hygiene practices. A limited description of the effectiveness of the earlier planning and the suitability of the product. Limited discussion about the selection and use of tools, equipment and processes used throughout the production activities.

Very low

Provides a limited review of the efficiency of the design and production plan, food preparation and food processing activities. A very limited description of the earlier planning, and few or no judgments made about the suitability of the product and the extent to which it matches the design and production plan. Very limited discussion about the selection and use of tools, equipment and processes used throughout the production activities.

Advice for the use of the Additional Teacher Comment sheet for Food and Technology

The Additional Teacher Comment sheet is published on page 42 of this supplement. Teachers of Food and Technology are reminded that they should complete for each student a 2007 Additional Teacher Comment sheet. The main purpose of the Additional Teacher Comment sheet is to document skills and competencies that may not be clearly demonstrated in the student's final presentation.

As a representative sample of a minimum of three of the set of products for each student is to be preserved and available should visitation occur, the use of the Additional Teacher Comment sheet assists School-assessed Task reviewers to make judgments in assessing the unpreserved components of the product.

Teachers should photocopy the Additional Teacher Comment sheet and make notes of observations of students **during** the production of the School-assessed Task. The Additional Teacher Comment sheet should not be filled in retrospectively, that is, following notification of visitation. The completed Additional Teacher Comment Sheet should be attached securely to the student's work prior to visitation

review. The sheet allows teachers to supply reviewers with written information to assist the reviewers to make a fair assessment.

As the production work for the School-assessed Task is produced over a period of time, the Additional Teacher Comment sheet can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the four criteria related to the production. The sheet should be used to document skills and competencies; particularly those relating to the safe use of tools and equipment and safe and hygienic preparation and processing techniques. This relates to work completed which would be assessed by Criteria 4–7. In addition, these criteria relate to the key skills in Unit 4 Outcome 1.

The following information and questions are provided to assist teachers with the type of information they should include on the Additional Teacher Comment sheet. Teachers are not expected to address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers should record.

Teachers could comment on the following aspects that are drawn from the assessment criteria and the related dot points. Comment could be made on the following:

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

The following questions for each criterion could guide teacher comments:

Criterion 4:

Skill in the application of food preparation and food processing techniques.

- Did the student safely and hygienic apply a range of food preparation and food processing techniques? (Did the teacher need to remind the student of correct safe and hygienic practices?)
- Were a range of food preparation and food processing techniques (some of which were complex and of a high degree of difficulty) undertaken by the student?

Criterion 5: Skill in the use of tools and equipment.

- What level of skill did the student demonstrate in the application of a range of tools and equipment?
- Did the student select tools, equipment and processes that were appropriate to the ingredients?
- In observing finished and in-production food items is it evident that the student can use the tools and equipment accurately, skillfully and competently?
- Has the student been able to achieve a high quality and presentation in the completed food items that reflects the skilful use of tools and equipment?
- The teacher could also note how much prior experience the student has had in using tools and equipment.

Criterion 6:

Skill in implementing the plan.

- Does the completed product (set of food items) resemble what was proposed in earlier planning?
- Have the changes and the reasons for these changes (with justification/s) been documented? For example, did the student actually undertake the processes defined in the plan? Consider changes made to individual food items,

selection of tools and equipment and processes, the overall timeline and individual food item production plans. This criterion requires a comparison of what was intended with the actual product (set of food items) and related production activities, because the product is completed over a period of time.

Criterion 7:

Skill in presenting a completed, quality food product

- Do the unpreserved food items demonstrate creativity and a high level of presentation?
- Do the unpreserved food items demonstrate the ability to maximise the qualities of the food?



GRADE ALLOCATED
A+ TO E OR UG

Victorian Certificate of Education

Food and Technology Assessment Sheet

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

2007

ADVICE TO TEACHERS

This assessment sheet will assist teachers to allocate a grade. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task according to the advice published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 54–59 of Supplement 2 to the February 2007 VCAA Bulletin VCE, VCAL and VET No. 45. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to arrive at a numerical summary using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (top right-hand corner).

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

CRITERIA FOR THE AWARD OF GRADES

The extent to which the design plan folio demonstrates:

- skill in developing a design brief and evaluation criteria
- skills in developing a design plan in response to the design brief
- skill in planning for implementation

The extent to which the production work and documentation demonstrates:

- skill in the application of food preparation and food processing techniques
- skill in the use of tools and equipment
- skill in implementing the plan
- skill in presenting a completed quality food product

The extent to which the evaluation report demonstrates

- skill in evaluating the product and in making commercial comparisons
- evaluation of the effectiveness of the planning and production activities

	Very High	High	Med	Low	Very Low	Not Shown
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NUMERICAL SUMMARY



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.

KEY TO GRADE ALLOCATION

A+ 45–58 A 37–33 B 32–30 C 29–27 C+ 26–24 D 22–21 D+ 20–18 E 17–15 E+ 14–12

Review by visitation – school checklist

Food and Technology

School name: _____

- Study Record Form (from VASS) annotated appropriately
- Student Identification Sheets (from VASS) attached to work
- Any Lost, Stolen, Damaged Forms faxed to the VCAA before the review
- Any students with special arrangements for the School-assessed Task made known to the VCAA before the review
- Computer for reviewers checked to ensure it can access VASS
- Disk drive available for VASS computer
- All work present and arranged in student number order
- Each student's three samples clearly identified with student number
- Additional Teacher Comment sheet present for all students

Food and Technology teacher/s: _____
(signature)

VCE coordinator: _____
(signature)

This form should be completed and given to the reviewers before marking begins.

Systems Engineering

Please note that Systems Engineering replaces Systems and Technology. The accreditation period for Units 1–4 commences 1 January 2007 for this study.

Units 3 and 4

School-assessed Task

The School-assessed Task contributes 50 per cent to the Study Score and is **commenced in Unit 3 and completed in Unit 4. Components of the task relate to Unit 3 Outcome 2 and Unit 4 Outcome 2.**

For this assessment, teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a grade representing an assessment of the student's level of performance in achieving Outcome 2 in Unit 3 and Outcome 2 in Unit 4. The grade must be based on the teacher's assessment of the student's performance according to the criteria published on pages 63–66. This assessment will be subject to review by a panel appointed by the Authority.

The 2007 Systems Engineering assessment sheet on page 67 is to be used by teachers to award a score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

Details of authentication requirements and administrative arrangements for the School-assessed Task can be found in the *2007 VCE and VCAL Administrative Handbook*.

Unit 3: Systems engineering and energy

Outcome 2

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

Nature of task

A record of design, planning and production
and
Production work

Unit 4: Integrated and controlled systems engineering

Outcome 2

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

Nature of task

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

Scope of task

The record of design, planning and production should include:

- a design brief (student or teacher generated).

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

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

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

In Unit 4, the evaluation report should be based on the previously developed criteria. The report will include references to the results of at least one diagnostic test carried out to assess the functioning and performance of the integrated system with a control device.

When undertaking diagnostic procedures students need to document (using appropriate technical language):

- the purpose of the test
- procedural steps to perform the test including the equipment used
- expected results
- actual results of the test in quantified (numerical) form
- explanation of the results.

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

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

The Additional Teacher Comment sheet on page 42 of this supplement should be used to document skills and competencies; particularly those relating to the safe use of tools, equipment and machines and construction methods that may not be clearly demonstrated in the student's final presentation.

Assessment criteria

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

Criterion 1

Skill in developing a design plan for an integrated system.

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

Very high

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

High

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

Medium

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

Low

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

Very low

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

Criterion 2

Skill in preparing the production plan.

- Sequence of steps needed to complete the product in the available time.
- Knowledge of relevant Australian Standards, the components, tools, equipment, machines, materials and processes required to make the integrated system.

- Ability to prepare a materials and components list (including their sources and costs) required to produce the system.
- Ability to assess and document safety risks associated with the production task.

Very high

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

High

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

Medium

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

Low

The plan outlines the steps in the production sequence and a limited list of required materials/components and demonstrates some knowledge of the components, tools, equipment, machines and processes (including some reference to proposed diagnostic testing) to be used. Some safety hazards and controls are identified.

Very low

The plan broadly outlines some steps in the production sequence and demonstrates limited knowledge of some of the components, tools, equipment, machines and processes to be used. Little or no evidence of identification of safety hazards and controls.

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

Criterion 3

Skill in the application of processes in producing an integrated system.

- Range of processes used.
- Degree of difficulty in the processes used.
- Ability to record progress and modifications.
- Efficient use of time during production

Very high

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

High

Demonstrates a high level of skill in the safe application of a wide range of processes, including some with a high degree of difficulty. Thorough understanding of the relationship between the production sequence, processes and time lines is evident. Regular recording of progress/modifications and deviations from the production plan is evident.

Medium

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

Low

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

Very low

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

Criterion 4

Skill in the use of tools, equipment and machines.

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

Very high

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

High

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

Medium

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

Low

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

Very low

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

Criterion 5

Skill in realising the plan.

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

In assessing this criterion, the teacher should consider the student's project management skills and production outcomes in terms of:

- intended function or purpose
- steps or sequence required to produce the product as outlined in the production plan
- intended range of processes used
- intended range of tools, equipment and machines used
- major components/elements and materials used
- degree of accuracy and precision
- operational status of the product
- method/s of testing the system
- method of 'finishing' or presenting the product.

Very high

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

High

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

Medium

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

Low

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

Very low

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

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

Criterion 6

Understanding of appropriate diagnostic test procedures.

- Planning of the tests.
- Skill in carrying out the tests.
- Accessing and using related technical information.

Very high

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

High

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

Medium

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

Low

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

Very low

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

Criterion 7

Analysis of data gained from diagnostic testing.

- Specification of test data in quantified (numerical) form.
- Explanation of the actual results versus the expected results.
- Accurate use of technical information and appropriate technical language to explain results.

Very high

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

High

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

Medium

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

Low

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

Very low

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

The extent to which the **evaluation report** demonstrates:

Criterion 8

Evaluation of the processes, work practices and the product.

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

Very high

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

High

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

Medium

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

Low

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

Very low

A valid comment is made about the effectiveness and efficiency of the design and production activities. Limited or no mention of the difficulties encountered and how these were addressed. Some comment about the suitability of the product and with very limited or no reference to the established criteria for evaluation. Very limited or no description for area/s of improvement.

Advice on the use of the Additional Teacher Comment sheet for Systems Engineering

The Additional Teacher Comment sheet is published on page 42 of this supplement. Teachers of Systems Engineering are reminded that they should complete the 2007 Additional Teacher Comment sheet for each student. The main purpose of the Additional Teacher Comment sheet is to document skills and competencies that may not be clearly demonstrated in the student's final presentation.

Teachers should photocopy the Additional Teacher Comment sheet and make notes of observations of students **during** the production of the School-assessed Task. The Additional Teacher Comment sheet should not be filled in retrospectively, that is, following notification of visitation.

The completed Additional Teacher Comment sheet should be attached securely to the student's work prior to visitation review. The sheet provides teachers with the opportunity to present written information to assist the reviewers to make an appropriate assessment.

As the production work for the School-assessed Task occurs over a period of time, the Additional Teacher Comment sheet can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the four criteria related to the production. The criteria related to the production work are Criteria 3, 4, 5 and 6. In addition, these criteria relate to the key skills listed in the production outcome in the study design.

The following information and questions are provided to assist teachers with the type of information they should include on the Additional Teacher Comment sheet. Teachers are not expected to separately address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers should record.

In completing the Additional Teacher Comment sheet, teachers could comment on the following aspects that are drawn from the Criteria 3–6 and related dot points:

Criterion 3:

Skill in the application of processes in producing an integrated system.

- Did the student safely carry out a range of processes (some of which were advanced, difficult or complex) in the production of the product? (Processes which are not evident in the record of design, planning and production or the production work could be noted.)
- The teacher could also note the level of independence demonstrated by the student when applying the processes.

Criterion 4:

Skill in the use of tools, equipment and machines.

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

Criterion 5:

Skill in realising the plan.

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

Criterion 6:

Understanding of appropriate diagnostic test procedures.

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

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

ADVICE TO TEACHERS

This assessment sheet will assist teachers to allocate a grade. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task according to the advice published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 63–66 of Supplement 2 to the February 2007 VCAA Bulletin VCE, VCAL and VET No. 45. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to arrive at a numerical summary using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (top right-hand corner).

STUDENT NUMBER	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ASSESSING SCHOOL NUMBER	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

CRITERIA FOR THE AWARD OF GRADES

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

- skill in developing a design plan for an integrated system
- skill in preparing the production plan

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

- skill in the application of processes in producing an integrated system
- skill in the use of tools, equipment and machines
- skill in realising the plan

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

- understanding of appropriate diagnostic test procedures
- analysis of data gained from diagnostic testing

The extent to which the evaluation report demonstrates:

- evaluation of the processes, work practices and the product

	Very High	High	Med	Low	Very Low	Not Shown
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<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.

KEY TO GRADE ALLOCATION

A+ 34–31 30–28 27–25 24–22 21–19 18–16 15–13 12–10 9–7
 A B+ B C+ C D+ D E+ E

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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NUMERICAL SUMMARY

Review by visitation – school checklist

Systems Engineering

School name: _____

- Study Record Form (from VASS) annotated appropriately
- Student Identification Sheets (from VASS) attached to work
- Any Lost, Stolen, Damaged Forms faxed to the VCAA before the review
- Any students with special arrangements for the School-assessed Task made known to the VCAA before the review
- Computer for reviewers checked to ensure it can access VASS
- Disk drive available for VASS computer
- All work present and arranged in student number order
- Additional Teacher Comment sheet present for all students

Systems Engineering teacher/s: _____
(signature)

VCE coordinator: _____
(signature)

This form should be completed and given to the reviewers before marking begins.