

Supplement 1

2011 Administrative advice for school-based assessment

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

- *VCE and VCAL Administrative Handbook 2011*: Sections 7 and 8 and Sections 10 and 13
- *VCAA Bulletins* and Notices to Schools
- VCE Assessment Handbooks
- *VCE Assessment Reports* (available on VCAA website only)
- *VASS Guidelines to Data Entry of School Assessments* booklet (download in VASS)
- 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
 - Teacher Additional Comment sheet (Technology studies)
- Application for Reviewer: School assessment – Coursework and School-assessed Tasks now available online at: www.ssms.vic.edu.au
- Assessment (criteria) sheets for the School-assessed Tasks

Visitation studies

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Section A

General information on school-based assessment

Timelines

The following is an overview of school-based assessment activities for most studies:

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

A 2010 VCAA review of procedures for monitoring VCE school-based assessment identified a number of possible improvements in the conduct of coursework audit, including more effective evidence collection and more timely feedback to schools. In line with the review findings, a revised coursework audit program will be piloted for Food and Technology (FY03) and Physical Education (PE03) in 2011. Evaluation will include feedback from providers before broader implementation. Further information about the new approach to coursework audit will be provided through a Notice to Schools in February 2011 and in the VCE School Leaders' Briefings, also scheduled for February.

The existing audit program will continue substantially unchanged for all other studies except for the method of submitting audit material and the submission dates. Providers selected for audit must submit material electronically to the VCAA as one PDF file for each study. Each PDF file should be named using the following file convention:

Study code and unit_VCAA school number (five digits), for example, English Unit 3 for VCAA school number 00000 you would name the PDF file EN013_00000. The audit material must include a completed audit coversheet, available on the VCAA website, as part of the PDF.

The new submission date for Unit 3 audit material (other than Food and Technology and Physical Education) is **Friday 17 June**.

If you are unsure of your school number, please contact Susan Meadows at the VCAA on (03) 9225 2214 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 2011*, pp 113–120 and the Authentication Record pro forma provided in Appendix 9 (page 217). 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.

If there is significant unsupervised work contributing directly to the assessment coursework this is subject to authentication.

Management of entry of school-based assessments into VASS

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

SIAR 1	School-assessed Task (Studio Arts only)	Wednesday 22 June
SIAR 2	Unit 3 coursework	Thursday 4 August
SIAR 3	School-assessed Tasks	Monday 17 October
SIAR 4	Unit 4 coursework	Monday 14 November

Reference can be made to the *2011 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-based assessment

The *VCE and VCAL Administrative Handbook 2011* provides general information on the VCE (it is also available on the VCAA website: www.vcaa.vic.edu.au/schooladmin/handbook/handbook.html). Curriculum requirements and information for specific studies are located in the mandated study designs.

The following table lists documents that should be accessed in addition to the study design:

Advice/materials	Description
Curriculum requirements	Study Design
Assessment advice for School-assessed Coursework	Current Assessment 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, DT03, FY03, ME03, SA03, SE03 and VC03.
VCE Assessment Reports Reporting on the 2010 Assessment program	Reports produced for: – Mid-year and End-of-year Examinations – School-assessed Tasks – School-assessed Coursework (for studies in the first year of implementation) The reports are made available on the VCAA website: www.vcaa.vic.edu.au/vce/studies/index.html

Important information for 2011

Please note that all assessment 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 school assessment related issues 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) 9225 2214 school.assessment.vcaa@edumail.vic.gov.au	(03) 9225 2229
<ul style="list-style-type: none"> • Study design content • Designing School-assessed Coursework • Clarification of School-assessed Task (content) 	Curriculum Division	(03) 9651 4489 curriculum.vcaa@edumail.vic.gov.au	(03) 9651 4324
<ul style="list-style-type: none"> • Special Provision 	Assessment Operations	(03) 9225 2219 or 1800 205 455 vcaa.special.provision@edumail.vic.gov.au	(03) 9225 2234

<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 or 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 or vass.support@edumail.vic.gov.au	(03) 9651 4551

Procedures for school-based 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
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 217 of the *VCE and VCAL Administrative Handbook 2011*). 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 215 of the *VCE and VCAL Administrative Handbook 2011* must be sent immediately to Susan Meadows by fax (03) 9225 2229 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 are 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 Friday 24 June.

The closing date for entry of visitation dates for SIAR 3 on VASS is Friday 16 September.

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 will default to 'non-specified' if a code is not entered. 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 **may 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 Report on Lost/Stolen/Damaged School-assessed Tasks form (*VCE and VCAL Administrative Handbook 2011* page 215) is faxed to the VCAA on (03) 9225 2229 **prior** to the reviewers' visit
- a computer is available that can access VASS
- they sign the 'Acknowledgement 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 school's 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.
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 permitted 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 2011: Section 10.5, pages 117–119*.

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. Authentication records should be made available to the VCAA upon request.

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) 9225 2214. 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, e.g. 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 that can access VASS.
- School representatives must not disturb reviewers involved in the assessment of student work on the day of review.

State reviewers and VCAA Curriculum Managers may accompany or visit reviewers at 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 1

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 *the current* assessment criteria and assessment sheet also included in this supplement
- schools submit Task 1 assessments in SIAR 1 (due to the VCAA by 22 June)
- the VCAA identifies schools to be reviewed using GAT comparisons and other statistical methods, including frequency of review
- 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 18 July)
- schools complete Review by visitation checklist prior to the arrival of reviewers at school
- the visitation review takes place during the period 25–29 July, if required 1 and 2 August may also be used.

Important visitation dates – SIAR 1

Wednesday 22 June	Final day the school's initial assessments for SIAR 1 can be reported to the VCAA via VASS.
Monday 18 July	Schools are able to check via VASS if Studio Arts is to be reviewed by visitation SCHOOL PROGRAM → VCE → Visitation → Visitation Report .
Wednesday 20 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 25 July – Friday 29 July (Monday and Tuesday 1 and 2 August will be held in reserve)	Review of School-assessed Task 1 by visitation.
Monday 8 August	Studio Arts grades available to schools. Studio Arts School-assessed Task 1 may be returned to students
Monday 8 August	If teachers wish to obtain further feedback about the visitation review at their school, they are invited to ring Susan Meadows on (03) 9225 2214 to book a 15-minute consultation from Tuesday 9 August to discuss the review at their school. Bookings must be made for this process prior to the release of results.

Students undertake and complete School-assessed Task 2; schools retain all associated work:

- teachers assess Task 2 as prescribed using the relevant 2011 Assessment advice included in this supplement
- Schools submit Task 2 assessments with SIAR 3 (due at the VCAA by 17 October)
- the VCAA identifies schools to be reviewed using GAT comparisons and other statistical methods including when the school was last reviewed
- 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 24 October, date of review available 26 October)
- schools complete Review by visitation checklist prior to the arrival of reviewers at school
- the visitation review takes place during the period 31 October – 8 November. If required 9 and 10 November may also be used.

SIAR 3 School-assessed Tasks in Technology and the Arts

Important Visitation Dates SIAR 3

Monday 17 October	Final day the school's initial assessments for SIAR 3 can be reported to the VCAA via VASS.
Monday 24 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 26 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 31 October – Tuesday 8 November (Wednesday 9 and Thursday 10 November will be held in reserve)	Review of School-assessed Task in Technology and the Arts by visitation.
Friday 4 November	Earliest day School-assessed Tasks may be returned to students.
Friday 4 November	If teachers wish to obtain further feedback about the visitation review at their school, they are invited to ring Susan Meadows on (03) 9225 2214 to book a 15 minute consultation on Thursday 22 December to discuss the review at their school. Bookings must be made for this process prior to the release of results.
Friday 16 December	Final results available to schools.

Technology studies

Teacher comment sheet

Technology teachers are reminded that they should complete the Teacher Additional 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 3, 4, 5, 6 and 7.
- SE03 Systems Engineering – use to describe the extent to which the production work and diagnostic test procedures demonstrate the qualities associated with Criteria 3, 4, 5 and 6.

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 on their availability form any clash of dates for consideration by the VCAA.

Release of student work

Monday 8 August is the earliest date from which School-assessed Task 1 for Studio Arts can be returned to students. To assist schools with their end of year planning, Friday 4 November is the earliest date from which School-assessed Tasks in SIAR 3 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) 9225 2214 or email: meadows.susan.s@edumail.vic.gov.au

Information Sessions for School-assessed Tasks

The VCAA will be conducting information sessions for teachers of VCE studies that include School-assessed Tasks in Melbourne on **Saturdays and Sundays in March**. There will be up to a full day session for each study with a School-assessed Task component (Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems Engineering, Visual Communication and Design).

Invitations are extended to teachers of School-assessed Tasks to attend these sessions. It would be of particular benefit if teachers from recently reviewed schools were able to attend.

The day will focus on what happens during the review of School-assessed Tasks, including both the administrative aspects of visitation review and the application of the assessment criteria and descriptors. State and assistant state reviewers will lead the discussion on the day.

Depending on the number of participants and the volume of work available to mark, it is hoped there will be a practical component to the day. Teachers are encouraged to bring a folio they think would be suitable for marking.

Participants will need to bring their own lunch; there will be an hour's break in the middle of the day. There will be tea and coffee facilities at the venue.

Teachers attending these days will be able to declare their attendance to the Victorian Institute of Teaching (VIT) as part of their annual professional learning requirements. A PASS code will be available for teachers on the day. Registration should be completed online through Trumba. Further details and access to Trumba registration are available in a Notice to Schools sent in week one of Term 1 2011.

For further information, please contact **Susan Meadows on (03) 9225 2214**.

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 score representing an assessment of the student's level of performance for Outcome 2 in Unit 3 and Outcome 2 in Unit 4. The total score must be based on the teacher's assessment of the student's performance according to the criteria on pages 11–14. This assessment will be subject to review by a panel appointed by the VCAA.

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

The sole basis for the assessment of School-assessed Tasks is the set of criteria for the award of grades and is to be used by teachers to award a total score. The assessment sheet on page 15 is to be used by teachers to award a total score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

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

- Unit 3 Outcome 2
- Unit 4 Outcome 2.

Unit 3

Investigation and interpretation through artmaking

Outcome 2

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

Nature of task

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

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

Scope of task

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

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

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

Students should:

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

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

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

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

The refinement of ideas leading to at least one finished artwork might occur through:

- trialling and refining techniques and processes
- progressive resolution of ideas and skills

- progressive annotation and evaluation of explorations and investigations
- realisation of defined objectives, experiments, explorations and concepts
- appropriate technical skill to complete at least one finished artwork by the end of Unit 3.

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

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

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

Teachers need to be aware that:

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

Unit 4

Realisation and resolution

Outcome 2

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

The nature of the task

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

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

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

Scope of the task

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

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

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

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

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

The investigations and personal explorations of Unit 3 may be continued in Unit 4 or new directions may be undertaken having evolved from the previous investigations in Unit 3.

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

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

Students should:

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

The realisation and resolution of student's thinking and working practices in the refinement of ideas and concepts must be effectively communicated and documented with visual and written material. This may include:

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

Teachers need to be aware that:

- They must sight and monitor the development and documentation of the student's thinking and working practices throughout the unit to authenticate the work as the student's own.

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

Assessment criteria

The extent to which the Folio demonstrates:

Criterion 1

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

Very High

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

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

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

High

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

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

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

Medium

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

Effective investigation of selected art form/s and/or media, relevant to the student's intentions. Provides evidence of the development of concepts, directions and skills.

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

Low

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

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

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

Very Low

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

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

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

Criterion 2

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

Very High

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

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

High

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

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

Medium

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

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

Low

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

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

Very Low

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

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

Criterion 3

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

Very High

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

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

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

High

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

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

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

Medium

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

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

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

Low

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

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

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

Very Low

Very limited evidence of exploration and investigation of selected art form/s and/or media, with some relevance to the student's intentions.

Evidence of some experimentation in the application of materials and techniques.

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

Criterion 4

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

Very High

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

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

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

High

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

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

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

Medium

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

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

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

Low

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

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

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

Very Low

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

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

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

Criterion 5

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

Very High

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

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

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

High

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

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

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

Medium

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

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

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

Low

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

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

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

Very Low

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

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

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

Criterion 6

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

Very High

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

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

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

High

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

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

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

Medium

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

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

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

Low

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

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

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

Very Low

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

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

Finished artworks demonstrate a very limited level of technical skills.

Victorian Certificate of Education Art Assessment Sheet School-assessed Task: Body of work

ADVICE TO TEACHERS

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 11–14 of Supplement 1 to the February 2011 *VCAA Bulletin VCE, VCAL and VET No. 86*. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (bottom right-hand corner).

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

CRITERIA FOR THE AWARD OF GRADES	The extent to which the Folio demonstrates:	Very High (5)					High (4)		Med (3)		Low (2)		Very Low (1)		Not Shown (0)	
		<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	exploration of personal ideas through a conceptual and practical investigation in artmaking	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	the progressive development and refinement of ideas and concepts demonstrated in the body of work	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	exploration, investigation and experimentation of materials, techniques, processes and artforms in the development of related technical skills	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	understanding, application and manipulation of visual language and formal qualities in artmaking	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	reflective annotation and documentation of working practices that uses art language and selected Analytical Frameworks	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	resolution of ideas, directions and/or personal concepts in a body of work that includes at least two finished artworks	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUBTOTALS

TOTAL SCORE

PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS
You may wish to comment on aspects of the student's work that led to your assessment of Very High, High, Medium, Low, Very Low or Not Shown for specific criteria.

KEY TO GRADE ALLOCATION

A+	A	B+	B	C+	C	D+	D	E+	E	UG
30–26	25–23	22–21	20–19	18–17	16–14	13–12	11–10	9–8	7–6	5–0

UNCONFIRMED TEACHER GRADE

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

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
- All teacher assessment sheets removed from student work
- 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
- Completed authentication sheets included for each student

Art teacher/s: _____
(signature)

VCE coordinator: _____
(signature)

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 score representing an assessment of the student's level of performance in achieving Outcomes 2 and 3 in Unit 3 and Outcome 1 in Unit 4. The total score must be based on the teacher's assessment of the student's performance according to the criteria on pages 19–22. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 assessment sheet on page 23 is to be used by teachers to award a total score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

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

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

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

Unit 3

Media Production Skills

Outcome 2

Use a range of technical equipment, applications and media processes 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.

Students will not undertake a complete production. The exercises should be designed to allow students to demonstrate Area of Study 2 knowledge and skills.

Production exercises **should include**:

- Exploration/s of production design 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 should be clearly differentiated from each other. Each exercise should include the following documentation which contributes to the assessment of this outcome. 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.

1. Intention

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. Specifications

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 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. Realisation

An explanation of how the completed exercise realises the stated intention/s of the exercise. The explanation should outline the extent to which the intention/s were realised.

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

Note that 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 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.

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

Assessment criteria

The extent to which the production exercises, media production design plan and media product 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 satisfactory 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.

ADVICE TO TEACHERS

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 19–22 of Supplement 1 to the February 2011 *VCAA Bulletin VCE, VCAL and VET No. 86*. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (bottom right-hand corner).

STUDENT NUMBER

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ASSESSING SCHOOL NUMBER

--	--	--	--	--	--	--	--	--	--

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/e/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 (5)	High (4)	Med (3)	Low (2)	Very Low (1)	Not Shown (0)
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.

SUBTOTALS

<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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TOTAL SCORE

<input type="checkbox"/>

KEY TO GRADE ALLOCATION

A+	A	B+	B	C+	C	D+	D	E+	E	UG
35–30	29–26	25–24	23–22	21–20	19–16	15–14	13–12	11–10	9–7	6–0

UNCONFIRMED TEACHER GRADE

<input type="checkbox"/>

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

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
- All teacher assessment sheets removed from student work
- 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 total score must be based on the teacher's assessment of the student's performance according to the criteria on pages 26–28. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 assessment sheet on page 29 is to be used by teachers to award a total score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. Details of authentication requirements and administrative arrangements for School-assessed Tasks will be published annually in the February issue of the *VCAA Bulletin VCE, VCAL and VET* and in the current year's *VCE and VCAL Administrative Handbook*.

The School-assessed Task has two components.

Each is prepared in Unit 3. The components are:

- Outcome 1 Exploration proposal
- Outcome 2 Design process.

Outcome 1

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

Nature of task

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

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

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

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

Scope of task

The exploration proposal should include:

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

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

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

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

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

Outcome 2

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

Nature of task

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

Potential directions

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

Annotation throughout the design process should identify potential directions as part of the student's process of evaluation. It should be noted that a range of potential directions is required and that the presentation of one potential direction does not satisfy the requirements for this task. At the

completion of SAT 1 students should have presented a range of potential directions. From this range the student must select and clearly identify and evaluate the potential directions that will be used to develop artworks in Unit 4 for the production of a cohesive folio.

Students might select potential directions that:

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

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

Relationship between art making in Units 3 and 4

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

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

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

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

Assessment criteria

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

Criterion 1

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

Very High

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

High

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

Medium

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

Low

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

Very Low

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

Criterion 2

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

Very High

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

High

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

Medium

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

Low

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

Very Low

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

Criterion 3

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

Very High

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

Highly comprehensive written material confidently uses art language and terminology.

High

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

Medium

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

Low

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

Very Low

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

Criterion 4

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

Very High

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

High

Consistent and considered exploration and documentation of a range of materials, and the development of techniques appropriate to the selected art form/s as articulated in the exploration proposal. Demonstration of consistent development and refining of skills in the use of materials and techniques, showing appreciation and understanding of particular characteristics of the materials.

Medium

Adequate exploration and documentation of a range of materials, and the development of techniques relevant to the selected art form/s as articulated in the exploration proposal. Clear demonstration of development of skills in the use of materials and techniques, showing some appreciation and/or understanding of particular characteristics of materials.

Low

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

Very Low

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

Criterion 5

Evaluation of exploratory and developmental work throughout the design process.

Very High

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

High

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

Medium

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

Low

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

Very Low

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

Criterion 6

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

Very High

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

High

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

Medium

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

Low

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

Very Low

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

Victorian Certificate of Education Studio Arts Assessment Sheet School-assessed Task 1: Exploration proposal and design process

ADVICE TO TEACHERS

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 26-28 of Supplement 1 to the February 2011 *VCAA Bulletin VCE, VCAL and VET No. 86*. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (bottom right-hand corner).

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

CRITERIA FOR THE AWARD OF GRADES

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

- 1 use of an exploration proposal to define the development of an individual design process that includes a plan of how the proposal will be undertaken
- 2 exploration and development of subject matter and ideas within the design process that are related to concepts and ideas described in the exploration proposal
- 3 exploration and development of aesthetic qualities in the design process relevant to the ideas described in the exploration proposal
- 4 exploration of materials and development of techniques and processes within the design process relevant to the art form/s and ideas described in the exploration proposal
- 5 evaluation of exploratory and developmental work throughout the design process
- 6 selection and evaluation of a range of potential directions that will form the basis of artworks in Unit 4

	Very High (5)	High (4)	Med (3)	Low (2)	Very Low (1)	Not Shown (0)
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"/>

SUBTOTALS

<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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TOTAL SCORE

<input type="text"/>

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	UG
30-26	25-23	22-21	20-19	18-17	16-14	13-12	11-10	9-8	7-6	5-0

UNCONFIRMED TEACHER GRADE

<input type="text"/>

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

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
- All teacher assessment sheets removed from student work
- 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
- Exploration proposal present and clearly identified for each student

And/or

The following students did not complete exploration proposals:*

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 total score must be based on the teacher's assessment of the student's performance according to the following criteria on pages 32–34. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 assessment sheet on page 35 is to be used by teachers to award a total score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

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

The School-assessed Task 2 has two components.

Each is prepared in Unit 4. The components are:

- Outcome 1 Folio
- Outcome 2 Focus, reflection and evaluation

Outcome 1

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

Nature of task

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

Scope of task

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

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

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

Outcome 2

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

Nature of task

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

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

After the completion of the folio the student must use appropriate art language and terminology to complete the visual and written statement that will:

- identify the refined focus and subject matter of the folio
- discuss ways in which potential directions contributed to the production of finished artworks
- identify reasons why particular potential directions were selected
- discuss any further refinement and development of potential directions completed in order to produce artworks
- explain how materials and techniques were applied in the finished artworks
- explain how aesthetic qualities were resolved in the finished artworks
- analyse how the finished artworks realise the student's communication of ideas
- discuss the presentation of the cohesive folio.

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

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

Scope of task

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

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

Students may also include sketches and plans of the proposed artworks, images, drawings or/and screen dumps

demonstrating the application of software to be used to create artworks. Annotations should accompany all the visual material.

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

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

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

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

Assessment criteria

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

Criterion 1

Use of potential directions in producing finished artworks.

Very High

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

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

High

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

Medium

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

Low

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

Very Low

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

Criterion 2

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

Very High

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

High

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

Medium

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

Low

Limited understanding of the application of materials, techniques and processes throughout the folio sometimes supports resolution of ideas and aesthetic qualities. Demonstration of some understanding of the inherent characteristics of materials, techniques and processes and

their relationship to the depiction of subject matter. The use of materials, techniques, processes and methods of presentation demonstrates a limited understanding of the selected art form/s.

Very Low

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

Criterion 3

Communication and resolution of ideas presented in the cohesive folio.

Very High

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

High

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

Medium

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

Low

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

Very Low

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

Criterion 4

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

Very High

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

High

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

Medium

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

Low

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

Very Low

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

Criterion 5

Cohesive relationship between finished artworks in the folio.

Very High

Strong cohesive relationship between the artworks, illustrating consistency in concepts where each artwork contributes to the development of the highly cohesive folio. Finished artworks

are very clearly connected through highly effective depiction of subject matter and the use of strong and consistent aesthetic qualities and applications of materials and techniques.

High

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

Medium

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

Low

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

Very Low

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

Criterion 6

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

Very High

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

High

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

Medium

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

Low

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

Very Low

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

Victorian Certificate of Education Studio Arts Assessment Sheet School-assessed Task 2: Folio and Focus, reflection, evaluation statement

ADVICE TO TEACHERS

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 32–34 of Supplement 1 to the February 2011 *VCAA Bulletin VCE, VCAL and VET No. 86*. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (bottom right-hand corner).

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

CRITERIA FOR THE AWARD OF GRADES

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

	Very High (5)	High (4)	Med (3)	Low (2)	Very Low (1)	Not Shown (0)
1 use of a potential directions in producing finished artworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 application of materials, techniques and processes relevant to the chosen art form(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 communication and resolution of ideas presented in the cohesive folio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 resolution of aesthetic qualities in the artworks that realises and communicates the student's ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 cohesive relationship between finished artworks in the folio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 documentation that identifies the folio focus, evaluates the use of potential directions in finished artworks and reflects on the cohesive folio	<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.

SUBTOTALS

TOTAL SCORE

KEY TO GRADE ALLOCATION

A+	30–26	A	25–23	B+	22–21	B	20–19	C+	18–17	C	16–14	D+	13–12	D	11–10	E+	9–8	E	7–6	UG	5–0
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UNCONFIRMED TEACHER GRADE

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

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
- All teacher assessment sheets removed from student work
- Computer for reviewers checked to ensure it can access VASS
- 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
- Potential directions present and clearly identified for each student

And/or

The following students did not complete potential directions:*

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 total score must be based on the teacher's assessment of the student's performance according to the criteria on pages 39–42. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 assessment sheet on page 43 is to be used by teachers to award a total score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

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

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

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

Outcome 1

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

Nature of task

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

Scope of task

Students should prepare a single brief which clearly identifies:

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

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

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

- a 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. For authentication purposes all annotations should be handwritten in real time throughout the design process.

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

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

Information and communications technology (ICT) may be used in completion of this outcome, but is not mandated. Where ICT is used, hard copy of a progressive selection of 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 'Low' to 'Very Low' level of achievement should be recorded. In this situation the level of achievement will be determined by the standard of the work presented.

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

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

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

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

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

Outcome 3

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

Nature of task

Two distinct final visual communication presentations on two presentation formats.

Scope of task

Work demonstrating two separate and discernibly different final visual communication presentations is to be presented in two different presentation formats, for example, an A3 flat poster printed on light card and an A5 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.

Where work is submitted as two separate presentations but employing the same presentation format, for example two A3 posters or two package designs, only one visual communication

presentation can be assessed. In these circumstances students will be unable to gain a 'Very High', 'High' or 'Medium' on each of Criteria 6, 7 and 8.

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

Assessment criteria

The extent to which the Design Folio demonstrates:

The Brief

Criterion 1

Development of a brief that defines the communication needs 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.

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

ADVICE TO TEACHERS

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 39–42 of Supplement 1 to the February 2011 *VCAA Bulletin VCE, VCAL and VET No. 86*. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (bottom right-hand corner).

STUDENT NUMBER

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ASSESSING SCHOOL NUMBER

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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 (5)	High (4)	Med (3)	Low (2)	Very Low (1)	Not Shown (0)
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.

SUBTOTALS

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TOTAL SCORE

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KEY TO GRADE ALLOCATION

A+	A	B+	B	C+	C	D+	D	E+	E	UG
40–35	34–31	30–28	27–25	24–22	21–19	18–16	15–13	12–10	9–7	6–0

UNCONFIRMED TEACHER GRADE

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

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
- All teacher assessment sheets removed from student work
- 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
- Final presentations are removed from development folio

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 Teacher Additional Comment Sheet

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 (also refer to pp. 52 and 53)
Food and Technology	FY03 <input type="checkbox"/>	related to Criteria 3, 4, 5, 6 and 7 (also refer to pp. 60 and 61)
Systems Engineering	SE03 <input type="checkbox"/>	related to Criteria 3, 4, 5 and 6 (also refer to pp. 67 and 68)

Some skills, 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. Please refer to the questions for each criterion to guide teacher comment.

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

Teacher's signature _____ Date ____/____/2011

Please remove this sheet before returning the work to the student

Design and Technology

Units 3 and 4

School-assessed Task

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

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 total score representing an assessment of the student's level of performance in achieving Unit 3 Outcome 3 in and Unit 4 Outcome 2 and Outcome 3. The total score must be based on the teacher's assessment of the student's performance according to the criteria on pages 47–53. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 Design and Technology assessment sheet on page 54 is to be used by teachers to award a total score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

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

Unit 3: 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 and/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 for the design options should be weighted according to their degree of importance to the design problem or need.
- 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. This includes references to risk assessment. 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 should 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 Teacher Additional Comment sheet should be used to document skills; 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 and/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 and/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 and/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 and/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 and/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 and/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 evident. 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 evident. 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 evident. 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 evident. 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 evident. 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, specifications, 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 (including costs), tools, equipment, machines and processes required.
- Knowledge of relevant health and safety (including hazard identification, risk assessment and risk control).
- 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.

- Awareness 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 awareness 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 awareness 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 awareness 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 awareness 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 awareness 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 (including references to safety practices).
- 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, adherence to safety practices, 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, adherence to safety practices 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, adherence to safety practices 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, adherence to safety practices 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 Teacher Additional Comment sheet for Design and Technology

The Teacher Additional Comment sheet is published on page 51 of this supplement.

Teachers of Design and Technology are reminded that they should complete the 2011 Teacher Additional Comment sheet for each student. The main purpose of the Teacher Additional Comment sheet is to document skills that may not be clearly demonstrated in the student's final presentation.

Teachers should photocopy the Teacher Additional Comment sheet and make notes of observations of students **during** the production of the School-assessed Task. The Teacher Additional Comment sheet should not be filled in retrospectively, that is, following notification of visitation. The completed Teacher Additional 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 Teacher Additional Comment sheet can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the four criteria related to the production. 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 Teacher Additional Comment sheet. Teachers are not expected to separately address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers should record.

In completing the Teacher Additional 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 Teacher Additional 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)?

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
- All teacher assessment sheets removed from student work
- All work present and arranged in student number order
- Teacher Additional 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. For this assessment teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a total score representing an assessment of the student's level of performance in achieving Unit 3 Outcome 3 and Unit 4 Outcome 1.

The total score must be based on the teacher's assessment of the student's performance according to the criteria published on pages 57–61. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 Food and Technology assessment sheet on page 62 is to be used by teachers to award a total score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA. Details of authentication requirements and administrative arrangements for School-assessed Tasks will be published annually in the February VCAA Bulletin VCE, VCAL and VET and in the current year's *VCE and VCAL Administrative Handbook*.

Unit 3: Food preparation, processing and food controls

Area of Study 3: Developing a design plan

Outcome 3

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

Nature of Task

A design folio that includes:

A design brief

and

Evaluation criteria

and

A Design Plan including

research and ideas

and

an outline of food items, properties of main ingredients, processes, tools and equipment, safety and hygiene requirements to produce the food items

and

An overall timeline for production of food items

Unit 4: Food product development and emerging trends

Area of Study 1: Implementing a design plan

Outcome 1

Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.

Nature of task

Individual food item production plans

and

Production work accompanied by photographic and written records of progress and modifications

and

An evaluation of the sensory properties of the food items, the product using evaluation criteria, efficiency and effectiveness of production activities.

Scope of the task

The design folio includes:

- A design brief developed and written by the student – that identifies a context (for example, a theme or event) that gives rise to the need for a set of food items (the product) and includes specifications (considerations and constraints). There is no word limit to the design brief, however it should contain the necessary information that will allow the student to demonstrate key knowledge and skills related to Unit 3 Outcome 3, and Unit 4 Outcome 1. The teacher is required to sign and date the authentication record once the completed design brief is sighted.

and

- Relevant criteria for evaluation that relate to the information in the design brief. Criteria for evaluation should be written as questions.

and a Design Plan that includes:

- Documented research related to the design brief and to inform the other components of the design plan
- Exploration of possible ideas, including notes, images and diagrams, as a response to the design brief.
- Documentation of choices and decisions made that relate to the selection and justification of the four to six suitable food items (the product) and their appropriateness to meet the requirements of the design brief.
- Discussion of properties – sensory, chemical, physical and functional – of the main ingredients to be used in the product
- Outline of a range of preparation, processing, preservation and presentation techniques, including at least four different complex processes and two to three different food preservation techniques to be used to preserve two or three of the food items. For the purposes of the School-assessed Task, food preservation is the process applied to an ingredient or food item to stop or slow down spoilage (loss of quality, edibility or nutritive value) caused or accelerated by micro-organisms. Preservation techniques **that can be done in school kitchen settings** include techniques that reduce moisture levels, such as dehydration, use of sugar in jam making, preserving in syrup, sugar crystallisation and use of salt in salting and curing. Preservation may also involve temperature changes such as freezing and bottling; changing pH levels or chemical methods that result in pickles, chutneys and relishes. Note that the use of alcohol for preservation is not permitted in the School-assessed Task.
- Discussion of choices of tools and equipment suitable for preparing and processing the food items.
- Outline of food safety and hygiene requirements applicable to the production of each food item.

and

- An overall sequenced production timeline to show how the four to six food items will be completed in the allocated time.
- The design brief, development of evaluation criteria, design plan and overall timeline for production should be

completed prior to students commencing their individual food item production plans and the production work in Unit 4. A record of all decision-making should be documented throughout the design folio.

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

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

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

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

Teachers must sight and monitor the development and documentation of the student's work on a regular basis. Photographs must be true and accurate representations of a student's work – this should be recorded in the final submission comments section of the *Authentication Record for School-assessed Tasks and the Externally-assessed Task*. The *Authentication Record for School-assessed Tasks and the Externally-assessed Task* should be used for monitoring

students' work in progress for authentication purposes. This sheet must be available if requested by the VCAA. The Teacher Additional Comment sheet should be used to document skills and competencies; particularly those relating to correct selection and use of ingredients, the safe and appropriate use of tools and equipment, use of appropriate preparation, processing and presentation techniques during production and the use of safe and hygienic work practices. This is related to work completed assessed by Criteria 3–7.

Assessment criteria

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

Criterion 1

Skill in developing a design brief and criteria for evaluation.

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

Very High

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

High

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

Medium

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

Low

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

Very low

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

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

Criterion 2

Skill in completing research relevant to the design brief, developing ideas, and documenting decisions.

- Skill in completing a range of research relevant to the specifications in the design brief.

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

Very High

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

High

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

Medium

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

Low

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

Very Low

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

The extent to which the **design plan** and **production work** demonstrates:

Criterion 3

Knowledge and skill in the use of ingredients.

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

Very High

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

High

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

Medium

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

Low

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

Very low

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

Criterion 4

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

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

Very High

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

High

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

Medium

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

Low

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

Very low

Little discussion of the selection and use of the main tools and equipment. Very limited skill in the correct selection and safe use of tools and equipment. Very limited, or inconsistent use of safe and hygienic work practices during production of food items when using tools and equipment.

Criterion 5

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

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

Very high

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

High

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

Medium

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

Low

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

Very low

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

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

Criterion 6

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

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

Very High

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

High

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

Medium

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

Low

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

Very low

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

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

Criterion 7

Skill in documenting production work and presenting a food product.

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

Very High

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

High

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

Medium

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

Low

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

Very low

Very little documentation of production and modifications. Quality and presentation of some of the food items are of a variable quality and there is little supporting evidence. The final product provides a very limited solution to the design brief.

The extent to which the **evaluation report** (incorporating the sensory analysis), and use of references and bibliography demonstrates:

Criterion 8

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

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

Very High

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

High

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

Medium

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

Low

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

Very low

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

Criterion 9

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

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

Very High

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

High

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

Medium

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

Low

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

Very Low

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

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

The main purpose of the Teacher Additional Comment sheet is to document skills that may not be clearly demonstrated in the student's final presentation.

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

Teachers should photocopy the Teacher Additional Comment sheet and make notes of observations of students **during** the production of the School-assessed Task. The Teacher Additional Comment sheet should not be filled in retrospectively, that is, following notification of visitation. The completed Teacher Additional 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 Teacher Additional Comment sheet can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the five criteria related to the

production. The sheet should be used to document skills and competencies; particularly those relating to preparation, processing, preservation and presentation techniques, safety and hygiene. This relates to work completed which would be assessed by Criteria 3–7.

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 Teacher Additional 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 3

Knowledge and skill in the use of ingredients.

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

Criterion 4

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

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

Criterion 5

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

- Did the student appropriately apply techniques for food preparation, processing, cooking, preservation and presentation?
- Were a range of food preparation and food processing techniques (at least four that were complex) undertaken by the student?
- Did the student safely and 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?

Criterion 6

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

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

Criterion 7

Skill in documenting production work and presenting a food product.

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

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

ADVICE TO TEACHERS

This assessment sheet will assist teachers to determine their score for each student. There are two stages to this process. The first stage is to make judgments on the student's performance on each criterion for the task published by the Victorian Curriculum and Assessment Authority for this School-assessed Task on pages 57–61 of Supplement 1 to the February 2011 *VCAA Bulletin VCE, VCAL and VET No. 86*. You should tick Very High, High, Medium, Low, Very Low or Not Shown to indicate how the student performed on each criterion, and comment, where appropriate, on your assessment of the student's performance. The second stage is to calculate the subtotals and total score using Very High = 5, High = 4, Medium = 3, Low = 2, Very Low = 1, Not Shown = 0. You should refer to the 'Key to Grade Allocation' to determine the appropriate grade and record the grade in the box (bottom 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"/>

<p>CRITERIA FOR THE AWARD OF GRADES</p> <p>The extent to which the design brief and criteria for evaluation demonstrates:</p> <p>1 skill in developing a design brief and criteria for evaluation</p> <p>The extent to which the design plan and production work demonstrates:</p> <p>2 skill in completing research relevant to the design brief, developing ideas, and documenting decisions</p> <p>The extent to which the design plan and production work demonstrates:</p> <p>3 knowledge and skill in the use of ingredients</p> <p>4 skill in the selection and use of tools and equipment including knowledge of, and demonstration of safe and hygienic work practices</p> <p>5 knowledge of, and skill in food preparation and processing techniques, techniques of cooking and preservation techniques</p> <p>The extent to which the overall production timeline, individual food item production plans and production work demonstrates:</p> <p>6 skill in development, organisation and in implementation of planning for production</p> <p>The extent to which the design folio, production work accompanied by photographic and written records of progress and modifications demonstrates:</p> <p>7 skill in documenting production work and presenting a food product</p> <p>The extent to which the evaluation (incorporating the sensory analysis), and use of references and bibliography demonstrates:</p> <p>8 skill in evaluating individual food items through sensory analysis and evaluating the completed product using previously established criteria</p> <p>9 skill in evaluating the effectiveness and efficiency of the planning and production activities; and use of referencing and providing a bibliography</p>	<p>PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS</p> <p>You may wish to comment on aspects of the student's work that led to your assessment of Very High, High, Medium, Low, Very Low or Not Shown for specific criteria.</p>
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KEY TO GRADE ALLOCATION										
A+	A	B+	B	C+	C	D+	D	E+	E	UG
45–38	37–33	32–30	29–27	26–24	23–21	20–18	17–15	14–12	11–7	6–0

	Very High (5)	High (4)	Med (3)	Low (2)	Very Low (1)	Not Shown (0)
1 skill in developing a design brief and criteria for evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 skill in completing research relevant to the design brief, developing ideas, and documenting decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 knowledge and skill in the use of ingredients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 skill in the selection and use of tools and equipment including knowledge of, and demonstration of safe and hygienic work practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 knowledge of, and skill in food preparation and processing techniques, techniques of cooking and preservation techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 skill in development, organisation and in implementation of planning for production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 skill in documenting production work and presenting a food product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 skill in evaluating individual food items through sensory analysis and evaluating the completed product using previously established criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 skill in evaluating the effectiveness and efficiency of the planning and production activities; and use of referencing and providing a bibliography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUBTOTALS	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

UNCONFIRMED TEACHER GRADE	<input type="text"/>
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TOTAL SCORE	<input type="text"/>
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If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box

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
- All teacher assessment sheets removed from student work
- All work present and arranged in student number order
- Each student's three samples clearly identified with student number
- Teacher Additional 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.

VCE Systems Engineering

Units 3 and 4

School-assessed Task

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

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

For this assessment, teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a total score representing an assessment of the student's level of performance in achieving Unit 3 Outcome 2 and Unit 4 Outcome 2. The total score must be based on the teacher's assessment of the student's performance according to the criteria published on pages 65–68. This assessment will be subject to review by a panel appointed by the VCAA.

The 2011 Systems Engineering assessment sheet on page 69 is to be used by teachers to award a total score. The completed assessment sheet for each student's School-assessed Task must be available on request by the VCAA.

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

Unit 3: Systems engineering and energy

Outcome 2

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

Nature of task

A record of design, planning and production
and
Production work

Unit 4: Integrated and controlled systems engineering

Outcome 2

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

Nature of task

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

Scope of task

The record of design, planning and production should include:

- a design brief (student or teacher generated)
- criteria for evaluating the integrated, controlled system

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

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

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

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

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

- the purpose of the test
- procedural steps to perform the test including the equipment used
- 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 Teacher Additional Comment sheet on page 51 of this supplement should be used to document skills; particularly those relating to the safe use of tools, equipment and machines and construction methods that may not be clearly demonstrated in the student's final presentation.

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 on the system developed by the student.
- Accessing and using relevant technical information.

Very high

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

High

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

Medium

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

Low

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

Very low

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

Criterion 7

Analysis of data gained from diagnostic testing.

- Specification of test data in quantified (numerical) form.
- Explanation 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 Teacher Additional Comment sheet for Systems Engineering

The Teacher Additional Comment sheet is published on page 51 of this supplement. Teachers of Systems Engineering are reminded that they should complete the 2011 Teacher Additional Comment sheet for each student. The main purpose of the Teacher Additional Comment sheet is to document skills that may not be clearly demonstrated in the student's final presentation.

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

The completed Teacher Additional 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 Teacher Additional Comment sheet can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the four criteria related to the production. 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 Teacher Additional Comment sheet. Teachers are not expected to separately address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers should record.

In completing the Teacher Additional 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)?

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
- All teacher assessment sheets removed from student work
- All work present and arranged in student number order
- Teacher Additional 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.



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