VCE Visual Communication Design: Administrative information for School-based Assessment in 2019

Units 3 and 4 School-assessed Task

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

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) through VASS a score against each criterion that represents an assessment of the student’s level of performance for Unit 3 Outcome 3 and Unit 4 Outcomes 1 and 2. The recorded scores must be based on the teacher’s assessment of the student’s performance according to the criteria on pages 9–18. This assessment is subject to the VCAA’s statistical moderation process.

The 2019 Visual Communication Design assessment sheet on page 29 is to be used by teachers to record scores. The performance descriptors for the assessment criteria are published annually on the Visual Communication Design study page of the VCAA website and notification of their publication is given in the February VCAA Bulletin. Details of authentication requirements and administrative arrangements for School-assessed Tasks are published in the VCE and VCAL Administrative Handbook 2019.

The Authentication Record Form on page 27 and Teacher Additional Comment Sheet on pages 22–24 are to be used to record information for each student and must be made available on request by the VCAA.

The School-assessed Task has three components:

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

Students must acknowledge and employ appropriate health and safety practices relevant to their practical work with respect to themselves and their environment.

- Teachers should be aware of the dates of submission of scores into VASS in June and November. These dates are published in the VCE Important Administrative Dates and Assessment Schedule, published annually on the VCAA website: www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx
Unit 3

Area of Study 3 – Developing a brief and generating ideas

Outcome 3

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

Nature of task

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

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

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

Scope of task

Students should prepare a single brief that clearly identifies:

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

The brief is prepared in consultation with a real or fictitious client (for example, the teacher may be the client). If a real client is involved and restrictions are imposed that may prevent the student meeting specific criteria, the teacher should ensure that these restrictions are overcome. Students should be aware of the trademark and legal obligations of using existing client imagery and seek copyright permission for the use of the material. There should be evidence of written correspondence confirming copyright permission or for the use of trademark/s that is authenticated by the teacher. There is no prescribed template or format for the brief. Formats that may be considered for the brief include:

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

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

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

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

The application of the design process should be evident throughout the generation of ideas. The generation of ideas should relate to each of the two needs identified in the brief for the stated audiences. However, students may undertake general developmental work at the start of the folio that relates to both identified needs. As ‘techniques for accessing and referencing research sources’ are included in the Key Knowledge and Skills for Unit 3, Outcome 3, the source of existing imagery and information included for research and inspiration must be clearly documented in the folio. It is not sufficient to simply reference ‘Google Images’; the source website must be quoted. Sources of existing imagery need to be placed next to imagery and not at the start or finish of the design folio.

Drawings from observation are used as a means of research. They must include drawings from direct observation of objects, structures and/or forms, rather than drawing only from photographs. Assessment of Criterion 3 is based on the student’s use of visualisation drawings with annotations to demonstrate research undertaken and generate ideas relevant to the brief. Assessment of these drawings should focus on the student’s use of freehand drawing to generate a quality flow of initial ideas as research and idea generation. Students are not required to demonstrate the application of a range of media, related materials and conventions of specific methods to score highly in Criterion 3. It is not appropriate to copy, scan or reproduce original drawings to submit as original freehand drawings.

A range of design thinking strategies are to be employed to assist students to extend and record their thinking and ideas. A range includes more than two strategies that demonstrate research and the generation of ideas. The research and generation of ideas should be documented to direct further exploration to resolve communication needs relevant to the brief.

Teachers are reminded that students are to prepare the brief and generate ideas without undue assistance. It is not appropriate to provide detailed advice, corrections on and reworking of the brief. The completion and submission of the brief is to be documented on the Authentication Record Form and feedback on the Teacher Additional Comment Sheet.
Unit 4

Area of Study 1 – Development of design concepts

Outcome 1
On completion of this unit the student should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

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

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

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

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

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

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

A hard copy of a progressive selection of the design stages used with digital methods is required. A hard copy must be printed and may be scaled down. Students must provide evidence of the skills and knowledge of both the hardware and software used to produce the work presented for assessment. This material is not formally assessed but is required for authentication purposes.

Design thinking throughout the process must be documented showing evidence of creative critical and reflective thinking as demonstrated in the Design process on page 12 of the Visual Communication Design study design. Students should provide evidence that they are thinking from different perspectives and as part of their reflective design thinking they need to gather evidence to support the concepts that have been developed to suit the brief. Examples of gathering evidence and audience feedback could be in the form of surveys, interviews or thinking routines. They can use the client, target audience or peers as fellow designers to gather multiple viewpoints.

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

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

The developmental work must be completed as two separate design processes; however, students can complete the same initial generation of ideas and/or research for both design processes. In the case of the latter there must be some evidence of new developmental work for the second communication need as the developmental work for both communication needs can be related but distinctly different.

Where design work included in the folio is not student-generated imagery, the original source should be identified. A copy of the source image, along with the acknowledgement of appropriate copyright responsibilities, should be clearly identified in the development work. Where there is evidence of an over-reliance on strategies such as the use of templates, tracing of ‘found imagery’, scrapbooking, clip art and commercial imagery, with minimal additional contribution by the student, the student’s level of achievement on the criteria should be reduced.
Students should use the appropriate drawing conventions for the field of design they are working in. For example, industrial designs use scaled third angle orthogonal drawings whereas environmental designs use scaled plans and elevations. Each has their own set of drawing and dimensioning conventions. Students and teachers should refer to the Technical Drawing Specifications Resource (2018–2021) on the Visual Communication Design study webpage.

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

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

Students must have complete technical control of their developmental work. For the purposes of authentication, evidence of the construction of a three-dimensional model may be recorded through a series of photographs. Use of photography in this way should be considered as part of record keeping rather than developmental work; the use of photography in this situation would not be considered one of the methods used in the design process. These should be for authentication purposes only and cannot be assessed.

Note that in the case of photography, while the image is on a two-dimensional surface, this is considered to be three-dimensional where the image itself has depth.
Unit 4

Area of Study 2 – Final presentations

Outcome 2

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

Nature of task

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

Scope of task

Work demonstrating two separate and discernibly different final visual communication presentations is to be presented in two different presentation formats, for example: an A3 flat poster printed on light card and an A5 trifold brochure, printed full colour back and front. The final visual communication presentations are required to reflect resolution/s and communication needs proposed in the brief. There should be some evidence of the relationship between the two final solutions and the chosen presentation formats. There are no restrictions on the size or presentation format of final presentations. Students should clearly label each final presentation on the reverse side of any two-dimensional finals or base of any three-dimensional finals. A representative hard copy of electronic solutions such as an animation or website should be produced and labelled accordingly.

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

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.

Any work labelled ‘Final Presentation’ but submitted as part of the design folio completed for Unit 3 Outcome 3 and Unit 4 Outcome 1 (for example glued into a book, or placed in plastic pockets, or submitted as part of a loose collection of sheets), will be considered to be part of the development work.

The final presentations should demonstrate the technical competence of the student. Teachers must assess them against Criterion 10 based on the technical detail and skill used by the student in the application of materials, methods and media. This can be achieved through photographic or written documentation. Teachers must document the refinement process for the final presentations in the Authentication Record Form and the Teacher Additional Comment Sheet.
In assessing Criterion 10, the production of two final visual communication presentations which demonstrate technical competence, teachers must base their assessment only on the technical competence of the work actually undertaken by the student. With regards to work that has been professionally printed, such as a large format poster, book, T-shirt graphic, for example; teachers are only able to assess the student’s ability to create imagery with clear pixel resolution. Whereas, if the student has printed the T-shirt graphic themselves; technical competence would also relate to their skill in registration of multiple colours and control of the ink.
### VCE Visual Communication Design: School-assessed Task Assessment Sheet 2019

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Levels of Performance</th>
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<tbody>
<tr>
<td>Not shown</td>
<td>1–2 (very low)</td>
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<td>3–4 (low)</td>
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<td>5–6 (medium)</td>
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<td>7–8 (high)</td>
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<td>9–10 (very high)</td>
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#### Unit 3 Outcome 3

1. Development of a brief that defines the communication needs of a client.

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<th>10</th>
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</thead>
<tbody>
<tr>
<td>Client and communication needs are identified.</td>
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<td>😊</td>
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<td>😊</td>
<td>😌</td>
<td>😐</td>
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<tr>
<td>The brief offers some information about the client and communication needs</td>
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<tr>
<td>Information is provided in a brief that identifies the client and two communication needs.</td>
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<tr>
<td>Relevant information is provided in a brief that identifies and describes the client and two distinct communication needs.</td>
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#### Evidence

**BRIEF – RESEARCH**

- 600 minimum word limit.
- Identification of a client.
- Two communication needs which are problems to be solved.
- Definition of audience characteristics, the purpose of each communication need, the contexts where the proposed visual communications are going to be used, the constraints for the two final presentations.
- Use of terminology.
# VCE Visual Communication Design: School-assessed Task Assessment Sheet 2019

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Levels of Performance</th>
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</thead>
</table>
| **Unit 3**  
**Outcome 3**  
2. Apply design thinking to synthesise research material and observational drawing relevant to the brief. | Not shown | 1–2 (very low) | 3–4 (low) | 5–6 (medium) | 7–8 (high) | 9–10 (very high) |
| **Research and investigation from sources is evident.** | Research and investigation from sources that directs the generation of ideas. | Use of design thinking to direct the design process relevant to the brief. | Use of research and investigation from a range of sources to synthesise and direct the generation of ideas informed by the brief. | Use of research and investigation from a range of sources to synthesise and direct the generation of ideas informed by the brief. | Use of research and investigation from a range of sources to synthesise and direct the generation of ideas informed by the brief. |
| **Design thinking is used.** | Use of design thinking with some relevance to the brief. | Use of design thinking to clarify and direct the design process relevant to the brief. | Use of design thinking to clarify and direct the design process relevant to the brief. | Use of design thinking to clarify and direct the design process relevant to the brief. | Use of design thinking to clarify and direct the design process relevant to the brief. |
| **An observational drawing is evident.** | Some examples of direct observational drawing are evident. | Use of direct observational drawing and rendering to represent form, structure and function of existing objects and/or spaces relevant to the brief. | Use of direct observational drawing and rendering to represent form, structure and function of existing objects and/or spaces relevant to the brief. | Use of direct observational drawing and rendering to represent form, structure and function of existing objects and/or spaces relevant to the brief. | Use of direct observational drawing and rendering to represent form, structure and function of existing objects and/or spaces relevant to the brief. |

## Evidence

**RESEARCH – GENERATION OF IDEAS**

- Annotations explain and link the research and observational drawings and direct further exploration.
- Use of referencing, citations, trademark, copyright and legal obligations in research.
- Examples of design thinking are used – Critical, creative and reflective design thinking.
- Use of direct observational drawing to represent form, structure and function of existing objects and/or spaces drawn from the research.
- Use of direct observational drawing and rendering techniques to show form, surface, texture, light, shade and shadow of existing objects and/or spaces relevant to the research.
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Levels of Performance</th>
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</thead>
<tbody>
<tr>
<td><strong>UNIT 3</strong></td>
<td><strong>Outcome 3</strong></td>
</tr>
<tr>
<td>3. Use of visualisation drawings with annotations to generate ideas relevant to the brief</td>
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<tr>
<td><strong>Assessment Criteria</strong></td>
<td><strong>Not shown</strong></td>
</tr>
<tr>
<td>Visualisation drawings and annotations are evident.</td>
<td>Visualisation drawings show exploration of ideas for one or two final presentations.</td>
</tr>
<tr>
<td>Some visualisation drawings may be traced or copied from existing examples.</td>
<td>Use of visualisation drawings in response to research. Some may be traced or copied.</td>
</tr>
<tr>
<td>Design thinking is evident.</td>
<td>Use of design thinking relevant to the brief.</td>
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</table>

<table>
<thead>
<tr>
<th>Evidence</th>
<th><strong>GENERATION OF IDEAS – DEVELOPMENT OF CONCEPTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of visualisation drawings to establish directions to address the client needs and to explore and generate ideas for two final visual communication presentations.</td>
<td></td>
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<tr>
<td>Visualisation drawings refer to the research undertaken relevant to the brief.</td>
<td></td>
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<tr>
<td>Annotations to explain connections to the research and direct the generation of ideas relevant to the brief.</td>
<td></td>
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<tr>
<td>Applications of design thinking to create, analyse, evaluate and reflect on the development of concepts relevant to the brief.</td>
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</table>
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<table>
<thead>
<tr>
<th>Assessment Criteria</th>
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<tbody>
<tr>
<td><strong>Unit 4</strong>&lt;br&gt;Outcome 1</td>
<td>Not shown</td>
</tr>
<tr>
<td>4. Use of a range of materials, methods and media to develop and refine two distinctly different design concepts relevant to the brief</td>
<td>Materials and/or media and/or manual and/or digital methods are used.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Annotations are present.</td>
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### DEVELOPMENT OF CONCEPTS – REFINEMENT

- Use of material, media, manual and digital methods and conventions to develop and refine concepts and solutions throughout the design process.
- Choices are demonstrated and documented with annotations throughout the development and refinement stages of design concepts appropriate to the communication needs.
- Choices are demonstrated in the experimentation and application of materials, methods and media with documentation in annotations to develop and refine possible design concepts appropriate to the communication needs.
- Use of two and three dimensional manual and digital drawing, applications and conventions.
- Demonstrates technical expertise in the application of materials, media, methods and the use of conventions relevant to the selected design field during the development and refinement of concepts.
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Not shown</th>
<th>1–2 (very low)</th>
<th>3–4 (low)</th>
<th>5–6 (medium)</th>
<th>7–8 (high)</th>
<th>9–10 (very high)</th>
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</thead>
<tbody>
<tr>
<td>UNIT 4 Outcome 1</td>
<td>Design elements and/or principles are evident.</td>
<td>Design elements and/or principles are used to develop and/or refine concepts and/or mock-ups during the design process.</td>
<td>Design elements and principles are used to develop and refine concepts and mock-ups throughout the design process.</td>
<td>Design elements and principles are used to develop and refine concepts and mock-ups that expand on the brief throughout the design process.</td>
<td>Design elements and principles are used to develop and refine concepts and mock-ups throughout the design process by expanding upon and experimenting with ideas relevant to the communication needs.</td>
<td>Design elements and principles are used to develop and refine concepts and mock-ups throughout the design process by expanding upon and experimenting with ideas relevant to the communication needs.</td>
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<tr>
<td>5. Use of a range of design elements and design principles to develop and refine design concepts relevant to the brief</td>
<td>Annotations are present.</td>
<td>Annotations document the choices using design elements and principles throughout the design process.</td>
<td>Annotations document the choices using design elements and principles throughout the design process and demonstrate relevance to the communication needs.</td>
<td>Annotations analyse the choices using design elements and principles throughout the design process and demonstrate relevance to the communication needs.</td>
<td>Annotations analyse and evaluate the choices using design elements and principles throughout the design process and synthesise the ideas relevant to the communication needs.</td>
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</table>

**Evidence**

**DEVELOPMENT OF CONCEPTS – REFINEMENT**

- Application of design elements and principles to develop and refine a range of design concepts.
- Application of design elements and principles in mock-ups for preferred design options.
- Use of design elements and principles to develop and refine ideas for the visual communication of information and concepts in two final presentations with relevance to the design brief and the target audience.
- Decisions about final presentations are documented in annotations.
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<td>Not shown</td>
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<tr>
<td><strong>Unit 4</strong>&lt;br&gt;<strong>Outcome 1</strong>&lt;br&gt;6. Application of relevant stages of the design process and design thinking to develop and refine a range of annotated design concepts relevant to the brief.</td>
<td>At least one design process is evident.</td>
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<td></td>
<td>Critical or creative or reflective thinking is used.</td>
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<td></td>
<td>Annotations are present.</td>
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#### Evidence

**DEVELOPMENT OF CONCEPTS – REFINEMENT**
- Two distinctly different design processes are used to visualise, develop and refine concepts for the final presentations.
- Application of creative, critical and reflective thinking relevant to the brief in the two design processes.
- Use of terminology and annotations throughout the development and refinement stages of the design processes.
- Legal and ethical obligations are used to acknowledge the work of others.
### VCE Visual Communication Design: School-assessed Task Assessment Sheet 2019

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<tr>
<td><strong>Unit 4</strong>&lt;br&gt;<strong>Outcome 1</strong>&lt;br&gt;7. Devise and deliver a pitch to test its suitability and evaluate refined concepts relevant to the brief and respond to feedback received.</td>
<td>An oral pitch is delivered using written and/or visual materials.</td>
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<td>Design concepts for at least one final presentation are presented.</td>
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**Evidence**

**REFINEMENT – RESOLUTION OF PRESENTATIONS**

- Devise and deliver an oral pitch using visual and written material that reflects on the design concepts for two presentations relevant to the brief.
- Presentation of a mock-up that tests the suitability of concepts for each communication need relevant to the brief.
- Decisions are articulated through the use of terminology in oral, written and visual material in the pitch.
- Design concepts are resolved in response to feedback from the pitch.
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<tr>
<td><strong>Unit 4</strong>&lt;br&gt;<strong>Outcome 2</strong>&lt;br&gt;8. Production of two final presentations that demonstrate effective visual communication appropriate to the brief</td>
<td>Not shown</td>
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<td>Production of at least one final presentation.</td>
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<table>
<thead>
<tr>
<th>Evidence</th>
<th>REFINEMENT – RESOLUTION OF PRESENTATIONS</th>
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<tr>
<td></td>
<td>• Production of two final visual communication presentations with links to audience characteristics, purpose, intended contexts and constraints as outlined in the brief.</td>
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<td>• Relationship between the final visual communication and the chosen presentation formats.</td>
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<td>• Production of two final presentations demonstrating effective refinement of concepts and resolution of intention.</td>
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<td>1–2 (very low)</td>
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<td>5–6 (medium)</td>
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<td>7–8 (high)</td>
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<tr>
<td></td>
<td>9–10 (very high)</td>
</tr>
<tr>
<td>Unit 4 Outcome 2</td>
<td></td>
</tr>
<tr>
<td>9. Production of two final presentations that demonstrate innovation and thoughtful selections appropriate to the brief.</td>
<td>Application of methods and/or design elements and/or principles is evident in at least one final presentation.</td>
</tr>
<tr>
<td>Evidence</td>
<td>RESOLUTION OF PRESENTATIONS</td>
</tr>
<tr>
<td></td>
<td>• Two final presentations must be submitted.</td>
</tr>
<tr>
<td></td>
<td>• Use of materials, methods and media to produce two final presentations that meet the client’s communication needs.</td>
</tr>
<tr>
<td></td>
<td>• Selection and application of design elements and principles to communicate messages appropriate to the targeted audiences identified in the brief.</td>
</tr>
<tr>
<td></td>
<td>• Two final presentations that use techniques to gain and maintain the engagement of target audiences using visual language.</td>
</tr>
</tbody>
</table>
### VCE Visual Communication Design: School-assessed Task Assessment Sheet 2019

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not shown</td>
<td>1–2 (very low)</td>
</tr>
<tr>
<td></td>
<td>3–4 (low)</td>
</tr>
<tr>
<td></td>
<td>5–6 (medium)</td>
</tr>
<tr>
<td></td>
<td>7–8 (high)</td>
</tr>
<tr>
<td></td>
<td>9–10 (very high)</td>
</tr>
</tbody>
</table>

#### Unit 4 Outcome 2

10. Production of two final presentations that demonstrate technical competence

- Technical skill is evident in the production of at least one final presentation.
- Technical skill in the application of materials and/or media and/or methods is evident in the production of at least one final presentation.
- Technical skill in the application of materials, media and methods is evident in the production of two final presentations.
- Technical skill in the selected application of materials, media and methods relevant to the format of two final presentations is evident.
- Technical skill in the resolution and selected application of materials, media and methods relevant to the format of two final presentations is evident.

Conventions are evident in the format of at least one of two final presentations.

Conventions are evident in the format of at least one of the two final presentations chosen to communicate the intentions of the brief.

Conventions are evident in the format of the two final presentations chosen to communicate the intentions of the brief.

Considered use of conventions are evident in the format of the two final presentations chosen to communicate the intentions of the brief.

Considered use of selected conventions for two final presentations that communicate and expand on the intentions of the brief.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>RESOLUTION OF PRESENTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Technical expertise, selection and application of materials, methods, media and relevant technical conventions in the production of two final presentations.</td>
</tr>
<tr>
<td></td>
<td>Two final presentations that demonstrate the conventions of presentation formats to communicate intentions identified in the brief.</td>
</tr>
</tbody>
</table>
Advice on the use of the Teacher Additional Comment Sheet

The purpose of the 2019 Visual Communication Design Teacher Additional Comment Sheet on pages 22–24 is for the teacher to document the student progress in the School-assessed Task for the purpose of School-based Assessment Audit. Teachers should make ongoing notes of observations of each student during the School-assessed Task on this document.

The sheet provides teachers with the opportunity to present written information that may be required to support the School-based Assessment Audit. As the School-assessed Task occurs over a period of time, it can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the School-assessed Task.

The following information and questions are provided to assist teachers with the type of information they should include on the 2019 Visual Communication Design Teacher Additional Comment Sheet. Teachers are not expected to separately address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers should record.

Criterion 1: Development of a brief that defines the communication needs of a client.

- Has the student identified a client and two communication needs?
- Does the brief meet the 600 minimum word limit?
- Has the student outlined the purposes, contexts, audience characteristics and constraints of each visual communication presentation?
- Has the student outlined the presentation format for each visual communication presentation?

Criterion 2: Apply design thinking to synthesise research material and observational drawing relevant to the brief.

- Is there evidence of critical, creative and reflective thinking? Is it appropriate to the research and generation of ideas?
- Has the student used observational drawings that link to the research and direct further exploration?
- Has the student referenced all research by listing the direct website? Have they followed trademark, copyright and legal obligations?
- Does the observational drawing demonstrate rendering techniques to show form, surface, texture, light, shade and shadow of existing objects and spaces? Does it use appropriate materials?

Criterion 3: Use of visualisation drawings with annotations to generate ideas relevant to the brief.

- Do the visualisation drawings address the client needs, explore and generate ideas for TWO final presentations?
- Do the visualisation drawings link to the research?
- How has the student used annotations to explain connections between the research and the generation of ideas?
- Does the design thinking applied by the student create, analyse, evaluate and reflect on the development of concepts relevant to the brief? Is the design thinking appropriate to direct the development of concepts?
Criterion 4: Use of a range of materials, methods and media to develop and refine two distinctly different design concepts relevant to the brief.

- Has the student used a range of materials, methods and media appropriate to the development and refinement of design concepts throughout the design process?
- Has the student used two- and three-dimensional manual and digital drawing, applications and conventions?
- Has the student demonstrated technical expertise in the application of materials, methods and media and the use of conventions relevant to the design field in the development and refinement of concepts?
- Does the student demonstrate appropriate choices in the use of materials, media and methods in the development and refinement of concepts which are documented in annotations?

Criterion 5: Use of a range of design elements and design principles to develop and refine design concepts relevant to the brief.

- Has the student used a range of design elements and principles appropriate to the design field and the development and refinement of design concepts throughout the design process.
- Has the student applied appropriate design elements and principles in the creation of mockups demonstrating preferred design options?
- How has the student documented the decisions regarding the use of design elements and principles in the development and refinement of design concepts?

Criterion 6: Application of relevant stages of the design process and design thinking to develop and refine a range of annotated design concepts relevant to the brief.

- Are two distinctly different design processes evident for each final presentation demonstrating visualisation, development and refinement?
- Has the student used design thinking appropriate to the generation of ideas, development of concepts, refinement and resolution for two final presentations?
- Has the student used annotations throughout the processes to document the decisions made in the generation of ideas, development of concepts, refinement and resolution of two final presentations?

Criterion 7: Devise and deliver a pitch to test its suitability and evaluate refined concepts relevant to the brief and respond to feedback received.

- Has the student delivered a pitch that tests the suitability of at least one potential concept for each presentation and that are relevant to the brief.
- Has the student used written and visual material in their pitch?
- Has the student reflected on the feedback from the pitch? How is the reflection documented in the student folio?
- Is there evidence of the further resolution of design concepts relevant to the feedback received for the pitch?

Criterion 8: Production of two final presentations that demonstrate effective visual communication appropriate to the brief.

- Has the student produced two distinctly different final presentations?
- Do the presentations link to the audience characteristics, purpose, context and constraints outlined in the brief?
- Is the presentation format selected by the student appropriate and relate to the final visual communication?
Criterion 9: Production of two final presentations that demonstrate innovation and thoughtful selections appropriate to the brief.

- Has the student submitted two final presentations?
- Is the use of media, materials, methods relevant to the communication needs of the client?
- Is the selection and application of design elements and principles able to communicate the messages appropriate to the target audience identified in the brief?
- How has the student attempted to gain and maintain the engagement of the target audience using visual language in two final presentations (i.e., use of design elements and principles).

Criterion 10: Production of two final presentations that demonstrate technical competence.

- How has the student demonstrated technical skill and expertise in the selection and application of methods, materials and media and relevant technical conventions appropriate to the selected design field in the final presentations?
- Has the student used the relevant conventions of the selected presentation formats and design fields to communicate the intentions identified in the brief.
VCE Visual Communication Design: Teacher Additional Comment Sheet 2019

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

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

Student Number

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<table>
<thead>
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</tr>
</thead>
</table>

Comments

Unit 3 - Outcome 3

Criterion 1: Development of a brief that defines the communication needs of a client.

Criterion 2: Apply design thinking to synthesise research material and observational drawing relevant to the brief.

Criterion 3: Use of visualisation drawings with annotations to generate ideas relevant to the brief.
VCE Visual Communication Design: Teacher Additional Comment Sheet 2019

Unit 4 – Outcome 1
Criterion 4: Use of a range of materials, methods and media to develop and refine two distinctly different design concepts relevant to the brief.

Unit 4 – Outcome 1
Criterion 5: Use of a range of design elements and design principles to develop and refine design concepts relevant to the brief.

Criterion 6: Application of relevant stages of the design process and design thinking to develop and refine a range of annotated design concepts relevant to the brief.

Criterion 7: Devise and deliver a pitch to test its suitability and evaluate refined concepts relevant to the brief and respond to feedback received.

Unit 4 – Outcome 2
Criterion 8: Production of two final presentations that demonstrate effective visual communication appropriate to the brief.
Criterion 9: Production of two final presentations that demonstrate innovation and thoughtful selections appropriate to the brief.

Criteria 10: Production of two final presentations that demonstrate technical competence.

Teacher’s signature ______________________ Date ______/______/____/2019

Please retain this sheet. It may be requested as part of the School-based Assessment Audit.
Authentication of VCE Visual Communication Design School-assessed Task (SAT)

Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the *VCE and VCAL Administrative Handbook 2019*. This is important to ensure that ‘undue assistance [is] not provided to students while undertaking assessment tasks’. Teachers must be aware of the following requirements for the authentication of VCE Visual Communication Design Schools-assessed Tasks:

1. The Final Presentations created for the School-assessed Task (SAT) Unit 4 Outcome 2 are the refinements of concepts developed in Unit 4 Outcome 1 in response to the brief that is established in Unit 3 Outcome 3.

2. Teachers are required to fill out the Authentication Record Form and Additional Comment Sheet and provide the student with feedback on their progress at each observation.

3. The study design stipulates that ‘drawings and/or 3D models can be used in the presentation of design solutions; however, the manufacture of functional prototypes is not required … Students must have creative control over technical processes used in the production and final presentation of their visual communications and design solutions.’ If students opt to have presentations printed professionally, then it must be possible for them to oversee this process and to have prepared their own files to a print-ready stage. This process must be thoroughly documented as part of their development work.

4. This SAT should not require the student to seek substantial assistance from outside the school. ‘Teachers must be able to authenticate the student’s work as their own.’ Therefore it is recommended that the digital methods and software programs utilised by students are those available at the school so that teachers can provide advice and authenticate the work.

5. Undue assistance may occur during preparation of the brief, generating ideas, developing concepts or resolving final presentations. Teachers are reminded that it is not appropriate to provide ‘detailed advice on, corrections to, or actual reworking of students’ drafts or productions or folios’.

6. For Visual Communication Design, the teacher’s formal written comments should be made on only one draft of the written component of the SAT. Where written comments are made, the draft containing the teacher’s comments must be initialled and dated by the teacher and made available to the VCAA if required. Providing structured outlines with detailed suggestions or instructions for completing work, or providing content or concepts not already mentioned by the student in draft work or in their briefs, may constitute undue assistance.

7. During the SAT folio teachers must plan and use observations of student work in order to monitor and record each student’s progress as part of the authentication process.

8. An essential feature of this study is the development of creative and innovative visual communications that meet specific needs. Implicit in the work practices employed by students is the development of original work that may be stimulated by the work of others. Students are required to acknowledge all sources of inspiration throughout the design process. This can be done by noting specific titles and publication dates of texts and/or magazines and/or URL addresses for websites where images have been sourced. For information acquired from a website, acknowledgement typically includes the title of the website and the date that the website was accessed. Information should be located at the point where images appear in student notes supporting the design process. Advice regarding copyright and trademark obligations can be found on page 12 in the Cross study specifications in the *VCE Visual Communication Design Study Design 2018–2022*. Additional information can be found in the

9. With regards to manual methods, students must submit the original drawings, paintings, relief prints, collages in their development folios to form the basis for authentication of their work.

10. Annotations should be completed in real time, as the folio progresses. Students should use whichever form is appropriate to the process and complimentary to the method being employed at the time. The majority of annotations will therefore be handwritten. However, some may be typed, for example during analysis of research and inspiration imagery.

11. If a student is not meeting the expectations of the study or is at risk of not completing the studio process, teachers must indicate this on the Authentication Record Form and advise the student of this situation. Clear evidence about what the student needs to do to complete the studio process in order to receive a satisfactory assessment must be recorded on the Authentication Record Form and the Additional Comment sheets and must discussed directly with the student.

12. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to this SAT. School-based Assessment Audits include the inspection of authentication records. Where authentication records are not provided, the school is automatically audited the following year. Authentication records and Additional Teacher Comment sheets will also be required to be forwarded for all works nominated for Seasons of Excellence awards in 2019. Incomplete authentication records will result in an automatic disqualification of the student work from the nomination process.
### Authentication Record Form VCE Visual Communication Design

**School-assessed Task 2019**

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

Student name ............................................................................................................................................................................ Student No.  

School: ........................................................................................................................................................................................................

Teacher: ........................................................................................................................................................................................

<table>
<thead>
<tr>
<th>Component of School-assessed Task</th>
<th>Date observed/submitted</th>
<th>Teacher comments</th>
<th>Teacher's initials</th>
<th>Student's initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brief</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Topic</td>
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<tr>
<td>● Signed and dated by teacher</td>
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<tr>
<td><strong>Design Research/ Generation</strong></td>
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<tr>
<td>● Visualisation and observational drawings.</td>
<td></td>
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<tr>
<td>● Source material acknowledged</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Design Process No. 1</strong></td>
<td></td>
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<tr>
<td>● Observation of work in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Annotations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Source material acknowledged</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Design Process No. 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Observation of work in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Annotations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Source material acknowledged</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Refinement of final presentations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Observation of work in class</td>
<td></td>
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</tr>
<tr>
<td><strong>Development and presentation of pitch</strong></td>
<td></td>
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<tr>
<td><strong>Development and refinement of final presentations in response to feedback</strong></td>
<td></td>
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<tr>
<td><strong>Final submission of task</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Copyright</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All material has been sourced and acknowledged. Written copyright approval has been provided for the use of any 3rd party material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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### Visual Communication Design

Additional information to be used in conjunction with the Assessment Sheet

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student does not present a brief or writes the brief retrospectively for Unit 3 Criteria 1</td>
<td>the student is scored 0 for Unit 3 Criteria 1</td>
</tr>
<tr>
<td>If a student has presented a brief but has not satisfactorily met the requirements, for example, where only one need is described for Unit 3 and Unit 4 Criteria 1, 6, 8, 9 and 10</td>
<td>the student is scored between 0–2 for Unit 3 and Unit 4 Criteria 1, 6, 8, 9 and 10</td>
</tr>
<tr>
<td>If a student has presented more than one brief, the first brief should be read and assessed.</td>
<td></td>
</tr>
<tr>
<td>If a student does not complete two design processes for two communication needs for Unit 3 and Unit 4 Criteria 2–10</td>
<td>the student is scored 0 for Unit 3 and Unit 4 Criteria 2–10</td>
</tr>
<tr>
<td>If a student presents evidence of some developmental work for at least one final presentation for Unit 3 and Unit 4 Criteria 3, 4, 5 and 6</td>
<td>the student is scored between 0–2 for Unit 3 and Unit 4 Criteria 3, 4, 5 and 6</td>
</tr>
<tr>
<td>If a student does not present two final presentations for Unit 4 Criteria 8, 9 and 10</td>
<td>the student is scored 0 for Unit 4 Criteria 8, 9 and 10</td>
</tr>
<tr>
<td>If a student presents evidence of two final presentations but has not satisfactorily met requirements for Unit 4 Criteria 8, 9 and 10</td>
<td>the student is scored between 0–2 for Unit 4 Criteria 8, 9 and 10</td>
</tr>
<tr>
<td>If a student presents two final presentations but only one presentation format is used for Unit 4 Criteria 8, 9 and 10</td>
<td>the student is scored between 0–2 for Unit 4 Criteria 8, 9 and 10</td>
</tr>
<tr>
<td>Any work labelled Final presentation but submitted as part of the design folio completed for Unit 3 Outcome 3 and Unit 4 Outcome 1 will be considered part of the development work. For Unit 4 Criteria 8, 9 and 10</td>
<td>the student is scored 0 for Unit 4 Criteria 8, 9 and 10</td>
</tr>
<tr>
<td>If a student does not submit the School-assessed Task at all</td>
<td>N/A is entered in the total score box</td>
</tr>
</tbody>
</table>
This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student’s performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.

**Criteria for the award of grades**

The extent to which the Design folio demonstrates:

<table>
<thead>
<tr>
<th>Unit 3, Outcome 3: The brief</th>
<th>Not Shown (0)</th>
<th>Very Low (1–2)</th>
<th>Low (3–4)</th>
<th>Med (5–6)</th>
<th>High (7–8)</th>
<th>Very High (9–10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 development of a brief that defines the communication needs of a client</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3, Outcome 3: Generating ideas</th>
<th>Not Shown (0)</th>
<th>Very Low (1–2)</th>
<th>Low (3–4)</th>
<th>Med (5–6)</th>
<th>High (7–8)</th>
<th>Very High (9–10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 apply design thinking to synthesise research material and observational drawing relevant to the brief</td>
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<tr>
<td>3 use of visualisation drawings with annotations to generate ideas relevant to the brief</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4, Outcome 1: Developmental work, refinement and evaluation</th>
<th>Not Shown (0)</th>
<th>Very Low (1–2)</th>
<th>Low (3–4)</th>
<th>Med (5–6)</th>
<th>High (7–8)</th>
<th>Very High (9–10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 use of a range of materials, methods and media to develop and refine two distinctly different design concepts relevant to the brief</td>
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<tr>
<td>5 use of a range of design elements and design principles to develop and refine design concepts relevant to the brief</td>
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<tr>
<td>6 application of relevant stages of the design process and design thinking to develop and refine a range of annotated design concepts relevant to the brief</td>
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<tr>
<td>7 devise and deliver a pitch to test its suitability and evaluate refined concepts relevant to the brief and respond to feedback received</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4, Outcome 2: Final presentations</th>
<th>Not Shown (0)</th>
<th>Very Low (1–2)</th>
<th>Low (3–4)</th>
<th>Med (5–6)</th>
<th>High (7–8)</th>
<th>Very High (9–10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 production of two final presentations that demonstrate effective visual communication appropriate to the brief</td>
<td></td>
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<tr>
<td>9 production of two final presentations that demonstrate innovation and thoughtful selections appropriate to the brief</td>
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<tr>
<td>10 production of two final presentations that demonstrate technical competence.</td>
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</tbody>
</table>

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

**SUBTOTALS**

<table>
<thead>
<tr>
<th>Not Shown (0)</th>
<th>Very Low (1–2)</th>
<th>Low (3–4)</th>
<th>Med (5–6)</th>
<th>High (7–8)</th>
<th>Very High (9–10)</th>
</tr>
</thead>
</table>

**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.