VCE Visual Communication Design 2024-2028

Q&A webinar

Monday 04 March 2024

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

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Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.

Asking Questions

Key Documents

PLANNING

Accreditation period for Units 1–4: 2024–2028

- ▶ Developing a program
- ▶ Units 1–4 Sequencing of content
- ▶ Visual communication processes
- ▶ Visual communication practices
- ▶ Unit 1–4 Overview
- ▶ Timeline of teaching Units 1–4
- ▶ Aboriginal and Torres Strait Islander Perspectives in the VCE
- ▶ Employability Skills

Technical Conventions resource

VCE Visual Communication Design 2024 Technical Conventions resource

Implementation videos

VCE Visual Communication Design (2024-2028) implementation videos
Online video presentations which provide teachers with information about the new VCE Visual Communication Design Study Design for implementation in 2024.

TEACHING AND LEARNING

Accreditation period for Units 1–4: 2024–2028

Unit 1: Finding, reframing and resolving design problems

- ▶ Area of Study 1: Reframing design problems
- ▶ Area of Study 2: Solving communication design problems
- ▶ Area of Study 3: Design's influence and influences on design

Unit 2: Design contexts and connections

- ▶ Area of Study 1: Design, place and time
- ▶ Area of Study 2: Cultural ownership and design
- ▶ Area of Study 3: Designing interactive experiences

Unit 3: Visual communication in design practice

- ▶ Area of Study 1: Professional design practice
- ▶ Area of Study 2: Design analysis
- ▶ Area of Study 3: Design process: defining problems and developing ideas

Unit 4: Delivering design solutions

- ▶ Area of Study 1: Design process: refining and resolving design concepts
- ▶ Area of Study 2: Presenting design solutions

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Assessment Support Material

Accreditation period for Units 1–4: 2024–2028

General assessment advice

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the VCE and VCAL Administrative Handbook.

Updates to matters related to the administration of VCE assessment are published in the VCAA Bulletin. Subscribe to the VCAA Bulletin.

Teachers must refer to these publications for current advice.

The VCE assessment principles underpin all VCE assessment practices and should guide teachers in their design and implementation of School-assessed Coursework (SACs).

When developing SAC tasks, teachers should also refer to the VCAA policies and school assessment procedures as specified in the VCE and VCAL Administrative Handbook section: Scored assessment: School-based Assessment.

The VCAA assessment principles determine that assessment at VCE should be:

- valid and reasonable
- equitable
- balanced
- efficient.

Essentially, these principles invite schools and teachers to create assessment practices, including tasks and instruments, that enable students to demonstrate their understanding of the outcome statements as well as the key knowledge and skills. These should be demonstrated through a range of opportunities and in different contexts (balanced) that do not advantage or disadvantage certain groups on the basis of circumstances (equitable). Assessment practices should not be overly onerous in terms of workload and time (efficient) and they should only assess that which is explicitly described in the study design.

VCE Visual Communication Design Study Design examination specifications, past examination papers and corresponding examination reports can be accessed from the VCE examination webpages.

Graded distributions for graded assessment can be accessed from the VCAA Senior Secondary Certificate Statistical Information webpage.

Excepting third-party elements, schools may use this resource in accordance with the VCAA's educational allowance (VCAA Copyright and Intellectual Property Policy).

▶ Conditions of tasks

▶ Authentication

▶ Units 1 and 2

▶ Sample approach to developing an assessment task

▶ Unit 3 Performance descriptors

Assessment Support Material

▼ Unit 3 Performance descriptors

The VCAA publishes performance descriptors for assessment task in Units 3 and 4. These performance descriptors are advice only and provide a guide to developing an assessment tool when assessing the outcomes of each area of study. The performance descriptors can be adapted and customised by teachers in consideration of their context and cohort, and to complement existing assessment procedures in line with the **VCE Administrative Handbook** and the **VCE assessment principles.**

Performance descriptors can assist teachers in moderating student work, in making consistent assessment, in helping determine student point of readiness (zone of proximal development) and in providing more detailed information for reporting purposes. Using performance descriptors can assist students by providing them with informed, detailed feedback and by showing them what improvement looks like.

Teachers should note that, in modifying or developing unique performance descriptors, they should work from the study design and the key areas of outcome statements, key knowledge and key skills. Not all key knowledge and key skills will or can be formally assessed in an assessment task – some key knowledge and key skills are observable in classroom engagement and learning – but all criteria in any assessment tool must be drawn directly from the study design.

- **Unit 3 Outcome 1 Performace descriptors**

- **Unit 3 Outcome 2 Performace descriptors**

2024 Administrative Information for School-based Assessment

VCE Visual Communication Design: Administrative Information for School-based Assessment in 2024

- **Authentication record form: VCE Visual Communication Design 2024**

School-based assessment Advice

- **Scope and nature of task**
- **Assessment criteria, indicators of performance, and descriptors**
- **Authentication material**
- **Scoring sheet**

VCE Visual Communication Design: Administrative information for School-based Assessment in 2024

Units 3 and 4

School-assessed Task

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

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) 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 8-15. This assessment is subject to the VCAA's statistical moderation process.

The 2024 Visual Communication Design assessment sheet on page xx is to be used by teachers to record scores. The completed assessment sheet must be made available on request by the VCAA.

The mandated 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 annually in the *VCE Administrative Handbook 2024*.

The Authentication record form on pages xx must be used to record information for each student and must be made available on request by the VCAA.

The SAT 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 for submission of scores into VASS in July and November. These dates are published in the *2024 Important Administrative Dates* and Assessment Schedule, published annually on the VCAA website.

Glossary of command terms

The same terms are used in SAT criteria and descriptors

GLOSSARY OF COMMAND TERMS

This glossary of command terms provides a list of terms commonly used across the Victorian Curriculum F–10, VCE study designs and VCE examinations.

The glossary can be used by:

- teachers across Foundation to Level 10 and VCE to develop internal assessment tasks and prepare students for tests and examinations
- examination panels in the development of assessment items for external examinations

The glossary may be used in classrooms by teachers across all F–10 curriculum areas and VCE studies to help students better understand the requirements of command terms in the context of their discipline. Students may benefit from using the glossary in the context of questions and tasks they are working on as opposed to learning the terms in isolation.

It is important that the command terms are not interpreted in an overly prescriptive way. Teachers are reminded that study-specific nuances may elicit different kinds of responses to a given term as the term may carry a particular meaning within a discipline that is not necessarily represented in the glossary. For example, an 'evaluate' question will require a different response in Mathematics than it will in History.

The list of terms in the glossary is not intended to be exhaustive or limiting; other terms may be used if required and/or appropriate, allowing study-specific questions to be constructed. Additionally, not all terms in the glossary will be suitable for use in all disciplines and studies. Reference to the relevant curriculum and VCE study design is paramount when developing internal and external assessments.

When using command terms in the construction of assessment items, questions, tasks and marking rubrics, the following definitions may be useful in considering what the term requires students to do.

Glossary of command terms

[Pages - Glossary of command terms (eduweb.vic.gov.au)](#)

Glossary of command terms

Term	Explanation
account of	Describe a series of events or transactions.
account for	State reasons for; report on.
analyse	Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information.
apply	Use; employ in a particular situation or context.
assess	Make a judgment about, or measure, determine or estimate, the value, quality, outcomes, results, size, significance, nature or extent of something.
calculate	Determine from given facts, figures or information; obtain a numerical answer showing the relevant stages in the working; determine or find (e.g. a number, answer) by using mathematical processes.
clarify	Make a statement or situation more comprehensible.
compare	Recognise similarities and differences and the significance of these similarities and differences.

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Unit 3 Area of Study 1

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.	30	A comparative case study of designers in selected design field(s) presented in one of the following formats: • a written report • an annotated visual report • a response presented in a digital format, such as an online presentation or interactive website. **AND**
	20	Two practical design exercises documenting emerging skills in selected field(s) of practice.

Unit 3 Outcome 1 Questions

Question

- What are the conventions of visual language?

Visual language

VCE Visual Communication Design is the study of visual language in the context of professional design practice. In VCE Visual Communication Design visual language is a system of communication where ideas and information are conveyed to audiences through visual means. Designers use the components of visual language to resolve problems, combining pictorial, symbolic and typographic elements to influence how people experience or interact with places, systems and things.

Study Specifications Page 12

Question

How many fields of design practice do the students study for the task?

Unit 3 Area of Study 2

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 2 Compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.	50	A comparative analysis of design examples presented in one of the following formats: • a written report • an annotated visual report • a response presented in a digital format, such as an online presentation or interactive website.
Total marks	100	

Unit 3 Outcome 2 questions

Question

How do you structure the comparative task for this outcome?

Unit 3 Area of Study 3

Outcomes	Assessment tasks
Unit 3 **Outcome 3** Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.	• Research using divergent and convergent thinking to identify and analyse a design problem. • A brief that identifies two communication needs and develops design criteria including the purposes, contexts, audience or user characteristics and design constraints. • Generation of a range of ideas drawing on the design criteria documented in the brief. • Presentation and critique of design ideas to a group based on the client needs and criteria documented in the brief. • Deliver and respond to feedback using written reflective and critical evaluations.
Unit 4 **Outcome 1** Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.	• A folio of work presenting the development of design concepts for two distinct communication needs. • Evaluation, testing and resolution of design concepts. • Devise and deliver a pitch of one design concept for each of the two distinct communication needs. • Documentation of the development, refinement and resolution of design concepts.
Unit 4 **Outcome 2** Produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.	• Two distinct final presentations in two separate presentation formats that fulfil the communication needs and design criteria outlined in Unit 3, Outcome 3. • Use of visual language and appropriate methods to communicate solutions to an audience or users.

Scope and Nature of task

Nature of task

As described on p. 41 of the VCE Visual Communication Study Design, the student is required to:

- Research using divergent and convergent thinking to identify and analyse a design problem.
- A brief that identifies two communication needs and develops design criteria including the purposes, contexts, audience or user characteristics and design constraints.
- Generation of a range of ideas drawing on the design criteria documented in the brief.
- Presentation and critique of design ideas to a group based on the client needs and criteria documented in the brief.
- Deliver and respond to feedback using written reflective and critical evaluations.

Describes the task

Describes the scope of assessment for the task

Scope of task

The task for Unit 3 Outcome 3 is comprised of three components. Students:

1. Conduct research to define two communication needs for a client.
2. Prepare a brief.
3. Generate, develop and present ideas.

Students will apply the following stages of the VCD design process and design thinking strategies when undertaking these tasks.

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Unit 3 Outcome 3 task

On completion of this unit the student should be able to identify **two communication needs** for **a client, prepare a brief and develop design ideas,** while applying the **VCD design process and design thinking strategies.**

Research

Brief

Generation of ideas

Critique

Deliver & Respond to feedback
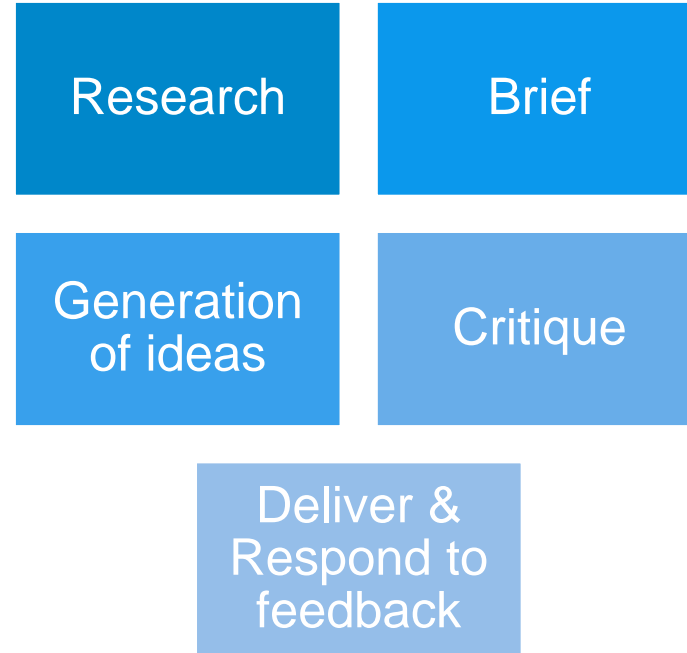
Example: A starting point for students

1. Identify key concept/s 2. List key VCAA elements &/ or principles relevant to styles and techniques being investigated
2. Link concepts, processes, visual language & inspirational artists where relevant
3. List materials that will be required/ utilised
4. Emphasis key features of various project ideas (Have 3 areas of exploration for Unit 3 that will provide room for growth into a finished body of work in Unit 4 for a specific audience)
5. Tag sections of the mind map to identify relevant interpretive lenses

Natalie Papak: Art Making and Exhibiting
Princes Hill Secondary College

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Example: Assessment criteria for students

Plan Unit 4, Outcome 1

Final assessment criteria for a score out of 20

| Unit 4 Outcome 1 | 7. | Present a critique of the use of the Creative Practice from Unit 3 and use feedback and reflection to resolve a body of work |
| | 8. | Document, annotate and evaluate the refinement and resolution of the Body of Work |

Paste your Outcome 1, Unit 3 reflection into your journal.

1. Create 2 new double page spreads to include loose and/or detailed drawings or storyboards to plan the resolved completion of this body of work in Unit 4.
2. Create a new mind map to identify key concepts, any additional new inspiration, list materials and processes to be used.

   - Include essential elements and principles that will be manipulated in your making.
   - Add any additional inspirational images *or* artworks that will build on and enhance your Outcome 1, Unit 4 body of work.
   - Include evidence of recorded feedback from your critique in your planning and/or mind map.
   - Evaluate your findings and address the most useful ideas in your planning for a new body of work that is informed by your creative practice of Unit 3 and builds on your findings.

These plans will be presented to the class early in term 3 after you have had time to create any required experimentation.

Plan Unit 4, Outcome 2

Build on an area of your Unit 3, Outcome 2 skill development & experimentation.

Final assessment criteria for a score out of 20

| Unit 4 Outcome 2 | 9. | Refine and resolve a Body of work using the Creative Practice. |
| | 10. | Resolve and present a Body of Work to communicate ideas and meaning to a viewer or audience. |

1. Create 2 double page spreads of drawings & / or sketches to plan a finished, refined and resolved presentation of this body of work.
   - Include details about the audience for your creative practice, where & how it will be shown to your audience.
2. Create a mind map that includes ideas, meanings, and inspiration as well as a materials list and ideas for display methods.
   - Colour code and tag the various sections of the map for use of interpretive lenses.
   - Contextualise the concepts of this Body of Work.
   - You may need to add a page of art/ source material/ images that inform the completed presentation. Some of this content could be extracted and emphasised from your Outcome 2, Unit 3 research.

During week 1, term 3: Complete & archive any necessary experimentation with materials that will enable you to begin production on the finished project. Due date for completion: End of week 2, term 3

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VCE Visual Communication Design 2024: School-assessed Task Assessment Sheet						
Assessment Criteria	**Indicators**	**Levels of Performance**				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Discover **Unit 3 Outcome 3** **Criterion 1** Design research methods to define communication problems.	• The Discover phase of the VCD process • Research methods and diverse thinking to gather insights, identify and analyse the design problem. • Use of ethical and legal obligations in research • Demonstration of an understanding of good design • Analyse and define a design problem. • Annotations analyse and evaluate research to define the design problem	A research method is evident. Application of divergent thinking strategies Identifies good design concepts	Research methods and divergent thinking strategies gather insight and identify a design problem. Concepts of good design are used in the gathering of insights and to identify the design problem.	A range of research methods and divergent thinking gather insights, i and identify a design problem. Concepts of good design are used to gather insights and define the problem.	A diverse range of research methods and divergent thinking strategies are used to gather insights and examine a design problem. Concepts of good design are used to gather insights and analyse the problem.	A diverse range of research methods and divergent thinking strategies are applied to the investigation to gather insights, analyse and evaluate a design problem. Concepts of good design are used to gather insights and evaluate the problem.
		1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

Assessment Criteria	Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Define **Unit 3 Outcome 3** **Criterion 2** Documentation of a design brief defining two distinct communication needs and the presentation of design criteria.	• The Define phase of the VCD design process is evident. • Use of convergent thinking to define a design problem • Brief - Identification of a client, two communication needs are defined, presentation of design criteria (including purpose, context, audience or users, and constraints) • Design criteria demonstrates an understanding of good design	Uses convergent thinking and identifies a design problem Lists two communication needs in a design brief. Lists design criteria.	Uses convergent thinking to reframe and outline a design problem. Identifies two communication needs in a design brief. Outlines design criteria.	Uses convergent thinking to define and describe a design problem. Describes a client and two distinct communication needs in a design brief. Describes design criteria.	Uses convergent thinking to examine and discuss a design problem. Discusses a client and two distinct communication needs in a design brief. Discusses design criteria.	Uses convergent thinking to synthesise and explain a design problem. Explains a client and two distinct communication needs in a design brief. Explains design criteria.
		1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

VCE Visual Communication Design 2024 : School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Develop **Unit 3 Outcome 3** **Criterion 3** Generate, develop and present a range of design ideas drawing on the design criteria documented in the brief	• The Develop phase of the VCD design process • An understanding of good design • Use of ethical and legal obligations in the development of design ideas • Divergent thinking strategies • Annotations explain and evaluate design ideas using appropriate design terminology • Design ideas are presented in a critique through written and visual material using design terminology. Feedback strategies are designed for the critique based on the design criteria. • Feedback is provided to other students using critical and reflective evaluations and design terminology. Feedback is responded to using critical and reflective evaluations;	Generation, development and presentation of design ideas through the application of divergent thinking. Design ideas and feedback strategies are identified in a critique. Annotations identify the further development of ideas.	Generation and development of design ideas applying divergent thinking and drawing on design criteria. Design ideas are outlined in a critique. Feedback strategies are identified and responded to. Annotations outline the further development of ideas.	Generation and development and presentation of design ideas, using divergent thinking, that draw on the design criteria described in the brief. Design ideas are described in a critique. Feedback strategies are designed and delivered. Annotations reflectively evaluate design ideas and feedback	Generation, development and presentation of design ideas, integrating divergent thinking, that expand on the design criteria discussed in the brief. Design ideas are discussed in a critique drawing on specific aspects of the design criteria. Feedback strategies are designed and discussed considering individual design criteria. Annotations critically and reflectively evaluate design idea and feedback	Generation, development and presentation of design ideas, integrating divergent thinking that explore and expand on the design criteria explained in the brief. Design ideas are explained in a critique that evaluates specific aspects of design criteria. Feedback strategies are designed and explained drawing on specific aspects of individual design criteria. Annotations critically and reflectively evaluate design ideas and key aspects of feedback
		1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

VCE Visual Communication Design 2024 : School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Develop **Unit 3 Outcome 3** **Criterion 4** Develop and present a range of design ideas using methods, materials, media, design elements, design principles and Gestalt principles of visual perception.	• The Develop phase of the VCD design process • Design elements, design principles and Gestalt principles of visual perception are used to develop and present design ideas drawing on criteria documented in the brief. • Methods, materials and media are used to develop and present a range of design ideas drawing on design criteria • Annotations document the use of methods, materials, media, design elements, design principles and Gestalt principles of visual perception in the development and presentation of ideas.	Development of design ideas applying methods, materials, media, design elements, design principles and Gestalt principles of visual perception. Annotations identify the use of methods, materials, media, design elements and Gestalt principles of visual perception	Development and presentation of design ideas using methods, materials, media, design elements, design principles and Gestalt principles of visual perception. Annotations outline the use of methods, materials, media, design elements and Gestalt principles of visual perception.	Development and presentation of design ideas that draw on the design criteria described in the brief that use divergent thinking to explore and experiment with methods, materials, media, design elements, design principles and Gestalt principles of visual perception. Annotations reflectively evaluate the use of methods, materials, media, design elements and Gestalt principles of visual perception. .	Development and presentation of design ideas that expand on the design criteria described in the brief by integrating divergent thinking with the exploration of methods, materials, media design elements, design principles and Gestalt principles of visual perception. Annotations critically and reflectively evaluate the use of methods, materials, media, design elements and Gestalt principles of visual perception.	Development and presentation of design ideas that explore and expand on the design criteria by integrating divergent thinking with the exploration and experimentation of methods, materials, media, design elements, design principles and Gestalt principles of visual perception. Annotations critically and reflectively explain and evaluate the use of methods, materials, media, design elements and Gestalt principles of visual perception.
		1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

Unit 3 Outcome 3 questions

Unit 4 Outcome 1 task

On completion of this unit the student should be able to **refine and resolve distinct design concepts for each communication need,** and **devise and deliver a pitch** to communicate concepts **to an audience or users, evaluating the extent to which these meet the requirements of the brief**.

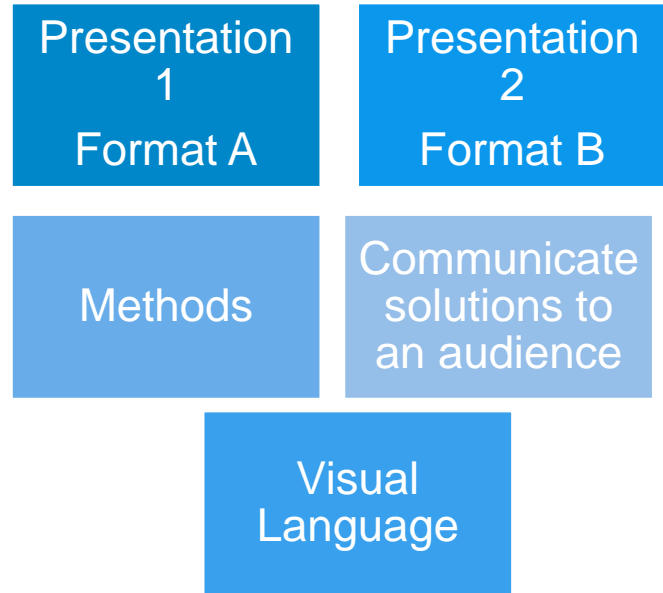Refine and resolve design concepts

Devise and deliver a pitch

Documentation

VCE Visual Communication Design 2024: School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Deliver **Unit 4 Outcome 1** **Criterion 5** Refinement and resolution of design concepts for two communication needs.	• The Deliver phase of the VCD design process • Further development and refinement of design ideas • Refinement and resolution of design concepts for two communication needs • Design elements and principles are used to refine and resolve design concepts in development and documentation drawings • Manual and digital methods, media, materials and conventions are used to refine and resolve design concepts • Use of ethical and legal obligations in the resolution and refinement of design concepts • Understanding of good design • Annotations used to document the refinement and resolution of design concepts.	Design concepts are linked to the ideas developed in Unit 3. Design concepts are linked to the design criteria listed in the brief.	Design ideas from the critique in Unit 3 are linked to the design concepts. Design concepts for two communication needs are refined and resolved. The design concepts are refined and resolved considering the criteria outlined in the brief.	Further development of design ideas from the critique in Unit 3. Design concepts for two communication needs are refined and resolved applying methods, media, materials, design elements, design principles and Gestalt principles of visual perception. The design concepts are refined and resolved drawing on the criteria outlined in the brief.	Further development of design ideas from the critique in Unit 3 focusing on design criteria Design concepts for two communication needs are refined and resolved using convergent thinking and integrating methods, media, materials, design elements, design principles and Gestalt principles of visual perception. Design criteria are considered throughout. The design concepts are refined and resolved drawing on specific aspects of the design criteria discussed in the brief.	Further development of ideas from the critique in Unit 3 focusing on specific design criteria. Design concepts for two communication needs are refined and resolved integrating convergent thinking with specific methods, materials, media, design elements, design principles and Gestalt principles of visual perception that address the design criteria. The design concepts are refined and resolved synthesising on specific aspects of design criteria explained in the brief.
		1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

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VCE Visual Communication Design 2024: School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Deliver **Unit 4 Outcome 1** **Criterion 6** Evaluation and presentation of design concepts drawing on requirements of the brief.	• The Deliver phase of the VCD design process • Produce mock-ups or prototypes of one design concept for each communication need that test and evaluates their suitability, drawing on the requirements of the brief. • Devise and deliver an oral pitch using visual and written material that evaluates the suitability and quality of one design concept for each communication need, drawing on the requirements of the brief. • Use of convergent thinking in the presentation and evaluation of design concepts in the pitch, and in the further refinement of design concepts • Use of ethical and legal obligations in the presentation of design concepts in the pitch • An understanding of good design • Use of appropriate terminology	One mock-up or prototype of a design concept is evaluated and presented.	Two mock-ups or prototypes are created and evaluated. Two refined design concepts are presented in a pitch. Application of convergent thinking to further refine design concepts.	Mock-ups or prototypes are created and described drawing on design criteria. A pitch is devised and delivered to describe one refined design concept for each communication need. Application of convergent thinking to further refine design concepts drawing on feedback from the pitch and the requirements of the brief.	Mock-ups or prototypes are created and analysed drawing on specific aspects of design criteria. One refined design concept for each communication need is presented and evaluated in a pitch. Application of convergent thinking to further refine design concepts by analysing feedback from the pitch and drawing on the requirements of the brief.	Mock-ups or prototypes are created and evaluated drawing on specific aspects of the design criteria. One refined design concept for each communication need is presented and evaluated in a pitch drawing and elaborating on specific design criteria. Application of convergent thinking to further refine design concepts by evaluating feedback from the pitch and synthesising the requirements of the brief.
		1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

Unit 4 Outcome 2 task

On completion of this unit the student should be able to **produce a design solution for each communication need** defined in the brief, **satisfying the specified design criteria.**

Presentation 1 Format A	Presentation 2 Format B
Methods	Communicate solutions to an audience
Visual Language	

VCE Visual Communication Design 2024 : School-assessed Task Assessment Sheet

Assessment Criteria	Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Deliver **Unit 4 Outcome 2** **Criterion 7** Presentation of design solutions to address the communication needs specified in the brief.	• The Deliver phase of the VCD design process is evident • Two distinct design solutions that meet the communication needs defined in the brief. • Feedback from the pitch is incorporated into the two distinct design solutions • Selection of suitable presentation formats for two distinct design solutions that meet the communication needs defined in the brief • Application of methods, media and materials in distinct design solutions that meet the communication needs defined in the brief • Use of convergent thinking in the presentation of design solutions • Use of ethical and legal obligations in the presentation of design solutions • An understanding of good design	Two distinctly different design solutions are identified.	Two distinctly different design solutions are presented on presentation formats.	Two distinctly different design solutions that meet the communication needs defined in the brief and the design criteria are presented on selected presentation formats.	Two distinctly different design solutions that meet the communication needs of the brief and the design criteria are presented on selected presentation formats manipulating methods, media and materials.	Two distinct design solutions that meet the communication needs of the brief and the design are presented on selected presentation formats. Methods, media and materials are selected and manipulated considering the design criteria outlined in the brief.
		1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

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Assessment Criteria	Indicators	Levels of Performance				
		1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
Deliver **Unit 4 Outcome 2** **Criterion 8** Use of visual language to address the distinct communication needs specified in the brief.	• The Deliver phase of the VCD design process • Use of visual language that communicate two distinct design solutions to stakeholders • Use of ethical and legal obligations with visual language in design solutions • An understanding of good design in the use of visual language • Documentation of the resolution and refinement of visual language in design solutions.	Use of visual language in design solutions. Identifies the use of visual language in design solutions.	Use of visual language is evident in two distinctly different design solutions. Outlines the use of visual language in the design solutions.	Visual language communicates the needs specified in the brief in two distinctly different solutions. Describes the use of visual language in the final solutions and in relation to the communication needs and design criteria described in the brief.	Visual language is selected to communicate the needs specified in the brief in two distinctly different solutions. Analyses the selection of visual language in the solutions considering the communication needs and design criteria discussed in the brief.	Visual language is selected and manipulated drawing on individual aspects of the communication needs specified in the brief in two distinctly different solutions. Evaluates the selection and manipulation of visual language to specifically address the design criteria and communication needs explained in the brief.
		1 ☐ 2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8 ☐	9 ☐ 10 ☐

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