Curriculum and Assessment Plan: VCE Visual Communication Design

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| Senior secondary education provider details | |
| Senior secondary education provider name: |  |
| Contact name/s: |  |
| Contact details (email and telephone): |  |
| What is the accreditation period and title of the VCE study design being used to complete this document?  ***NOTE:*** *Please ensure that you use the study design that is accredited for the year that you plan to commence delivery.* |  |

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| **Schedule 8 – Minimum standards for registration to provide an accredited senior secondary course:**  **2 Student learning outcomes**  A senior secondary education provider that provides, or proposes to provide, an accredited senior secondary course must—   1. deliver the course to the standards established by the awarding body for the qualification; and 2. ensure that a student who satisfactorily completes all of the course requirements is entitled to be awarded the registered qualification.   **5 Teaching and learning**  A senior secondary education provider must have—   1. processes to ensure the consistent application of assessment criteria and practices; and 2. processes to oversee the conduct of assessments of the course including processes to conduct investigations and hearings and, if necessary, amend or cancel assessments.   *(Education and Training Reform Regulations 2017, Schedule 8.5)* | |
| **Evidence requirement** | Complete this template or provide a comparable curriculum and assessment plan for VCE Visual Communication Design as follows:   * for Units 1 to 4: a curriculum delivery plan identifying how students will meet the requirements of each outcome. * for Units 3 and 4: a School-assessed Coursework (SAC) plan and a School-assessed Task (SAT) plan for each assessment task (as appropriate) in Units 3 and 4. |
| **What the VCAA is assessing** | A senior secondary education provider must be able to demonstrate that the format and conditions of tasks used for school-based assessment meet the requirements of the relevant VCE study design, the VCE assessment principles and the VCAA’s administrative requirements.  This is an aspect of the process to ensure that:   * the course is being delivered to the standards established by the VCAA * students are able to satisfactorily complete the course * there is consistent application of assessment criteria and practices * there are compliant processes in place to oversee the conduct of assessments. |
| **Compliance is measured against** | * VCE study design applicable for the year of delivery * [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) * administrative information for School-based Assessment located on the study’s webpage * any additional documents as prescribed in the study design and located on the study’s webpage; e.g. VCAA Bulletin items * the VCE Administrative Handbook, particularly the section ‘Scored assessment: School-based Assessment.’ |
| **Resources** | * [Visual Communication Design study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx) * [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) * [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) |

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| **Advice on completing these plans**   * A curriculum delivery plan for Units 1 and 2 or Units 3 and 4 must be completed for each unit the senior secondary education provider is applying for permission to deliver. Use the template provided. * For Units 3 and 4 **only**: * A School-assessed Coursework (SAC) plan must be completed for each SAC task planned for delivery in Units 3 and 4. If only Units 1 and 2 are being applied for, this plan does not need to be completed. * A School-assessed Task (SAT) plan must be completed for each SAT in planned for delivery in Units 3 and 4. * Senior secondary education providers that have established documentation in place; e.g. assessment tasks, are invited to attach these as appendices. |
| **Checklist**  Prior to submitting this document, ensure the following points are checked:  Correct study design is being used.  ***NOTE:*** *Please ensure that you use the study design that is accredited for the year that you plan to commence delivery.*  Correct outcomes, key knowledge and key skills are being taught and assessed.  Students have opportunity to demonstrate the key knowledge and key skills required to satisfactorily meet the requirements of each outcome within the units.  Examples of teaching and learning activities are outlined in the plan.  Assessment task types and requirements reflect specifications set out within the study design.  The conditions under which the task will be run are fair to all students.  Timing of assessment task/s and the time/s allocated to the task/s is fair.  Instructions provided to students about task/s are appropriate and clear.  Authentication management is appropriate. |

Units 1 and 2 Curriculum delivery plan

A curriculum delivery plan must be completed for each unit the senior secondary education provider is applying for permission to deliver.

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunity for students to demonstrate satisfactory achievement of each outcome. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory). In each VCE study, teachers and schools determine the assessment tasks to be used at Units 1 and 2.

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| Provide details of the outcome, time period (Term/Week–Term/Week), key knowledge and key skills *(from the study design)* | | | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcomes | List and describe the assessment tasks that will be used to assess students’ level of achievement. Include an estimate of when each task will occur |
| **Unit 1, Outcome 1:** <insert outcome statement – see the VCE study design> | | | | |
| **Anticipated teaching time allocation:** <insert as appropriate. E.g., Term 1 Week 1 – Term 1 Week 6> | | | | |
| **Key knowledge:** | | **Key skills:** | <Consider a range of resources when developing appropriate learning activities, e.g. VCE Advice for Teachers located on the VCAA website: Support Materials found on the [Visual Communication Design study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx). Ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | <Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur> |
| * <Select as appropriate. See the VCE study design> | | * <Select as appropriate. See the VCE study design> |
| **Unit 1, Outcome 2:** <insert outcome statement> | | | | |
| **Anticipated teaching time allocation:** | | | | |
| **Key knowledge:** | **Key skills:** | |  |  |
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| **Unit 1, Outcome 3:** <insert outcome statement> | | | | |
| **Anticipated teaching time allocation:** | | | | |
| **Key knowledge:** | **Key skills:** | |  |  |
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| **Unit 2, Outcome 1:** <insert outcome statement> | | | | |
| **Anticipated teaching time allocation:** | | | | |
| **Key knowledge:** | **Key skills:** | |  |  |
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| **Unit 2, Outcome 2:** <insert outcome statement> | | | | |
| **Anticipated teaching time allocation:** | | | | |
| **Key knowledge:** | **Key skills:** | |  |  |
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| **Unit 2, Outcome 3:** <insert outcome statement> | | | | |
| **Anticipated teaching time allocation:** | | | | |
| **Key knowledge:** | **Key skills:** | |  |  |
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In Unit 1 students study specific fields of design practice. Outline the topics that you will use for study for Unit 1 Outcome 2: Solving communication design problems, and Outcome 3: Design’s influence and influences on design.

Click here to enter text.

In Unit 2 students continue to study specific fields of design practice. Outline the topics that you will use for study for Unit 2 Outcome 1: Design, place and time, Outcome 2: Cultural ownership and design, and Outcome 3: Designing interactive experiences.

Click here to enter text.

The study specifications outline concepts addressed across Units 1 to 4. How will you introduce the following concepts to the students in Units 1 and 2?

* Design thinking
* Design ideas, concepts and solutions
* Good design
* Human-centred design problems
* Circular design practices

Click here to enter text.

Units 3 and 4 Curriculum delivery plan

A curriculum delivery plan must be completed for each unit the senior secondary education provider is applying for permission to deliver.

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunity for students to demonstrate satisfactory achievement of each outcome. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

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| Provide details of the outcome, time period (Term/Week–Term/Week), key knowledge and key skills *(from the study design)* | | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcomes | List and describe the assessment tasks that will be used to assess students’ level of achievement |
| **Unit 3, Outcome 1:** <insert outcome statement – see the VCE study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate. E.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** | **Key skills:** | <Consider a range of resources when developing appropriate learning activities, e.g. VCE Advice for Teachers located on the VCAA website: Support Materials found on the [Visual Communication Design study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/visualcommunicationdesign/Pages/Index.aspx). Ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | <Select as appropriate. See the VCE study design. The timing and a description of the task are not required as an assessment plan is completed for each task in Units 3 and 4> |
| * <Select as appropriate. See the VCE study design> | * <Select as appropriate. See the VCE study design> |
| **Unit 3, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 3, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 4, Outcome 1:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 4, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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Clearly describe the learning activities for the delivery of the SAT indicating how the key knowledge and skills will be addressed in each outcome.

Click here to enter text.

Outline the specific tasks undertaken for Unit 3, Area of Study 1:Professional design practice, identifying the fields of design practice covered and the examples of design practice.

Click here to enter text.

Outline the examples from the fields of design practice that will be covered in Unit 3, Area of Study 2

Click here to enter text.

Units 3 and 4 School-assessed Coursework (SAC) plan

In Units 3 and 4, specified assessment tasks are set by the VCE study design. Specified assessment tasks for VCE Visual Communication Design include SAC tasks and School-assessed Tasks (SATs). Complete this plan for each **SAC** task planned for Units 3 and 4. This plan needs to be repeated for each SAC task completed in Units 3 and 4.

1. Unit number/title

Click here to enter text.

1. Outcome number and outcome statement

Click here to enter text.

1. List the specific key knowledge and key skills being assessed by this SAC task

Click here to enter text.

1. What is the proposed week of delivery for this SAC task (e.g., Term 1, Week 4)?

Click here to enter text.

1. What task type/s will be used for this SAC task? Please describe the tasks used for the practical and written components of the task for Outcome 1.

Click here to enter text.

*Example: an analysis of the connections between the three visual communications and the stimulus material using annotated visual communications, a written report.*

*Please refer to the applicable VCE study design.*

1. How will the SAC task be structured? Describe how each component will be assessed.

Click here to enter text.

*Use the following questions to help shape the response:   
How will the task be constructed? E.g. The task will be constructed as a set of x number of short and x number of extended response questions.  
How will the task be designed?   
What stimulus materials will be used? E.g. Students respond to stimulus materials based on contemporary material.  
How will the task cater for a range of high, medium and low responses?*

1. Explain how the SAC task meets the [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) *(please refer to the document via the link to complete the response)*

Click here to enter text.

*How is the SAC task valid and reasonable? How is the SAC task equitable?*

*How is the SAC task balanced? How is the SAC task efficient?*

1. Outline the conditions under which the task will run (include information on the lesson allocation, the amount of time allocated to each SAC task, length of the SAC task/s, conditions under which the SAC task will be run, degree of supervision, access to resources. Specifically explain the components of the task.)

Click here to enter text.

*Example: 120 minutes over two periods*

*30 minutes: students access stimulus materials and can research and discuss during this time*

*Task distributed under test conditions*

*10 minutes: reading time*

*80 minutes: writing time (20 mins in one period, 60 mins the following period)*

1. What instructions will be provided to students about the SAC task?

Click here to enter text.

*What is printed on the SAC task coversheet given to students?*

1. What materials will students be able to use for the SAC task? List the equipment for both practical and written tasks.

Click here to enter text.

*Example: Pens, highlighters, laptop, textbook or other materials for research purposes, handwritten notes)*

1. How will it be ensured that student work can be authenticated for this task? Please include information for practical components of the task that are completed out of class time.

Click here to enter text.

*Example: Students can read, discuss and research during initial 30 minutes. They can write notes and annotate their stimulus materials.*

*When reading time commences, all research materials will be removed. Students will be allowed to keep their annotated stimulus materials and written notes.*

*Explain how student notes will be authenticated (if applicable).*

*Students cannot remove materials after the end of the first period. They cannot bring in any new materials in the second period.*

*All notes and annotated materials will be submitted with the task.*

*If there will be multiple classes of this study, include information on how authentication of student work will be managed.*

*If materials available in the public domain will be used to create assessment tasks (e.g. commercially produced tasks, tasks used from previous years, past VCAA examination papers) explain how the materials will be modified to ensure student work can be authenticated.*

1. What assessment tool/s will be used to assess the SAC task? If the VCAA descriptors are modified, explain how they will be adjusted into rubrics.

Click here to enter text.   
*Example: VCAA descriptors, Modified VCAA descriptors, Commercially developed marking guide, School-developed marking guide.*

Units 3 and 4 School-assessed Task (SAT) plan

In Units 3 and 4, specified assessment tasks are set by the VCE study design. Specified assessment tasks for VCE Visual Communication Design include SAC tasks and SATs. The SAT is completed in Outcome 3 in Unit 3 and in Outcomes 1 and 2 in Unit 4. Complete this plan for **each** SAT in Units 3 and 4.

1. Unit number/title

Click here to enter text.

1. Outcome number and outcome statement

Click here to enter text.

1. List the specific key knowledge and key skills being assessed by the SAT

Click here to enter text.

1. In which week/s will the SAT be undertaken?

Click here to enter text.

1. What information and instructions will be provided to students about the SAT? (Include information on any resources students will have access to.).

Click here to enter text.

1. Outline the conditions under which the task will run (include information on the lesson allocation, the amount of time allocated to the SAT, conditions under which the SAT will run, degree of supervision. A timeline of the stages of the SAT will assist)

Click here to enter text.

1. What materials will students use for the SAT? Consider the fields of design practice for the SAT and the methods, materials and media that the students will use.

Click here to enter text.

1. Describe how you will authenticate and provide students with feedback throughout the SAT. Read through the assessment criteria and authentication record form feedback for the current year of application and consider how you will use these processes for feedback.

Refer to VCE Administrative Handbook

1. How will the task specifications, assessment criteria and performance-level descriptors be unpacked for students, so they understand the requirements of the SAT? Refer to the Authentication Record Form for VCE Visual Communication Design and the feedback questions for authentication. Evidence of the structure of feedback should be provided.

Click here to enter text.