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 202](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)*[4.](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)

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](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx) and Assessment Schedule, published annually on the VCAA website.

Unit 3

Design process: defining problems and developing ideas

Outcome 3

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.

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.

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.

Discover

Students discover design problems that are worth solving by:

* investigating examples of good design
* using convergent and divergent thinking to anaylse and define two design problems for a client
* undertaking further research using human-centred and ethical research methods
* applying legal and ethical obligations when using or referencing the work of others.

Define

Students use convergent thinking to define design problems and prepare a brief that:

* defines two different communication needs that are distinct from one another in purpose and presentation format
* identifies the target audience or user characteristics
* presents design criteria for each communication need including purposes and contexts
* presents design constraints such as use of materials or methods of presentation.

The brief will be a minimum of 600 words and may contain imagery to support any design criteria.

Develop

Students generate, develop and present a range of ideas drawing on the design criteria documented in the brief.

* They use divergent thinking as they employ an iterative process of seeking and analysing their inspiration, brainstorming and generating design ideas
* This stage is completed twice as students address each communication need identified in their brief.
* They use methods such as, but not limited to, ideation sketching and prototyping to document potential concepts
* They use the design elements, design principles and Gestalt principles of visual perception to develop design ideas
* They annotate design ideas and any prototypes using design terminology to explain and evaluate design decisions
* Working in small groups, students share ideas-in-progress with their peers for critique. As part of the critique, students inform the group of the client needs and design criteria documented in the brief.
* Students respond and use the feedback from their critique using written reflective and critical evaluations. They use the feedback in Unit 4 to select and further evolve design concepts.

Authentication

Teachers should monitor students’ progress on a regular basis and use the Authentication record form to record this information. The authentication process and feedback are 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.

Where design work included in the folio is not student-generated imagery a copy of the source image should be clearly identified in the generation and development of ideas.

Scoring of criteria for the School-assessed Task

Before scoring the task for Unit 3 and Unit 4, the school should determine if the student has met the requirements of the task to receive an S or an N. The task is then scored by the school. If a student does not submit any of the SAT, a score of N/A should be entered for the School-assessed Task. A score of ‘zero’ is deemed a score for each criterion. A zero is only awarded if the work has not met the minimum requirements of the criterion.

Unit 4

Design process: refining and resolving design concepts

Outcome 1

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.

Nature of task

As described on p. 41 of the VCE Visual Communication Design study design, the task requires students to:

* Present a folio of work presenting the development of design concepts for two distinct communication needs.
* Evaluate, test and resolve design concepts.
* Devise and deliver a pitch of one design concept for each of the two distinct communication needs.
* Document the development, refinement and resolution of design concepts.

Scope of task

The task is comprised of three components:

1. Refining and resolving distinct design concepts for each communication need
2. Devising and delivering a pitch to communicate concepts to an audience
3. Evaluating the extent to which these concepts meet the requirement of the brief.

Although Unit 4 is focused on the Deliver stage of the VCD design process, students continue to develop concepts for Unit 4 Outcome 1. Students will complete a folio of work presenting the development and refinement of design concepts for two distinct communication needs. Although students may complete initial developmental work that pertains to both communication needs, they complete two separate design processes with evidence of new developmental and refinement work for the second communication need.

Deliver

Students will develop their concepts prior to refining their design solutions. They:

* continue to use the design elements, design principles and Gestalt principles of visual perception and become more deliberate in the choice and use of methods, materials and media as they use convergent thinking to refine and resolve design concepts.
* test, evaluate, test and resolve design concepts, drawing on the requirements of the brief by creating mock-ups or prototypes
* devise and deliver a pitch that supports the presentation of one design concept for each of the two distinct communication needs
* apply practices that fulfil the designers ethical and legal obligations
* document their development, refinement and resolution of design concepts using appropriate design terminology.

Authentication

Teachers should monitor students’ progress on a regular basis and use the Authentication record form to record this information. The authentication process and feedback are 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.

Where design work included in the folio is not student-generated imagery a copy of the source image should be clearly identified in the development work.

Scoring of criteria for the School-assessed Task

Before scoring the task for Unit 3 and Unit 4, the school should determine if the student has met the requirements of the task to receive an S or an N. The task is then scored by the school. If a student does not submit any of the SAT, a score of N/A should be entered for the School-assessed Task. A score of ‘zero’ is deemed a score for each criterion. A zero is only awarded if the work has not met the minimum requirements of the criterion.

Unit 4

Presenting design solutions

Outcome 2

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.

Nature of task

As described on p. 41 of the VCE Visual Communication Design study design, the task requires students to:

* Present two distinct final presentations in two separate presentation formats that fulfil the communication needs and design criteria outlined in Unit 3, Outcome 3
* Use visual language and appropriate methods to communicate solutions to an audience or users.

Scope of task

Students will apply the following stage of the VCD design process when undertaking this task.

Deliver

Students will:

* select suitable presentation formats that meet communication needs specified in the brief
* select and apply a range of methods, media and materials to deliver distinct design solutions for each communication need specified in the brief.
* select and apply components of visual language, including design elements and principles, to address the distinct communication needs specified in the brief.
* apply visual language to communicate solutions to stakeholders

Advice for assessing Unit 4 Outcome 2

Work demonstrating two separate and discernibly different design solutions are to be presented in two different presentation formats. The design solutions are required to satisfy the design criteria and communication needs proposed in the brief. There are no restrictions on the size or presentation format of the design solutions.

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

Authentication

Teachers should monitor students’ progress on a regular basis and use the Authentication record form to record this information. The authentication process and feedback are 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.

Where imagery or assets included in the final design solution is not student-generated imagery, a copy of the source image should be clearly identified in the refinement work leading up to the refinement and resolution of the design solution.

Scoring of criteria for the School-assessed Task

Before scoring the task for Unit 3 and Unit 4, the school should determine if the student has met the requirements of the task to receive an S or an N. The task is then scored by the school. If a student does not submit any of the SAT, a score of N/A should be entered for the School-assessed Task. A score of ‘zero’ is deemed a score for each criterion. A zero is only awarded if the work has not met the minimum requirements of the criterion.

| **VCE Visual Communication Design 2024: School-assessed Task Assessment Sheet** | | | | | | |
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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)** |
| **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 ⬜ |

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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)** |
| **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** | | | | | | | | | | | |
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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)** |
| **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 ⬜ |
| **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 ⬜ | |

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

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

| **VCE Visual Communication Design 2024 : School-assessed Task Assessment Sheet** | | | | | | |
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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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| **2024** | VCE Visual Communication Design  School-assessed Task Assessment Sheet | | | | | | | | **STUDENT NAME** | | |
| 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. | | | | | | | | | **Student No..** |  | |
| **Assessing school No.** | |  |
|  | | | | | | | | |  | | |
| **Criteria for the award of grades**  The extent to which the student demonstrates achievement in the following: | | | Not Shown (0) | Very Low  (1–2) | Low  (3–4) | Med  (5–6) | High  (7–8) | Very High  (9–10) | **Performance on Criteria: Teacher’s Comments**  You may wish to comment on aspects of the student’s work that led to your assessment. | | |
| **Unit 3, Outcome 3** | | |  |  |  |  |  |  |
| 1. Design research methods to define communication problems. | | | **** | **** | **** | **** | **** | **** |
| 1. Documentation of a design brief defining two distinct communication needs and the presentation of design criteria. | | | **** | **** | **** | **** | **** | **** |
| 1. Generate, develop and present a range of design ideas drawing on the design criteria documented in the brief. | | | **** | **** | **** | **** | **** | **** |
| 1. Develop and present a range of design ideas using methods, materials, media, design elements, design principles and Gestalt principles of visual perception. | | | **** | **** | **** | **** | **** | **** |
| **Unit 4 Outcome 1** | | |  |  |  |  |  |  |
| 1. Refinement and resolution of design concepts for two communication needs. | | | **** | **** | **** | **** | **** | **** |
| 1. Evaluation and presentation of design concepts drawing on requirements of the brief. | | | **** | **** | **** | **** | **** | **** |
| **Unit 4, Outcome 2** | | |  |  |  |  |  |  |
| 1. Presentation of design solutions to address the communication needs specified in the brief.. | | | **** | **** | **** | **** | **** | **** |
| 1. Use of visual language to address the distinct communication needs specified in the brief | | | **** | **** | **** | **** | **** | **** |
| If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box. | | **SUBTOTALS** | **** | **** | **** | ****  **TOTAL SCORE** | **** | **** |

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 Administrative Handbook 2024*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)*.*This is importantto 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 SATs:

1. Teachers are required to fill out the Authentication record form and provide the student with feedback   
   on their progress at each observation.
2. The School-assessed Task 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.
3. 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.
4. 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. The documentation should be filled out on the VCAA Authentication Record Form available on the VCE Visual Communication Design study design page.
5. During the Visual Communication Design process 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. Students must acknowledge the source of materials and information used to support the development of ideas and any additional technical assistance. This includes documentation of any appropriated or copyright material with information detailing how the work has evolved from the source.
6. It is particularly important to ensure that any use of external support and/or equipment is documented. For example, if a student outsources any printing or production of prototypes this should be documented in the student folio and in the Authentication Record Form. This is to ensure that any use of external support and/or equipment is appropriately limited and that the student does not receive undue assistance.
7. An essential feature of Visual Communication Design is the generation, development and refinement of visual communications using digital methods such as the use of computer software and AI technologies. 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.

Additional support from digital software programs, digital assets and resources should be acknowledged by the student and documented on the Authentication Record Form.

1. 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.
2. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to the School-assessed Task.