VCE Visual Communication Design: Performance descriptors

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| Visual Communication Design  SCHOOL - ASSESSED COURSEWORK | | | | | | |
| **Performance descriptors** | | | | | | |
| **DESCRIPTOR: typical performance in each range** | | | | | | |
| **Section A**  **Unit 3**  **Outcome 1**  On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration. | **Key Skills** | **Very low** | **Low** | **Medium** | **High** | **Very high** |
| * compare contexts in which contemporary designers work | Identifies contexts in which contemporary designers work in the comparison | Outlines contexts in which contemporary designers work in the comparison | Describes contexts in which contemporary designers work in the comparison. | Discusses contexts in which contemporary designers work in the comparison. | Analyses contexts in which contemporary designers work in the comparison. |
| * describe and compare past, present and future professional design practices in selected field(s) of design practice | Identifies past, present and future professional design practices in selected field(s) of design practice in the comparison | Outlines past, present and future professional design practices in selected field(s) of design practice in the comparison. | Describes past, present and future professional design practices in selected field(s) of design practice in the comparison | Discusses past, present and future design practices in selected field(s) of design practice. | Analyses past, present and future design practices in selected field(s) of design practice. |
| * analyse and evaluate the characteristics and role of visual language in selected field(s) of design practices | Identifies the characteristics and role of visual language in selected field(s) of design practice | Outlines the characteristics and role of visual language in selected field(s) of design practice | Describes and evaluates the characteristics and role of visual language in selected field(s) of design practice | Examines and evaluates the characteristics and role of visual language in selected field(s) of design practice | Analyses and evaluates the characteristics and role of visual language in selected field(s) of design practice |
|  | * explain the roles of, and relationships between, designers, specialists and stakeholders when resolving design problems | Outlines the roles of, and relationships between, designers, specialists and stakeholders when resolving design problems | Describes the roles of, and relationships between, designers, specialists and stakeholders when resolving design problems | Discusses the roles of, and relationships between, designers, specialists and stakeholders when resolving design problems | Examines the roles of, and relationships between, designers, specialists and stakeholders when resolving design problems | Explains the roles of, and relationships between, designers, specialists and stakeholders when resolving design problems |
| * explain the economic, technological, cultural, environmental and social factors that influence design practices | Outlines the economic, technological, cultural, environmental and social factors that influence design practices | Describes the economic, technological, cultural, environmental and social factors that influence design practices | Discusses the economic, technological, cultural, environmental and social factors that influence design practices | Examines the economic, technological, cultural, environmental and social factors that influence design practices | Explains the economic, technological, cultural, environmental and social factors that influence design practices |
| * identify and analyse design practices that acknowledge ethical and legal obligations | Identifies design practices that acknowledge ethical and legal obligations | Identifies and outlines design practices that acknowledge ethical and legal obligations | Identifies and describes design practices that acknowledge ethical and legal obligations | Identifies and discusses design practices that acknowledge ethical and legal obligations | Identifies and analyses design practices that acknowledge ethical and legal obligations |
| * use appropriate design terminology. | Uses appropriate design terminology to outline the practices of contemporary designers | Uses appropriate design terminology to describe the practices of contemporary designers | Uses appropriate design terminology to discuss the practices of contemporary designers | Uses appropriate design terminology to examine the practices of contemporary designers | Uses appropriate design terminology to explain the practices of contemporary designers |

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| **PerfPerformance descriptors** | | | | | | |
| **DESCRIPTOR: typical performance in each range** | | | | | | |
| **Section B**  **Unit 3**  **Outcome 1**  On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration. | **Key Skills** | **Very low** | **Low** | **Medium** | **High** | **Very high** |
| * apply visual communication practices and processes used by contemporary designers in selected field(s) of design practice | Applies visual communication practices and processes relevant to a field of design practice. | Applies characteristics of visual communication practices and processes relevant to identified fields of design practice. | Applies specific practices and processes of the selected fields of design practice researched in section A | Manipulates specific practices and processes of the selected fields of design practice researched in section A | Synthesises specific practices and processes of the selected fields of design practice researched in section A |
| * use visual language to communicate ideas and/or information to specific audiences, and for specific purposes and contexts in selected field(s) of design practice | Applies visual language to communicate some ideas or information for a purpose and in context | Applies visual language to communicate ideas or information for a purpose and audience in a context. | Applies selected aspects of visual language in selected field(s) of design practice to communicate ideas and/or information in specific contexts and purposes for an audience. | Manipulates selected aspects of visual language in selected field(s) of design practice to communicate ideas and or information in specific contexts, for specific purposes and audiences. | Synthesises selected aspects of visual language in selected field(s) of design practice to communicate ideas and/or information in specific contexts, for specific purposes and audiences. |
| * incorporate relevant conventions in documentation or presentation drawings in selected fields of design practice | Applies conventions in documentation or presentation drawings using examples from a field of design practice. | Applies general conventions in documentation or presentation drawings in a field of design practice drawing on examples from Section A. | Selects and applies conventions in documentation or presentation drawings in a field of design practice drawing on research in Section A. | Applies specific conventions in documentation or presentation drawings drawing on aspects of the research in Section A. | Selects and applies specific conventions in documentation or presentation drawings incorporating aspects of the research in Section A. |
| * use presentation formats characteristic of selected field(s) of design practice | Applies characteristics of a selected field(s) of design practice to at least one presentation format. | Applies the characteristics of a selected field(s) of design practice to two presentation formats. | Selects and applies characteristics of two fields of design practice to two presentation formats linked to the research in Section A. | Applies specific characteristics of fields of design practices in two presentation formats linked to specific examples from the research in Section A. | Selects and applies specific characteristics of fields of design practice in two presentation formats linked to specific examples from the research in Section A. |
| * adopt conceptions of good design aligned with selected field(s) of design practice | Applies conceptions of good design in practical explorations. | Applies conceptions of good design from selected field(s) of design practice in two practical explorations. | Applies conceptions of good design from selected field(s) of design practice in two practical explorations linked to research in Section A. | Adopts and applies concepts of good design with selected fields of design practice in two practical explorations influenced by research in Section A. | Adopts and synthesises concepts of good design with selected fields of design practice in two practical explorations informed by research in Section A |
| * apply legal and ethical obligations relevant to selected fields of design practice | Identifies legal and ethical obligations in practical explorations | Outlines legal and ethical obligations relevant to selected fields of design practice in two practical explorations. | Describes the application of aspects of legal and ethical obligations relevant to selected fields of design practice in two practical explorations. | Discusses the application of legal and ethical obligations relevant to selected fields of design practice in two practical explorations. | Explains the legal and ethical obligations relevant to selected fields of design practice in two practical explorations. |

The table below provides an indication of the spread of scores for **Section A** of the task. (a COMPARATIVE CASE STUDY)

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| --- | --- | --- | --- | --- | --- |
| **Total Marks** | **Very Low** | **Low** | **Medium** | **High** | **Very high** |
| 30 marks | 1 - 6 | 7 - 12 | 13 - 18 | 19 - 24 | 25 - 30 |

The table below provides an indication of the spread of scores for **Section B** of the task. (TWO PRACTICAL DESIGN EXERCISES)

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| --- | --- | --- | --- | --- | --- |
| **Total Marks** | **Very Low** | **Low** | **Medium** | **High** | **Very high** |
| 20 marks | 1 - 4 | 5 - 8 | 9 - 12 | 13 - 16 | 17 - 20 |