VCE Visual Communication Design: Administrative information for School-based Assessment in 2025

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 2025 Visual Communication Design assessment sheet on [page 16](#Page16) 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 2025](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)*[.](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 [2025 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 analyse 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 2025: 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. * Understanding of ethical and legal obligations of the work of designers. * 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  Ethical and legal obligations are considered.  Identifies good design concepts | Research methods and divergent thinking strategies gather insight into a design problem.  Ethical and legal obligations are identified.  Concepts of good design are used to gather insights and to identify the design problem. | A range of research methods and divergent thinking gather insights into a design problem.  Ethical and legal obligations relevant to the design problem are outlined.  Concepts of good design are used to gather insights and define the problem. | A diverse range of research methods and divergent thinking strategies gather insights and examine a design problem.  Ethical and legal obligations specific to the design problem are examined and analysed.  Concepts of good design are used to gather insights and analyse the problem. | A diverse range of research methods and divergent thinking strategies gather insights, analyse and evaluate a design problem.  Ethical and legal obligations focusing on specific aspects of the design problem are investigated and analysed.  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 2025: 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 to identify a design problem  Lists two communication needs in a design brief.  Lists design criteria. | Uses convergent thinking to 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 investigate 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 ⬜ |

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| **VCE Visual Communication Design 2025: 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 and develop a range of design ideas drawing on the design criteria. | * 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 * Design elements, design principles and Gestalt principles of visual perception are used to develop design ideas * Methods, materials and media are used to develop a range of design ideas * Annotations explain and evaluate the generation and development of ideas. | Generation and development of design ideas.  Application of methods, materials, media, design elements, design principles and Gestalt principles of visual perception.  Ethical and legal obligations are considered.  Annotations identify the generation and development of design ideas. | Generation and development of design ideas applying divergent thinking, drawing on design criteria.  Development of design ideas using methods, materials, media, design elements, design principles and Gestalt principles of visual perception.  Ethical and legal obligations are evident.  Annotations outline the generation and development of ideas. | Generation and development of design ideas, using divergent thinking, drawing on the design criteria described in the brief.  Development of design ideas by exploring methods, materials, media, design elements, design principles and Gestalt principles of visual perception.  Ethical and legal obligations are reflected in the generation and development of design ideas.  Annotations reflectively describe the generation and development of ideas.  . | Generation and development of design ideas, integrating divergent thinking, exploring on the design criteria discussed in the brief.  Development of design integrating divergent thinking with the exploration and experimentation of methods, materials, media design elements, design principles and Gestalt principles of visual perception.  Ethical and legal obligations are addressed in specific aspects of the generation and development of ideas.  Annotations critically and reflectively explain and analyse the generation and development of ideas. | Generation and development of design ideas, integrating divergent thinking, exploring and expanding on the design criteria explained in the brief.  Development of design ideas integrating divergent thinking and exploring, experimenting and expanding on the use of methods, materials, media, design elements, design principles and Gestalt principles of visual perception.  Ethical and legal obligations are specifically addressed throughout the generation and development of ideas.  Annotations critically explain and evaluate the generation and development of ideas. |
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| **VCE Visual Communication Design 2025: 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 4**  Present a range of design ideas drawing on the design criteria. | * The Develop phase of the VCD design process * An understanding of good design * Design ideas and decisions 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 | Presentation of design ideas and decisions  Feedback strategies, are identified  Feedback is responded to identifying design ideas and decisions. | Design ideas and decisions are outlined in a critique.  Feedback strategies are identified.  Feedback is responded to describing design ideas and decisions. | Design ideas and decisions are described in a critique.  Feedback strategies are designed  Feedback is responded to by reflectively evaluating design ideas and decisions. | Design ideas and decisions are analysed in a critique drawing on specific aspects of the design criteria.  Feedback strategies are designed considering individual design criteria.  Feedback is responded to by critically and reflectively evaluating design ideas and decisions. | Design ideas and decisions are explained in a critique that evaluates specific aspects of design criteria.  Feedback strategies are designed drawing on specific aspects of individual design criteria.  Feedback is responded to by critically and reflectively evaluating selected aspects of design ideas and decisions. |
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| **VCE Visual Communication Design 2025: 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 * 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. | Identify design ideas to further develop.  Design concepts are linked to the ideas developed in Unit 3.  Design concepts are linked to the design criteria listed in the brief. | Describe design ideas to further develop.  Design ideas from the critique in Unit 3 are linked to the design concepts.  Design concepts for two communication needs are refined and resolved considering the criteria outlined in the brief. | Select design ideas to develop using convergent thinking.  Further development of design ideas from the critique in Unit 3  Design concepts for two communication needs are refined and resolved drawing on the criteria outlined in the brief. | Apply convergent thinking to evaluate design ideas and to select design concepts.  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 drawing on specific aspects of the design criteria discussed in the brief.  . . | Apply convergent thinking to critically evaluate design ideas and to select design concepts.  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, synthesising 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 2025: 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 created and presented. .  Ethical and legal obligations are considered. | Two mock-ups or prototypes are created and evaluated.  Two refined design concepts are presented in a pitch.  Ethical and legal obligations are presented  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.  Ethical and legal obligations are reflected in the design concepts presented.  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.  Ethical and legal obligations are addressed in specific aspects of the presented design concepts.  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.  Ethical and legal obligations are specifically addressed in both the design concepts presented.  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 2025: 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  Refinement from the pitch is evident.  Ethical and legal obligations are considered. | Two distinctly different design solutions on presentation formats  Refinement from the pitch is evident.  Ethical and legal obligations are evident. | Two distinctly different design solutions that meet the communication needs defined in the brief and the design criteria are presented on selected presentation formats.  Refinement based on feedback from the pitch is evident in the two design solutions.  Ethical and legal obligations are reflected in the design solutions. | 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.  Refinement based on feedback from the pitch that focuses on specific aspects of both design solutions  Ethical and legal obligations are addressed in specific aspects of the design solutions. | 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.  Refinement based on feedback from the pitch is consistent in both design solutions.  Ethical and legal obligations are specifically addressed in both the design solutions. |
| 1 ⬜ 2 ⬜ | 3 ⬜ 4 ⬜ | 5 ⬜ 6 ⬜ | 7 ⬜ 8 ⬜ | 9 ⬜ 10 ⬜ |

| **VCE Visual Communication Design 2025 : 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. * Feedback from the pitch is incorporated into the two distinct design solutions | Use of visual language in design solutions.  Annotations identify the use of visual language in design solutions.  Ethical and legal obligations are considered. | Use of visual language is evident in two distinctly different design solutions.  Annotations outline the use of visual language in the design solutions.  Ethical and legal obligations are evident | Visual language communicates the needs specified in the brief in two distinctly different solutions.  Annotations describe the use of visual language in the final solutions and in relation to the communication needs and design criteria described in the brief.  Ethical and legal obligations are reflected in visual language. | Visual language is selected to communicate the needs specified in the brief in two distinctly different solutions.  Annotations analyse the selection of visual language in the solutions considering the communication needs and design criteria discussed in the brief.  Ethical and legal obligations are addressed with visual language in specific aspects of the design solutions. | Visual language is selected and manipulated drawing on individual aspects of the communication needs specified in the brief in two distinctly different solutions.  Annotations evaluate the selection and manipulation of visual language to specifically address the design criteria and communication needs explained in the brief.  Ethical and legal obligations are specifically addressed with visual language in both the design solutions. |
| 1 ⬜ 2 ⬜ | 3 ⬜ 4 ⬜ | 5 ⬜ 6 ⬜ | 7 ⬜ 8 ⬜ | 9 ⬜ 10 ⬜ |

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| **2025** | 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 and develop a range of design ideas drawing on the design criteria | | | **** | **** | **** | **** | **** | **** |
| 1. Present a range of design ideas drawing on the design criteria | | | **** | **** | **** | **** | **** | **** |
| **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 work for any criterion, then it is scored as Not Shown. If the School-assessed Task is not submitted, 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 2025.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 the School-assessed Task for VCE Visual Communication Design.

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 external assistance, including the use of AI tools. ‘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 solutions. 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 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, including the use of AI tools. 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. Information should be located at the point where images appear in student notes supporting the design process.
8. Additional support from digital software programs, digital assets and resources (including AI sources) should be acknowledged by the student and documented on the Authentication Record Form.
9. 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.
10. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to the School-assessed Task. The School-based Assessment Audit includes the inspection of Authentication record forms. Authentication record forms will also be required to be forwarded for all works nominated for the Season of Excellence awards in 2025. Incomplete Authentication Record forms will result in an automatic disqualification of the student work from the nomination process.