Authentication record form

VCE Visual Communication Design School-assessed Task 2025

**Units 3 and 4**

This form must be completed by the class teacher. It provides a record of the monitoring of the student’s work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment Audit.

**Student name** ………………………………………………………. **Student No**:………………………………………..

**School**………………………………………………………………… **Teacher**……………………………………………….

Instructions for use

Teachers are required to carry out a regular observation and documentation of the school assessed task and provide written feedback to students. The form is to be signed and dated by the teacher and student at each observation and submission of the School-assessed Task.

**Please note that all use of any specific tools, processes or equipment (including the use of AI) used in the School-assessed Task should be listed in the table on page 6.**

| **Criteria for assessment** | **Indicators** | **Date observed/submitted** | **Authentication issues/comments** | **Teacher intials** | **Student initials** |
| --- | --- | --- | --- | --- | --- |
| **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
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| **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
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| **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.
 |  |  |  |  |
| **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
 |  |  |  |  |
| **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.
 |  |  |  |  |
| **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
 |  |  |  |  |
| **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
 |  |  |  |  |
| **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
 |  |  |  |  |

**Listing of any specific tools, processes or equipment (including the use of AI) used in the School-assessed Task**

|  |  |  |
| --- | --- | --- |
| Tool, process or equipment used | Outcome or Criterion reference | Description of use of tool and how it has assisted the student to create the work.  |
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**I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.**

Student signature …………………………………………………………….

Teacher signature: …………………………………………………………… Date ……………………………………