

# VCE Visual Communication Design

School-based Assessment Audit  
information

# Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



# Overview

- General advice on the audit
- The process of School-based audit
- Administration
- School-assessed Coursework
- School-assessed Task
- Authentication

# General advice on the audit

Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program. For school-based assessment the standards and requirements are stated in the assessment specifications set out in the relevant VCE study design and the VCE assessment principles.

All VCE studies have a school-assessed component: School-assessed Coursework (SAC) or School-assessed Tasks (SAT) or a combination of both.

# Why audit schools?

- The purpose is to check that the standards and requirements set out in study designs are being followed and that assessment is being carried out in line with the VCE assessment principles.
- Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program.
- All schools are audited annually for at least one VCE study and all VCE studies are subject to the School-based Assessment Audit. An increased number of schools are audited for VCE studies in the first year of implementation of a reaccredited VCE study design.

# VCE Assessment Principles

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

# VCE Assessment Principles

As part of VCE studies, assessment tasks enable:

- the demonstration of the **achievement of an outcome** or set of outcomes
- judgment and reporting of a **level of achievement** for school-based assessments at Units 3 and 4.

# VCE Assessment Principles

VCE assessment should be

- valid (fair and reasonable)
- equitable
- balanced and
- efficient.



# Unit 3 and 4 Questionnaire

- The first stage consists of a study-specific audit questionnaire which is completed online by teachers on behalf of the school.
- The responses provided by the school to the audit questionnaire enable the VCAA to determine if school-based assessment is following the specifications and requirements set out in the accredited VCE study design and the VCE assessment principles.

## Unit 3 and 4 Questionnaire

For each submission received to the audit questionnaire, the VCAA determines one of the following outcomes:

- The evidence submitted shows that VCAA assessment standards and requirements have been met.
- There is not yet enough evidence to show that VCAA assessment standards and requirements are being met.
- The evidence submitted determines that VCAA assessment standards and requirements have not been met.



# Unit 3 and 4 Further evidence

- Depending on the outcome of the audit questionnaire, schools may be required to submit further evidence.
- The further evidence requested may be on any aspect of the assessment, including tasks, assessment information provided to students, conditions of assessment, marking schemes or criteria, assessment timeline or moderation processes.
- Samples of student work will only be requested if serious concern is raised.
- The submission of further evidence is completed electronically.



# Unit 3 and 4 Further evidence outcomes

For each further evidence submission, the VCAA determines one of the following outcomes:

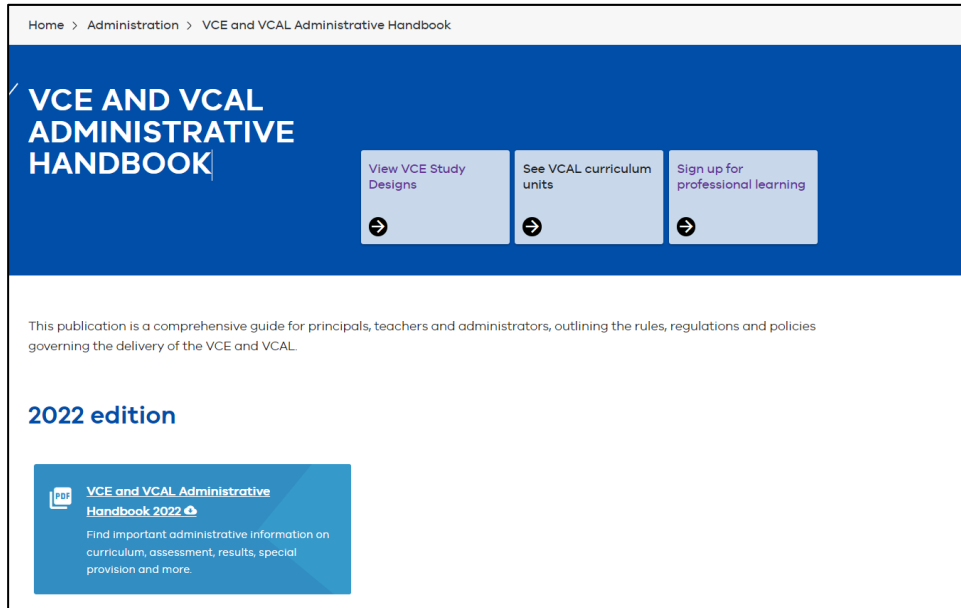
- The evidence submitted shows that VCAA assessment standards and requirements have been met.
- The evidence submitted determines that VCAA assessment standards and requirements have not been met.

# VASS Report

Schools will receive a report through VASS on the outcome of the audit. This report includes details such as:

- The outcome of the audit
- The VCE assessment principles not addressed
- Actions required by the school
- Comments provided by the Audit Panel

# Questionnaire: Administration




Home > Administration > VCE and VCAL Administrative Handbook

## VCE AND VCAL ADMINISTRATIVE HANDBOOK

[View VCE Study Designs](#) [See VCAL curriculum units](#) [Sign up for professional learning](#)

This publication is a comprehensive guide for principals, teachers and administrators, outlining the rules, regulations and policies governing the delivery of the VCE and VCAL.

### 2022 edition

 [VCE and VCAL Administrative Handbook 2022](#)

Find important administrative information on curriculum, assessment, results, special provision and more.

- School policies for School-based assessment
- Lost, stolen and damaged procedures
- Moderation and supervision of school-based assessment

[Pages - VCE and VCAL Administrative Handbook \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Questionnaire: Timelines

Home > Administration > Key dates

## ADMINISTRATIVE DATES AND ASSESSMENT SCHEDULE

[2022 important administrative dates](#)

The [2022 administrative dates](#) are also available in [iCalendar format](#) (Updated September 2022).

[2022 assessment schedule](#)

Information in the [2022 assessment schedule](#) should be used in conjunction with the 2022 administrative dates.

- Dates for submission of SAT tasks
- Dates for SAC tasks
- Key observation dates
- Return of SAT and SAC work to students

[Pages - Administrative dates and assessment schedule \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Study Design page

The screenshot shows the VCAA website page for Visual Communication Design. The header includes the VCAA logo and navigation links. The main content area features a blue banner with the text 'VISUAL COMMUNICATION DESIGN' and a link to 'Show student work in the VCE Season of Excellence'. Below this, there is a section for 'Accreditation period 2018-2023' with a sub-heading 'Study Design' and a link to the 'VCE Visual Communication Design Study Design (pdf - 22728kb)'. A 'School-based assessment' section is also visible, with a link to 'VCE Visual Communication Design: Administrative Information for School-based Assessment in 2022' and a sub-link to 'Authentication record form: VCE Visual Communication Design 2022'.

- Study Design
- Administrative information for School-based Assessment
- Examination links
- Support material

[Pages - Visual Communication Design \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)



# Documents to use



Accreditation Period  
2018–2023



Victorian Certificate of Education

## VISUAL COMMUNICATION DESIGN

STUDY DESIGN

www.vcaa.vic.edu.au

## VCE Visual Communication Design: Administrative information for School-based Assessment in 2023

### Units 3 and 4

### School-assessed Task

The School-assessed Task (SAT) contributes 40 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 10–19. This assessment is subject to the VCAA's statistical moderation process.

The 2023 Visual Communication Design assessment sheet on page 35 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 and VCAL Administrative Handbook 2023*.


The Authentication record form on pages 22–33 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 2023 Important Administrative Dates and Assessment Schedule, published annually on the VCAA website: [www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx](http://www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx)



### - VCE Visual Communication Design 2018–2023 Performance Descriptors

VCE VISUAL COMMUNICATION DESIGN SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
Unit 3 Outcome 1 <i>Create visual communications for specific contexts, purposes and audiences that are influenced by their analysis of existing visual communications in the three design fields.</i>	<b>Analysis of visual communications</b>				
	Very limited analysis of the audience characteristics, purpose, content and features of existing visual communications in relation to relevant design field.	Limited analysis of the audience characteristics, purpose, content and features of existing visual communications in relation to relevant design field.	Satisfactory analysis of the audience characteristics, purpose, content and features of existing visual communications in relation to relevant design field.	Detailed and clear analysis of the audience characteristics, purpose, content and features of existing visual communications in relation to relevant design field.	Comprehensive and perceptive analysis of the audience characteristics, purpose, content and features of existing visual communications in relation to relevant design field.
	Limited discussion of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Limited analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Adequate analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Clear analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Comprehensive analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.
	Very little explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Some explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Satisfactory explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Clear explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Inspiring explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.
	Very little evidence that details the connections between existing visual communications and design decisions.	Some evidence that details the connections between existing visual communications and design decisions.	Satisfactory evidence that details the connections between existing visual communications and design decisions.	Detailed evidence that details the connections between existing visual communications and design decisions.	Highly detailed evidence that details the connections between existing visual communications and design decisions.
	Very limited use of terminology.	Limited use of terminology.	Appropriate use of terminology.	Effective use of terminology.	Sophisticated use of terminology.

© VCAA, 2017



# School-assessed Coursework

- Number of tasks
- Format of task
- Sources used to develop the task
- Stimulus used for the task
- Questions for the task
- Instructions for the task
- Marking scheme for the task

# School-assessed Coursework

- Upload the task
  - Visual Communication Design – Unit 3 Outcome 1
  - Visual Communication Design – Unit 3 Outcome 2
- Explain how you scaffold the task for the students
- Describe how the task addresses the key knowledge and key skills
- The assessment scheme or rubric used for the task. These should be developed from the VCAA performance descriptors for Visual Communication Design

# School-assessed Coursework

## Performance descriptors



### VCE Visual Communication Design 2018–2023

#### Performance Descriptors

VCE VISUAL COMMUNICATION DESIGN SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
<b>Unit 3</b> <b>Outcome 1</b> <i>Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.</i>	<b>Analysis of visual communications</b>				
	Very limited analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.	Limited analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.	Satisfactory analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.	Detailed and clear analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.	Comprehensive and perceptive analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.
	Limited discussion of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Limited analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Adequate analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Clear analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.	Comprehensive analysis of how materials, methods, media, design elements and principles, convey ideas, information or contribute to the function in existing visual communications from each design field.
	Very little explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Some explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Satisfactory explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Clear explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.	Insightful explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual communications.
Very little evidence that details the connections between existing visual communications and design decisions. Very limited use of terminology.	Some evidence that details the connections between existing visual communications and design decisions. Limited use of terminology.	Satisfactory evidence that details the connections between existing visual communications and design decisions. Appropriate use of terminology.	Detailed evidence that details the connections between existing visual communications and design decisions. Effective use of terminology.	Highly detailed evidence that details the connections between existing visual communications and design decisions. Sophisticated use of terminology.	

© VCAA, 2017



# Study specific questions

## Unit 3

- Design fields – Industrial, Environmental and Communication
- Drawing methods
- Characteristics and functions of design elements and design principles
- Technical drawing conventions
- Materials, methods and media for each design field
- Typographic conventions

# Study Specific questions

## Unit 4

- Roles of designers in the three design fields
- Characteristics of design fields
- Processes and practices of designers
- Social, cultural, legal and ethical functions of design
- Trademark and copyright

# School-assessed Task

- Describe the sources you have used to develop the task.
- The information provided to students about the task. This is generally in a booklet where the stages of the School-assessed Task are explained and unpacked for the student
- Describe how you unpack and explain the assessment criteria for the School-assessed Task. This is generally in language that is accessible by students

# School-assessed Task Assessment criteria

VCE Visual Communication Design: School-assessed Task Assessment Sheet 2023						
Assessment Criteria	Levels of Performance					
	Not shown	1-2 (very low)	3-4 (low)	5-6 (medium)	7-8 (high)	9-10 (very high)
Unit 3 Outcome 3 2. Apply design thinking to synthesise research material and observational drawing relevant to the brief.		Research and investigation from sources is evident.  Design thinking is used.  An observational drawing is evident.	Use of research referencing from sources that directs the generation of ideas.  Use of design thinking with some relevance to the brief.  Some examples of direct observational drawing are evident.	Use of research and investigation from a range of sources to direct the generation of ideas informed by the brief.  Use of design thinking to direct the design process relevant to the brief.  Use of direct observational drawing and rendering to represent form structure and function of existing objects and/or spaces.	Use of research and investigation from a range of sources to synthesise and direct the generation of ideas informed by the brief.  Use of design thinking to clarify and direct the design process relevant to the brief.  Use of direct observational drawing and rendering to represent form structure and function of existing objects and/or spaces relevant to the brief.	Use of research and investigation that synthesise and direct the generation of a range of ideas informed by the brief.  Use of design thinking to clarify and direct the design process with insightful relevance to the brief.  Use of direct observational drawings and rendering to represent form, structure and function of existing objects and/or spaces that support the generation and development of ideas relevant to the brief.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>
Evidence	<b>RESEARCH – GENERATION OF IDEAS</b> <ul style="list-style-type: none"> <li>Annotations explain and link the research and observational drawings and direct further exploration.</li> <li>Use of referencing, citations, trademark, copyright and legal obligations in research.</li> <li>Examples of design thinking are used – Critical, creative and reflective design thinking.</li> <li>Use of direct observational drawing to represent form, structure and function of existing objects and/or spaces drawn from the research.</li> <li>Use of direct observational drawing and rendering techniques to show form, surface, texture, light, shade and shadow of existing objects and/or spaces relevant to the research.</li> </ul>					

- Nature of task
- Scope of task
- Assessment criteria
  - criterion
  - evidence
  - descriptor



# Study specific questions

- Preparation of a brief for two communication needs
- Research and investigation
- Design thinking to generate ideas
- Observation drawing to research ideas
- Visualisation drawing to generate ideas
- Development and refinement of concepts
- Key functions of design elements and design principles
- Use of the pitch to refine and resolve concepts

# Additional sources used to develop School-based assessment

- Commercial tasks, resources and textbooks
- Tasks and information from a previous year
- Examination questions

# Authentication

- Authentication processes
- Feedback to students for School-assessed Coursework
- Feedback to students for School-assessed Tasks
- Return of materials to students.

# Contact

- Dr Kathryn Hendy-Ekers
- Curriculum Manager, Visual Arts, Media and Visual Communication Design
- Ph: 03 9059 5147
- Email: [Kathryn.Hendy-Ekers@education.vic.gov.au](mailto:Kathryn.Hendy-Ekers@education.vic.gov.au)

© Victorian Curriculum and Assessment Authority (VCAA) 2022. Some elements in this presentation may be owned by third parties. VCAA presentations may be reproduced in accordance with the [VCAA Copyright Policy](#), and as permitted under the Copyright Act 1968. VCE is a registered trademark of the VCAA.