Visual Communication and Design GA 2: Unit 4

The School-assessed Task has three components. Each is prepared in Unit 4. The components are:
- Outcome 1 Preparation of a brief
- Outcome 2 Production of a developmental folio, and
- Outcome 3 Production of two final presentations based on the brief.

SPECIFIC INFORMATION

Outcome 1
Prepare one brief that describes a client’s communication need and specifies possible resolutions, and proposes two distinct final visual communication presentations suitable for a stated audience/s.

Nature of task
A written brief for a client that includes a description of two distinct final visual communication presentations.

Scope of task
Students should prepare a single brief which clearly identifies:
- the communication need/s of a client including constraints and expectations
- purpose/s, including the audience characteristics, of each visual communication
- context/s of each visual communication
- the presentation format for both of the proposed final presentations. There may be several components in each final presentation.

The brief is prepared in consultation with a real or fictitious client (for example, the teacher may be the client). If a real client is involved and restrictions are imposed which may prevent the student meeting specific criteria, the teacher should ensure that these restrictions are overcome.

No format is prescribed for the brief. Formats that may be used to write the brief include:
- a description of the content of the brief organised under sub-headings
- a letter of request, and
- a structure that presents the brief in dot points.

The brief should be completed prior to students commencing the developmental work. Students may need to make final decisions about some aspects of the brief as they work through the design process.

The brief should refer to one client and two final presentations of visual communication. Each of the final visual communication presentations should be discernibly different in presentation, format and intent. The difference between the two final presentations should be clearly evident in the description of each piece of visual communication in the brief.
Where evidence of the brief exists students should be given at least a ‘Very Low’ for Criterion 1. If the student does not provide a brief or writes the brief retrospectively, ‘Not Shown’ should be recorded for Criterion 1. Where there is more than one brief evident, only the first one should be read and assessed.

If the brief only describes one final presentation (for example, a general statement describing both final presentations as ‘Promotional material’) the assessment should be ‘Very Low’ for Criterion 1.

Presentation formats should be numbered ‘Presentation format 1’ and ‘Presentation format 2’ in the brief. Where they are not numbered the first presentation format listed should be assumed to be ‘Presentation format 1’ in any list of formats in the brief. Note that if more than two presentation formats are listed in the brief, then only the first two should be identified as ‘Presentation format 1’ and ‘Presentation format 2’.

The brief is not required to be within a specific word range. Teachers are advised that the word range that would be sufficient to cover the requirements of Outcome 1 is between 200 and 400 words.

The brief should be placed securely at the beginning of the developmental folio. The teacher is required to sign and date the brief on its completion.

**Outcome 2**
Prepare developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfils the requirements of that brief.

*Nature of task*
A developmental folio.

*Scope of task*
The application of the design process should be evident throughout the developmental work. The developmental work should relate to each of the two final visual communication presentations identified in the brief for the stated audience/s.

Use of a minimum of two methods should be evident. Selection of each method should be based on that which will allow the student to achieve the most visually effective solution relative to the communication need/s determined in Outcome 1.

Advice about appropriate methods is provided on page 36 of the *VCE Visual Communication and Design Study Design*. Where there is no evidence that a specific method has been used in Outcome 2, but Outcome 3 clearly demonstrates application of such a method, it should not be assumed that this method was used in completion of Outcome 2. If only one method is evident in Outcome 2, students should not be awarded a ‘High’ or ‘Very High’ for Criterion 4. The use of a range of methods should be presented on annotated hard copy. Evidence of their use should not be presented on a computer disk. For authentication purposes all annotations should be handwritten in real time throughout the design process.

Annotations and evaluations in the developmental folio should reflect the application of specific media and related materials by students. For example, where photography and ICT are used as methods (of production), the annotations and evaluations should reflect decisions related to the application of these media and materials; where a student is working with manual illustration methods the annotations and evaluation should reflect these methods.
Assessment of Criterion 2 is based on the student’s use of manual freehand drawing with annotations to generate ideas relevant to the brief. Assessment of these drawings should focus on the student’s use of manual freehand drawing to generate a quality flow of initial ideas. Students are not required to demonstrate the application of a range of media and related materials to score highly on this criterion. It is not appropriate to copy, scan or reproduce original drawings to submit as original freehand drawings.

Information and communications technology (ICT) may be used in completion of this outcome, but is not mandated. Where ICT is used, hard copy of a progressive selection of the developmental stages is required. Hard copy does need to be printed in full colour and may be scaled down. Teachers should be satisfied that the student has the skills and knowledge of both the hardware and software used to produce the work evident. Teachers should monitor students’ progress on a regular basis.

It is recommended that students back up hard drive files with copies of work in progress using, for example a Zip Disc, re-writeable CD for large graphic files, or an external drive. The developmental work for each final visual communication presentation should be separate and distinctly different in intent. Where no discernible difference in intent is evident or only a limited difference can be observed, a ‘Medium’ to ‘Very Low’ level of achievement should be recorded. In this situation the level of achievement will be determined by the standard of the work presented.

Where artwork included in the folio is not student generated imagery, the original source should be identified. A copy of the source image should be placed and identified in the development work. Students should only use direct copying, pre-printed stickers, scrapbooking, clip art, commercial image files, templates or tracing of any ‘found imagery’ if they intend to further develop or manipulate it significantly. Where there is evidence of an over-reliance on such strategies with minimal additional contribution by the student, the student’s level of achievement on the criteria should be reduced.

For the purposes of authentication, evidence of the construction of a three-dimensional model may be recorded through a series of photographs. Use of photography in this way should be considered as part of record keeping rather than developmental work; the use of photography in this situation would not be considered as one of the methods used in the design process. Note that in the case of photography, while the image is on a two-dimensional surface, this is considered to be three-dimensional where the image itself has depth.

Equal quantities of work are not required for each of the selected methods or indeed in the use of two-dimensional and three-dimensional work in the investigation. However, a substantial investigation relative to possible resolutions should be clearly evident within the developmental process. Where some evidence of developmental work exists, at least ‘Very Low’ must be recorded for each criterion related to Outcome 2; that is the criterion under the heading of ‘Developmental work’ on the assessment sheet on page 40.

**Outcome 3**

Produce two distinct final visual communication presentations that satisfy the requirements of the brief developed for Outcome 1.

**Nature of task**

Two distinct final visual communication presentations on two presentation formats.

**Scope of task**

Work demonstrating two separate and discernibly different final visual communication presentations is to be presented in two different presentation formats, for example an A3 flat poster printed on light card and an A5 trifolded brochure, printed full colour back and front.
The final visual communication presentations are required to reflect resolution/s and communication need/s proposed in the brief.

There are no restrictions on the size or presentation format of final presentations. Students should clearly label each final presentation on the reverse side of any two-dimensional finals or base of any three-dimensional finals. A representative hard copy of electronic solutions such as an animation or website should be produced and labelled accordingly. Provision to view the electronic version on secure viewing facilities (computer workstation, projection screen) should be available if a review of the SAT by the VCAA is required.

There may be more that one component to a final presentation. Labelling should reflect each component of the final presentation, for example Presentation 1: Part a, Presentation 1: Part b, and so on. The labelling should reflect the intentions in the brief. Students should also include their candidate and school identification numbers as part of the labelling of each piece of visual communication in the final presentations. Inadequate labelling can jeopardise student assessment if unclear direction has been provided in the brief and/or final presentations.

Submission of only one final visual communication presentation will result in students being unable to gain a ‘Very High’, ‘High’ or ‘Medium’ on each of Criteria 6, 7 and 8. Where no final presentations are submitted ‘Not Shown’ should be recorded for Criteria 6, 7 and 8 on the Visual Communication and Design School-assessed Task assessment sheet. Where work is submitted as two final presentations, but only one presentation format is used (for example, where two visual solutions such as a poster and a brochure are presented on a single display board), the work is deemed to be one final presentation. In these circumstances students will be unable to gain a ‘Very High’, ‘High’ or ‘Medium’ on each of Criteria 6, 7 and 8.

Where work is submitted as two separate presentations but employing the same presentation format; for example, two A3 posters or two package designs, only one visual communication presentation can be assessed. In these circumstances students will be unable to gain a ‘Very High’, ‘High’, or ‘Medium’ on each of Criteria 6, 7 and 8.

Any work labelled ‘Final Presentation’ but submitted as part of the developmental folio completed for Outcome 2; for example glued into a book, or placed in plastic pockets, or submitted as part of a loose collection of sheets, will be considered to be part of the development work. Such work will not be assessed under Criteria 6, 7 and 8.

**GENERAL COMMENTS**

Teachers should note that the comments made in the following report are based on the *VCE Visual Communication and Design Study Design 2004–2011.*

This report has been supported through the feedback provided by VCE Visual Communication and Design Reviewers who worked in teams visiting a variety of schools throughout the state during the SAT review period. Schools reviewed were of varying sizes with a range of facilities and representative of both regional and metropolitan locations and from government, Catholic and independent sectors.

The reviewers saw a wide range of work ranging from highly successful high scoring presentations to those that were low scoring.

Work presented by students showed a diverse range of topics and clients. It was evident that the higher scoring work was often produced from fictitious clients which allowed students scope in which to fully address the outcomes; key knowledge and key skills without the restrictions, constraints and requirements that are often experienced regarding the needs of ‘real’ existing clients.

It was pleasing to see a proportion of schools that effectively addressed all criteria appropriately. It was evident in some schools through the work submitted that there were
teachers who had fully addressed the scope of task and assessed appropriately using the
criteria in the School assessment Supplement to the February VCAA Bulletin VCE, VCAL and
VET. This supplement is produced annually by the VCAA and can be downloaded from the
VCAA website www.vcaa.vic.edu.au

Unfortunately a number of student folios provided evidence of confusion in relation to
establishing folio direction as identified in their design brief. Much of the confusion was in
the student’s use of language and labelling. It is recommended that students define each
specific communication need under separate headings stating final presentation 1 and final
presentation 2. These definitions are required to support two separate and distinct design
processes for one client.

It is important that teachers and students adhere to the language and terminology of the VCE
best practice. It was evident that the higher scoring folios were consistently accountable to the

COMMENTS FOR EACH CRITERION

The Brief

Criterion 1

Development of a brief that defines the communication need/s of a client

Exemplary folios clearly identified the needs of one client; identified the audience, the
purpose, proposed presentation formats, the context and outlined related constraints and
expectations for two separate visual communication needs.

It was regrettable to see a large number of student folios that did not clearly identify two
separate needs and/or did not demonstrate two separate design processes comprehensively.
Unfortunately these folios were not able to score highly in this criterion and this affected all
other criteria.

Good briefs offered detailed and relevant information, and clear and thorough descriptions of
the communication needs. The students clearly identified the client, the audience, the purpose,
the context and the constraints and expectations of the two proposed final presentations.
These briefs were no longer than 400 words and presented a comprehensive description of
how the communication needs were to be explored within the design process and relative to
two future different and separate presentation formats. To score well it is important that the
brief remains clear and comprehensive while addressing all key knowledge and does not
become excessively wordy or repetitive.

In support of the design processes teachers need to instruct their students to complete their
design brief prior to commencing the design processes and to use language specific to the
VCE Visual Communication and Design Study Design particularly when referencing
communication needs relevant to each final presentation. For assessment students must place
their design brief on the first page of their developmental folio. This placement not only
assists students with their direction but also ensures clarity for both teachers and reviewers.
Teachers are advised to keep appropriate authentication records of the student work
completed. Signing and dating the brief is consistent with best practice and ensures the
student receives a fair assessment.
Developmental work

Criterion 2

Use of manual freehand drawing with annotations to generate ideas relevant to the brief

Folios that scored highly in this criterion presented drawings relating directly to the student’s research and demonstrated innovation and diverse design directions.

Successful drawings were hand drawn, fluid, and expressive and clearly conveyed the student’s ideas and concepts relative to their design brief. These drawings were supported by insightful hand written annotations that reflected design elements and principles and the student’s awareness of visual communication.

Low scores on this criterion were evidenced by folios that launched straight into using tools such as rulers, computers and photography with no preliminary drawing. It is important that teachers continue to reinforce that manual freehand drawing and innovation from research images must precede development and refinement of selected design alternatives for two design processes.

Teachers need to support students to innovate from their research. This means that students should manipulate and develop from research images, not copy or trace them. It is important that students always acknowledge the source of their research in their annotations and clearly demonstrate extended development from the original image. The manual freehand drawings of higher scoring folios were consistent with this practice and established a broad range of directions appropriate to the methods that would best suit the client’s needs. Lower scoring folios showed limited evolution of imagery and limited or no annotations. There was also evidence of drawings that had been directly traced from research images downloaded from the internet with no acknowledgement or details regarding where the student had located the research. Folios that only included clip art images without any further development were not able to score highly on this criterion.

Criterion 3

Use of the design process to generate, develop and refine a range of annotated design concepts relevant to the brief

High scoring folios demonstrated all components of the design process; research for information and ideas, generation, development and refinement of ideas to resolve two final communication needs. These folios provided thorough explorations that included analysis and interpretation of information relevant to the brief; generation, exploration and development of design concepts. These also included a thorough application of design elements and principles with thorough and insightful handwritten annotations. In these folios students experimented with a variety of media methods and materials and appropriately used two- and three-dimensional applications. For example, some two-dimensional applications included orthogonal drawing and three-dimensional applications explored paraline and perspective drawing systems appropriately and consistent with use of the technical drawing specifications resource for Visual Communication and Design provided on the VCAA website


Unfortunately lower scoring folios did not offer the same attention to both design processes and some folios showed evidence of a loss of focus relative to the brief. Teachers can assist students with using a consistent and disciplined practice through the keeping of an authentication record for School-assessed tasks for each student. This record should be produced if the school is to be reviewed by visitation.
Time management, particularly related to the second design process is crucial to ensuring adequate and balanced attention to both design processes.

**Criterion 4**  
*Use of a range of materials, methods and media to develop and refine design solutions*

Higher scoring folios showed a high level of both technical and expressive applications working together with a variety of materials and media experimentation relative to the selected methods. These folios generated original and diverse visual solutions relative to the target audience and were able to capture and maintain their audience’s interest relative to the brief.

Lower scoring folios showed little evidence of experimentation with media and did not always consider the potential of a range of materials, methods and media to design solutions. These students did not provide evidence of technical development to an appropriate level of skill to support a clear and effective visual communication.

Teachers can support their students with appropriate knowledge to underpin the development of the quality of skills and techniques to build the imagery relative to the media chosen. For example, a student using computer imagery should employ the correct pixel ratio in a computer graphic.

**Criterion 5**  
*Use of a range of design elements and design principles to develop and refine design concepts*

It was pleasing to see student work that considered all eight design elements and all eight design principals in the generation, development and refinement of concepts. These folios showed evidence of the design elements and principles working collaboratively to resolve both concepts, pushing the boundaries of conceptual possibilities resulting in the production of effective layout design alternatives when refining a range of visual solutions at the mock up trialling stage. These students were able to blend their experimentation with design elements and principles to expand concepts to more sophisticated levels.

Unfortunately too many students are not fully exploring the range of design elements and principles to innovate a diverse and effective range of design options.

To support innovation teachers can nurture students to take risks to fully explore the potential of the possibility of the relationships between design elements and principles and proposed presentation formats.

**Final presentations**

**Criterion 6**  
*Production of two final visual communication presentations which demonstrate effective visual communication appropriate to the brief*

Students who scored well in this criterion produced two highly effective and distinctive visual communication presentations that included a brief identifying the audience characteristics, intent, purpose, the intended context, the constraints and expectations. A highly effective relationship was evident between the final visual communication solutions and the chosen presentation formats.

Student who did not score well in this criterion were not able to effectively address the parameters established in their brief.
**Criterion 7**

*Production of two final visual communication presentations which demonstrate thoughtful decisions and imagination*

Students who scored well in this criterion presented a highly imaginative use of materials, methods and media in their two final presentations that were highly appropriate to their client’s communication needs. These presentations demonstrated thoughtful and effective relationships between the visual communications and the presentation formats. The perceptive use of materials, methods and media complemented the competent selection and application of design elements and design principles which conveyed a clear communication message to the target audience.

Students who did not score well in this criterion were not able to clearly communicate the specifications established in the brief to address or maintain the audience’s attention.

**Criterion 8**

*Production of two final visual communication presentations which demonstrate technical competence*

Students who scored well in this criterion produced two technically skilled final visual communication presentations appropriate to the methods of production selected. The technical expertise used to build the presentation format was relative to the high level of skills used to produce the visual communication; for example, in a high scoring folio included in the first final visual communication – presentation 1, a brochure promoting the sale of new house designs which included three-dimensional visuals. The high level of technical skill included rendering techniques of three-dimensional visuals and the application of dimensions and conventions related to architectural drawings and the technical reproduction of the brochure. The second final visual communication – presentation 2 demonstrated the visual design of a card for a keyless entry system that included the surface design showing the company logo which took into consideration the constraints required for printing on a plastic surface product.

Students who did not score well in this criterion produced limited and inappropriate use of applications relative to materials, methods and media in the production of their final presentations. Some lower scoring presentations were attentive to only one of the final presentations leaving the second at a very low level of technical skill. It is important that students offer the same consistent attention to applying the key knowledge appropriately to both final presentations.

Overall throughout the review it was evidenced that students generally coped well with the demands of all three outcomes. Study requirements were clearly met with many students able to demonstrate personal growth in their design and production skills as the folio progressed. Students and teachers should maintain an awareness of appropriate topics used particularly regarding the cultural sensitivity related to some topics. Students should be encouraged to research their accountabilities regarding such material and be aware of aspects of copyright related to them. While topic selection remains the responsibility of individual schools it is valuable for students to experience exploration with subject matter that is contemporary. Teachers are encouraged to support students to tackle topics related to environmental and sustainability issues including social justice issues to challenge students’ contemporary awareness.