**[Kathryn Hendy-Ekers]:** Hello, my name is Kathryn Hendy-Ekers. And I'm the Curriculum Manager, for Visual Arts, Media and Visual Communication Design, at the Victorian Curriculum and Assessment Authority. The VCAA has developed a series of on demand videos for teachers of Media, Visual Communication Design and the Visual Arts. With a focus on how to teach and assess the studies in 2021. This video is related to developing a School-assessed coursework task for Unit 3.

Firstly, I'd like to acknowledge the traditional owners of the land where we're presenting from, the Wurundjeri people of the Kulin nation. And pay my respects to their elders, past, present and emerging.

I'd like to introduce you to Renee Paxton, who is the State Reviewer for Media, who will be presenting with me today.

Okay, so, I'm going to go through how to develop a task, and adhere to the VCAA assessment principles. So, assessment naturally is an integral part of teaching and learning at senior secondary level. So, that identifies the opportunities for further learning. It describes students' achievement and articulate and maintains standards and provide the basis for the award of a certificate. So, in the VCE, the achievement is an outcome, is obtained by addressing the VCE assessment principles. And those principles assist you to judge and report the student's level of achievement. So, this School-based Assessments at Units three and four.

So, there are four assessment principles. That the assessment is valid, fair and reasonable. It's equitable, balanced and efficient. So, the first principle is validity. So, when you are developing a task, you need to ask yourself, is the task fair and reasonable? So, is it capable of your students achieving that outcome with the task you're using? Is it specified in the Study Design as one of the designated task types? And we'll show you that in a moment. What are the conditions you're assessing or organising the task under and teaching the material leading up to the task? And are the conditions the same for all students in your class? Particularly if you've got multiple classes, or you're in a school partnership that you're enabling that.

You're ensuring that the students are understanding the material required for the task, from the outset. And most importantly, clear instructions are given to the students about the task. So, assessments also need to be equitable. So, the material or the content and the way the task is structured, must be in a way that no student is privileged or disadvantage.

So, there's a list of those factors there, that you need to consider, including the linguistic background and culture of the students. And the way they're approaching the task and the resources they're using. So, enabling that all your students have the same resources to work and time to prepare for the task as well. So, they might need to access the same material on that school management system. Learning management system, or they may need similar resource materials. So, and ensuring that materials are accessible to all students.

Assessments also must be balanced. So, you need to look at the areas of study and the outcome in the Study Design. And seeing what assessment task you're going to use. You could use a variety of tasks to assess that outcome. And what conditions you going to assess that task under? Often in Media, teachers get quite enthusiastic and get students to present their findings in Outcome 1 in a presentation where they develop it as a whole Media production. So, you've got to be aware that is that a balanced task? Is that really assessing what's required at the key knowledge and skills? For Unit 3 Outcome 1, which is basically a theoretical task.

So, you must show that the students can demonstrate their level of achievement. So, you need to provide suitable criteria, descriptive, rubrics, or marking scheme. The VCAA does publish performance descriptors for each of the School-assessed coursework tasks for Units three and four. For you to use as a guide. But, it is advised that you just don't use those descriptors directly. So, we will show you further throughout the presentation how you can develop and apply those descriptors. And importantly, using the key knowledge and key skills of the outcomes to develop some questions or practise that the students must do for the task.

Then, assessment must be efficient. So, have you set a task, or a minimum number of tasks that will cover the outcome? Making sure that you're not giving the students too many tasks to create stress. Also the timing of your task. Just remembering that in Media, that students do have to do a school assessed task as well. That goes over Units three and four. And you're not focusing too much on the Outcome 1 in Unit 3, or Outcome 2 in Unit 4. And you're giving students equal opportunity to complete their Production and their Production Design. There is some information for teachers in a series of presentations on School-based Assessments, on the VCAA website. Where teachers are talking about developing coursework tasks and School-based Assessments for their students. So, you might want to have a look at those links.

So, you are encouraged to develop your own assessment tasks. Particularly if you're starting out. It is a good idea to have another teacher mentoring you and assessing with you, developing your own material. But just making sure that you are developing a task that suits your students, and not borrowing, copying from somebody, directly from somebody else. That might not be applicable to your students. So, it's your responsibility as the individual teacher to select from the designated task types in the Study Design. Developing and administer that programme. Monitor the student progress. And provide feedback to your students.

So, you are the person determining whether the student received a satisfactory or non satisfactory for the outcome. And then determine the student's level of achievement. So, a lot of schools have a policy about determining a satisfactory or non satisfactory. There's also lots of information in the VCAA Administrative Handbook, which is available on the Administration page of the VCAA website.

So, students for assessment must be informed in each Unit. In Units three and four, or all units about their assessment timelines. When their assessment tasks will be conducted and under what conditions. What resources they need. And all that information should be included on a cover sheet.

So, just a bit of a difference in particularly in this study, Media and in Studio Arts, Art, Visual Communication Design, Product Design and Technologies, Systems Engineering and Algorithmics, are all SAT studies. The difference is between a SAT and a SAC. So, a SAT the VCAA actually gives the Assessment Criteria and Descriptors to you for assessment. With a SAC, it is imperative that you design your own Assessment Criteria and Descriptors and provide students with feedback.

So, when you are developing a task, we have a few slides here that will help you with the checklist. Consider your students. Look at the outcome. The timing of the task. The conditions of it. Why are you doing the particular task. And how you're going to administer it. So, this is also a guide. If you're developing structured questions for tasks that you minimise the reading time. Give them some students stimulus material right next to the questions that they're being asked. So, if they're being asked about particular codes and conventions. Or, you're using a skill from a particular production, or maybe a text. That you're actually looking at the students have access to the material to answer the questions. It's also placing easier items at the start of the task.

So, there is a paragraph there, just to indicating how you could balance out your questions for the task. So, having a combination of a high and low questions. So, weighted at 25% at the high and low range and at the middle of the range questions at 50%. Try and use a range of taxonomies such as SOLO or Blooms, to really structure your questions. So, you need to look at the key knowledge and skills in the Study Design, particularly the skills and see what the action verbs are for those skills, so you can then develop your questions or your task directions. So, you must provide that depth in the assessment.

Enable students to achieve the highest level performance. Make sure it's appropriate and understandable for the students. And the language and words is clear for VCE students. And also using the terminology and particularly check each year that you are using terminology directly from the current Study Design. So, when the students go through at the end of the year, they are well prepared for their end of year exam. If you are using or looking at commercially produced tasks, you must adapt that task. So, it must be adapted for your individual students and school. And note to check some of these commercial task against Study Design.

We have found in Media in particular, that some of the commercial tasks that are published are addressing terminologies in the old Media Study Design, which has been in existence for three or four years now. So, making sure that that task is addressing the correct terminology. And the reason we ask you to do this, is mainly because of the authentication. Because you often find that some of these commercial tasks have published answers. And students like to swap those answers, or make a bit of a profit out of them. So, it's really important that you're using the Study Design. And it is compliant to that Study Design.

So, the first area of study is 'Narrative and ideology.' So, there's a bit of detail here. Here we've got the list of the key knowledge and skills, for that particular outcome. So, the students are analysing how narratives are constructed and distributed. And how they engage and consume or read by the intended audience in present day audiences. As you can see, and Renee will attribute to this, there is a lot of terminology in this outcome that you really do have to unpack for your students, don't you Renee? So, really getting them to understand those key knowledge and key skills. And what that mean for this task. Do you have anything to add here?

**[Renee Paxton]:** I think maybe just for new teachers. Think about this as, when we're looking at this area of study 1. This is what we teach the students. So, how you want to approach this, is totally up to you as long as you're working in those parameters. So, think about the Study Design is really it's the 'be-all and end-all' of everything. But, we really need to teach this kind of content, because we need to cover all of these knowledge skills and key skills in our SACs. It's really important for the audit. And it's really important that students have that equity when it comes to being prepared for their end of year exams as well for them to miss out on any of that information, because they need that prep.

**[Kathryn Hendy-Ekers]:** So, here is a list of School-assessed coursework tasks that you could use. So, your School-assessed coursework tasks can take any of these forms. That might be a written report, an essay, short responses, structured questions an annotated visual report, an oral report, or a presentation using digital technologies. It is not an exam. So, please by all means, have a look at the exam questions, but you got to ensure the exam is the external assessment and the moderator for the task.

So, your students should be able to really thoroughly unpack all the key knowledge and skills that will help them answer those external questions at the end of the year. So, the first one was for Unit 3. This is for Unit 4, just to show that they are similar assessment tasks for both Units 3 and 4. So, you might want to vary it, between both Unit 3 and Unit 4 with your task type. Anyway, your timing too, particularly of the task.

Importantly, have a look at the Advice for teachers, because it has assessment information about School-assessed coursework. It has advice about how to construct and incorporate SAC tasks into your teaching programme. And it has advice about using performance descriptors for School-assessed coursework tasks. So, I'm just going to hand over to Renee now. She's actually going to talk about some of the issues that we did find in audit in 2020. So, if I could just get you to run through those Renee?

**[Renee Paxton]:** Sure Kathryn, so, throughout the audit process, there's a lot of common issues that come up with it, a lot of schools really struggle with. The first thing, the most common thing that we see is commercially produced tasks, being used verbatim, not modified, or modified only a tiny little bit. As Kathryn said before, this presents authentication problems. I know that my students I give them every sort of commercially produced task, that's on the market for practise. They might do it very well, send it off to their girlfriends at the school down the road, they're using that exact task as their actual SAC, we can't have that for authentication. That's not fair that one kid might get that. And the other thing is that the students can purchase these themselves. They're all online. So, we really need to make sure they're heavily heavily modified. And they should be unrecognisable.

The other thing is that we see the use of the exam questions from the VCAA exams and trial papers. Again, verbatim on a task. Again, these are free. They are online so students can see them and access them. So, that's giving some students more added advantage and obviously that presents authentication issue. We do not recommend that at all.

he other really common thing that we see, is not covering all of the key knowledge and key skills. That is what is really really important for this. We're teaching the students these content and we need to assess it all. And the way I sort of explain this to my students, is think about the SAC assessing everything and the end of the year exam being a sample of some of those elements. But we need to make sure we're assessing all of those keynotes and key skills for the appropriate outcomes, all of them.

Some schools have also not submitted things like a marking guide, or haven't used performance prescriptive and sort of just wing it. We don't want that. So, we make sure that that is all very appropriate, or using those performance descriptors as a guide for how you're going to mark. A lot of schools will use the performance descriptors to create a marking guide from that. That's what I want to do. I think that that's a really handy way of doing it, so that we're working sort of hand-in-hand with those performance descriptors.

No cover sheets, I think that's unfair for students. So, we want to give students the instruction what are they expected to do in the task? What can they bring in? What can't they bring in? How many marks is it worth? How much time do they have? They really should have a cover sheet that explains all of those. And I'll show you one a little later on.

Authentication issues sometimes come up when schools conduct take home papers, or take home tasks. And there is no kind of authentication record being used to prove that this is a student's work. Obviously, we understand that there's authentication issue as we can't prove that students have actually completed that work. So, it's really important that we have documentation that supports that. And we'll have a look at that one later on as well.

The task type. Sometimes we'll find that schools choose a really fun task type, but it's not listed in the Study Design which is what Kathryn just went through before. It's really important to note that in a Unit 3 and Unit 4 there is a slight separation. They do look fairly similar. The only real difference is that you can't do an audio visual presentation for the Unit 4 SAC on Agency and Control. Yeah, can't do it. Don't do it. So, make sure that you're not planning on a sort of a mixed bag, or if the students really enjoyed it, at 'narrative time'. Definitely, don't go into that for Unit 4 as well, because you cannot. So just make sure we check that task type is right on.

Also, recycled question from previous designs, old terminology, we've been in this Study Design for quite a while now. So, we are definitely seeing less and less of that which is great, but it used to be quite a different Unit. So, please make sure that all of the terminology is relevant to this current study.

**[Kathryn Hendy-Ekers]:** Thanks Renee. So, this slide shows the requirements for the School-assessed coursework tasks. So, the students must look at at least two feature length film products of an hour or more, and equivalent length in television, streamed, radio, or audio products. So, they can look at a film and an episode from a television series if they wish. Two photographic series. So, when we're talking about a series of photographs, we're probably talking six to 10 photographs or range of photographs, not just one. And two print productions of at least 15 pages each.

Now at least one Media product must've been released in the five years prior to the commencement of the year of study. So, this is 2021, on that side it's 20. So, we are talking about the last year you can study a film or a product is 2016 for 2021. So, I hope that helps and clarifies for people.

Now, this is really a really important slide for teachers to understand that the benchmark for student achievement is a 'Satisfactory'. So, they must achieve all the key knowledge and skills for the outcome. There's no pass or fail in VCE. So, once they have achieved all that key knowledge and skills, then you assess them on their performance and you rank them. And as everyone knows that student performance in School-assessed coursework is statistically moderated by the examination. So, on VCAA website, there are a whole lot of video presentations of how statistical moderation does work for students. And how study scores are developed.

Now, this is the cover sheet Renee was talking about. So, this is quite a good diagram for you to follow. So, the cover sheet must have what the students are expected to do and complete. The conditions of the task. So, whether it's an open or closed book. The time and length of it. The breakdown or mark allocation. So, you must have something there that shows the student on the cover sheet, how the marks are allocated.

And then the Assessment Criteria. So, that's where it helps when you develop the assessment criteria for each of the questions or activities on the task. The students are aware of what their performance was and how they will gain feedback on that performance. So, Renee, this is an example of a cover sheet from your school, I believe.

**[Renee Paxton]:** Yes, when you create any SAC it's really important to obviously have that kind of page that gives the students that information. It needs to explain all of the requirements of the task to the students, so they know what they're in for. It should give them task instructions. And if the time allows, as we said, I'll also add a little statement at the bottom of mine as my school encourages us to do. Talking about how the results may vary when they obviously get their study score at the end due to statistical moderation. So, my school encourage us to do so. I think that's a really good reminder for the students as well.

**[Kathryn Hendy-Ekers]:** Thanks Renee, so, we'll just run through now at different ranges of assessment tasks that you can have in Media.

So, structured questions could be a variety of short medium or extended responses. So, this is probably the most common approach in Media. But, those questions must allow students to address all the key knowledge and skills for the outcome. So, again, you need to go back to the key knowledge and the key skills in particular and have a look at the action verbs, in the key skills. They are words like 'discuss'. So, what is required for that particular skill, that level of discussion? And that's how you will scaffold your learning activities through.

So, I think I've said that the start of the presentation. How about looking at the key words in the key knowledge and skills, and really explaining and demonstrating through particular examples of Media products, what those key words are? Again, students may want to do a video essay, using digital technologies, so they could have a variety of focus areas in their video. But again, they must have a range and complexities of discussion. And I think that's a really lovely assessment task for students, particularly in Media.

So, the same thing must be structured so they can demonstrate their knowledge of narratives and ideologies have studied throughout Unit 3 in that first outcome. And you are preparing them through scaffolded activities. So, the conditions that the task would be, just keep in mind that the task for Media is for Unit 3 is 40 marks and constitutes 10% of the study score.

So, you can design your task out of how many marks you want. And then do the Maths. We were talking about this in a video yesterday, to get them to 40 marks. And then rest is up to the VCAA how we constitute that 10% of the study score. Generally, we advise that the student completes the task in a hundred minutes, in supervised class times.

So, if you're running it over 2 individual periods, or at different times, you've got some way of taking up student work in between those periods. So, you don't come across any authentication issues. And also, try and avoid drafting or giving students access to the questions prior to the class. Do you have any thoughts about that, Renee?

**[Renee Paxton]:** I like to do it all at once. I know a lot of people will sort of split. Maybe they might do one particular product and do a SAC around that, and do another separately, which you can do. I like to do them sort of all at once and sort of mixed up. So, students can write about both products in the same SAC. I use a hundred minutes with my students and do whatever period at my school. And that's quite good because I get to authenticate them all at once.

If you have multiple classes, you could potentially do it in a study period after school, depending on how your school runs that. But I think, really ensuring that authentication that there's a real break between anything and as Kathryn said definitely collect that work in between. If you're going to split the work up in two sections or two separate periods. Because we don't want to take it home and it promote cheating.

**[Kathryn Hendy-Ekers]:** Thanks Renee, okay, so again, on authentication this form is actually available on the VCAA website. So, there's a link there. It's actually an Authentication Record Form for School-based Assessments for coursework. So, it's a form that you can download as a word document and actually get to your students to fill out. We do have a guide on that page through that link where you find this document how you can authenticate the student work. So, that's quite a handy form to have, and that can be used across all studies.

Okay, so when you are designing the task, you can see here what we've actually done is we've highlighted those key words at the task of the key skills. So, students must explain the characteristics and construction of the Media narrative. Discuss how Media narratives are constructed, consumed and read by audiences from different periods of time.

Analyze. So the level of what the students are doing with those particular aspects of the task, is really, really important. You'll see, there is a lot to discuss in Media. So, you really have to think about your students and what the level of discussion is, for those aspects of the task when you're setting it.

So, this is an example in the Advice for teachers about two Media products and what you can do. So, you've got a list down there of things that you do need to address in the task, including ideology, construction of narrative, genre, style, audience, audience engagement and consumption, and audience reading of Media narratives.

So again, a lot of these definitions are provided in the cross study specifications, as you can see the list there. So, it's important you go back to the cross study specifications and really have a look at those. The examination report is also very handy for having a look at how the chief assessor and assessors have responded to some of the questions from the year before, and address some of these definitions.

So, for example, this is the definition of ideology from the Chief Assessor's report in 2019. Where, for that year, they defined that ideology is 'a system of ideas and beliefs that form the basis of a society's values, economic or political theory and policy and therefore the actions of those who believe in that ideology.' So, have a look at the Media products. I know teachers have a lot of discussion about ideology. And which Media products they are going to use for those ideologies. As I know, there are a lot of examples around out in the community to address ideology very accurately. So, making sure when you're designing the task, you've got those structured and weighted questions, and they should be covered throughout the preparation for the SAC.

So again, I think we've gone through a bit of this before. Really having a look at your questions, asking some of those actions like, explain, analyse, or discuss. So, this we use in all of our schools coursework presentations, it's a great link to a diagram where there are some questions and keywords that will help you structure your questions.

So, it's following Bloom's taxonomy. So, if you're after lower order questions, you could use the ones down the bottom there, in the Knowledge and Comprehension application. And then those higher ones can be Synthesis and Evaluation and Analysis. And there are some question types down the bottom there. So, that's quite handy to use as well.

So, for example, this is one of the things we often advise teachers to do, is to marry up the key knowledge and key skills. So, you can see that each key knowledge and key skill, has been matched with one other. And that is the way the examination questions as structured.

The exam panel must tick off on a what is called a Cognitive map and a Study Design Content map. So, they must ensure that their questions are mapping against all the key knowledge and key skills. So, it's often a quite a handy exercise to do, to go through a previous exam from previous year, and then have a look at how those questions are addressing the key knowledge and key skills. Again, this is an example of doing exactly that.

So, you can see that these are a series of questions that are being asked and how the key knowledge and key skills have been addressed. So, I'm now just hand over to Renee, to discuss this question here. So, this is a SAC question example that we have provided for you.

**[Renee Paxton]:** Sure thing, so this is a quite a simple little question for four marks. I'm referring to one of the Media narratives you study this year. Describe how camera techniques and the sound, are used to construct meaning and engage audiences. So, it's quite simple. Let's sort of break that down. So, there's a little bit of a use of key knowledge and key skills and we're coming together, we're using that terminology. We're using those guiding words to get us there too.

So, the key knowledge. The relationship between the function of Media codes and conventions to convey meaning in selected Media form. That's the key skill we're looking at. And the key knowledge that we're looking at, and the key skill is to analyse that relationship between the function of Media code and convention to convey meaning in a selected Media form.

So, you can choose the approach that you will take, but you need to make sure that you're addressing those key knowledge and key skills. But what you can say here, you've got the key knowledge and the key skills. And sort of brought them together and you can see where this question has come from. So, it's using the language straight out of the Study Design. It's got the 'describe' in there. I've decided to pick camera techniques and sound as the codes that I'm asking my students to discuss and describe in this particular question. They need to understand and show an understanding, that they know how it's constructed that meaning and how it's engaged audiences.

So, that's sort of example of how you can mix that the key knowledge and key skill, bring them together and make a question that might suit your particular students. And also that might fit the particular products that you're looking at. You're doing a silent film that maybe sound might not be a good thing. If you are doing photography, sound might not be suitable as well. But definitely something to think about there.

**[Kathryn Hendy-Ekers]:** Yes, back to codes and conventions, there is a list in the Study Design. And that list is like that, because some of these codes and conventions are implied in different Media forms and not in others. So, for example, you will find some of them photography, but you won't find them in film or you'll find some of them in print, but you won't find them in other Media forms.So, be selective about the codes and conventions and making sure your students really understand the Media product they've chosen.

Okay, so, this is the last part is actually moving onto marking the task. So, making sure that each structured question as you saw the one before has an allocated mark. They reflects the degree of difficulty or complexity of the task words. And they should be based on the skills for the outcome. Make sure and this is often something that happens when the marks are set up, you've got some sort of marking scheme that does assess the level of student performance.

So, if we have a look at the next slide, we do have the performance descriptors there. And you'll see here on the bottom there is the marking scale. But that marking scale, what we're not asking you to do, is go okay there are four boxes there. So, therefore that particular level is broken up into four. So, these are to be used as a guide, but therefore your range for very high would be a score of 33-40. So, you need to have a look at these descriptors and see how you can apply them to your questions and develop a rubric from that.

So, it's a marking scheme that gives students feedback on their performance. Because if you're just giving them a numerical score back, they've got no indication of how they need to improve. So, going back to those initial VCE principles I was talking about, students must have some sort of feedback on their performance.

So, it's really important that you are marrying up their performance for individual questions or sections of questions to those performance descriptors**.** So, do you have anything else you could add to that Renee?

**[Renee Paxton]:** I think it's really handy to produce a marking guide for yourself as you're going introduce the work. I do discuss these performance descriptors definitely with my students, but what I do is is sort of create a marking guide. So, if it's something out of 4 marks, what's going to get them the 4. What's going to get them a 3. What's going to get them a 2. What's going to get them a 1.

So, I find that going through it like that, and breaking the performance down, is a really helpful way and actually makes you marking a lot easier as well. And then you're adapting that per question. So, I think that that's really important. I also wanted to mention when Kathryn mentioned that all of the marks need to add up, they really do.

Something else we often see in audit, is that they are out of really strange numbers, make it simple for yourself have the assessment task out of 40. So, that could be a really easy way of going through it, and that you're not doing hundreds and hundreds of marks and really overdoing the students and stressing them out. So, we got to make sure that that's appropriate and valid and equitable as well.

**[Kathryn Hendy-Ekers]:** Great, so we just wanted to touch on this frequently asked question, because it is one we get a lot, about the characteristics and construction of Media narratives, and how these different from functions of Media codes and conventions.

So, this question response actually comes through frequently asked questions on the Media Study Design page. So, the characteristics and the construction of the Media narrative is dependent on the Media form, that narrative is working within and how it's been consumed by the audience.

So, for example, a technological difference in production maybe the kind of characteristics of the film narrative with the three-act structure is different to a YouTube cooking video. So again, with print forms a fashion magazine, business, a newspaper is different for construction of a narrative. And in photography a documentary series has a different narrative construction to that as a series of marketing photographs. So I know, and there also, again goes to the examiners reports. There's often some really good definitions of those different aspects of the Study Design in there too.

So, making sure that Media codes and conventions work together to engage an audience, structure the narrative and convey meaning. So, it's the relationship with that audience, to that Media narrative. So, this is just, finally, a checklist, a couple of checklists for you that you might want to run it through, informing your students about the assessment, ensuring your marks are allocated and identified. They add up.

It might be a good exercise to do with your Faculty or with your VCE coordinator. Ensure marks are allocated and respond to each question difficulty. They reflect the task. The task reflects the key knowledge and skills. And check your spelling expression and syntax.

And again, back to the very start of the presentation and the VCE principles. Does it make sense to a student, I know with Media, sometimes people really do, and that's something we've found in audit as well, do get carried away with some of the terminology and theoretical approaches to Media. But just remembering these are VCE 16-18 year old students that you were working with. So, they're not first year university yet, we'd like them to be. So, that language has really got to be understandable for them.

And then finally, this is just probably another really good guide for you when you're developing a task, just the structure of working through. So, before we finish, do you have any further advice, Renee?

**[Renee Paxton]:** I just think, keep it really simple. Don't make too much work for yourself or for your students. And really make sure that all of that information communicated to your students. So, they know what's coming. And they really understand what the requirements of the task are. So, it'd be as clear and concise as you can be with your students. And make sure that when you're marking that you're able to be clear and concise that you're marking, by creating a marking guide or a rubric for yourself that's handy.

**[Kathryn Hendy-Ekers]:** Okay, thanks so much, Renee. So, that concludes our presentation. We will be running a webinar in March, where you'll be able to come and ask any questions to Renee and myself about any of the videos that you've seen online. So, I hope the information today has been helpful and I'd like to thank Renee for her time and help in preparing these presentations. And we wish you well and hopefully we'll see you throughout the year.

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