

# VCE Art Making and Exhibiting

Unit 4 Outcome 3

Developing a School-assessed  
Coursework task

# 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.**



# 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.

# Assessments should be valid

Does the assessment enable judgments to be made about demonstration of outcomes and levels of achievement fairly, in a balanced way without adverse effects on or for the education system?

**ASK**, is the task...

- fair and reasonable?
- specified in the study design as one of the designated task types?
- conducted under fair conditions?
- conducted under substantially the same conditions for all students in the cohort
- are there clear instructions included?

# Assessments should be equitable

- Do the assessment instruments ensure that no students are either privileged or disadvantaged, nor are any students excluded based on gender, culture, linguistic background, physical disability, socioeconomic status or geographical location.
- Is the task conducted under same/similar conditions to provide consistent information about student performance?

**ASK**, is the task

- accessible to all students?
- privileging a certain type of student?
- comparable in scope and demand if a choice of task is offered within?

# Assessments should be balanced

Tasks should be designed to provide a range of opportunities for students to demonstrate in different contexts and modes and demonstrate different levels of achievement.

## ASK

- Are a variety of task types used?
- Are a variety of conditions used?
- Do the tasks allow students to demonstrate different levels of achievement?
- Are suitable criteria, descriptors, rubrics or marking schemes used?
- How broadly are the key knowledge, key skills and outcomes being covered / assessed?



# Assessments should be efficient

The minimum number of assessments must be set to enable a robust judgment about the progress and learning of each student. This number of assessments is set in the VCE study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminishes the performance of a student under fair and reasonable conditions.

## **ASK:**

- Have minimum number of assessments been set?
- Does the assessment generate undue student stress?
- Are students being under assessed or over assessed on the outcome?

# School-based assessment should:

Allow authentication issues to be addressed

Be completed mainly in class within the nominated timeframe

Elicit a spread of results

Be consistent for all students of the subject within the school

# Developing a school-based assessment task

Ensure the task does assess the Outcome and does not under OR over assess key knowledge and key skills.

Check that the task developed

- is not **excessive** in scope
- does not **restrict** opportunity to demonstrate key skills and key knowledge
- has **balanced** coverage and depth

who

- Consider the cohort of students

what

- Consider the Outcome being assessed

when

- Consider the timing of the task

where

- Consider the conditions of assessment

why

- Consider the purpose of the task

how

- Consider the task type

# Developing a School-based assessment task

## Ensure

- Appropriate **depth** in assessment of key knowledge, key skills, outcome statements and unit introduction.
- Questions provide **opportunity for achievement of highest level of performance**
- Assessment is **appropriate and understandable** for the student cohort
- **Wording /language** is clear and appropriate for VCE students.
- Reflect **terminology** in study design

# Commercially produced tasks

- May be used but **MUST** be adapted.
  - School-assessed coursework tasks need to be **UNIQUE to each individual school**
- Always check that the task type is appropriate and that the key knowledge, key skills and outcome are being assessed accordingly.
- It is the responsibility of the school and teacher to:
  - check that a commercially produced task is **compliant** with VCAA requirements.
  - ensure **authentication** of student work.

# VCE Art Making and Exhibiting

Outcomes

Key Knowledge  
and Key Skills

SAT and SAC  
Assessment Tasks

Characteristics of the Study

Units of Study

Scope of Study, Rationale and Aims

# Unit 4 Outcome 3

## Unit 4 Area of Study 3

In this area of study students:

- analyse the ways specific artworks are presented
- demonstrate their understanding of conservation and care methods used for these artworks.
- complete a case study demonstrating how conservation and care methods have been used in both an artwork selected from an exhibition and a finished artwork of their own that is displayed in their presentation for Unit 4 Outcome 2.

## Unit 4 Outcome 3

On completion of this unit the student should understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.



# Unit 4 Outcome 3

## Key Knowledge

- methods used and considerations involved in the presentation, conservation and care of artworks while on display in an exhibition space
- considerations of conservation and care that relate to artworks in the handling, storage and transportation of artworks
- relevant conservation and care methods that students can apply to their own artworks when on display
- relevant conservation and care methods that students can apply to their own artworks in storage, handling and transportation
- terminology used to discuss the conservation and care of artworks

## Key Skills

- investigate, **identify and evaluate** the methods used and considerations involved in the presentation, conservation and care of artworks while on display in an exhibition space
- investigate, **identify and evaluate** conservation and care in the handling, storage and transportation of artworks
- **discuss the** relevant conservation and care methods that can apply to their own artworks when on display **compared** to artworks studied in exhibitions visited in the current year of study
- **discuss** the relevant conservation and care methods that can apply to their own artworks in storage, handling and transportation compared to artworks studied in exhibitions visited in the current year of study
- **apply** terminology in the discussion of the conservation and care of artworks

# Unit 4 Outcome 3 Task

Students present a case study, with written and visual material, outlining the conservation and care of:

- a selected artwork viewed in an exhibition in the current year of study

**AND**

- the conservation methods used for the display of their own artworks.

**50 marks**

# Presenting the task

The case study can be presented using any of the following formats:

- annotated visual report
- annotated poster or display
- publication in hard copy or online
- presentation in a digital format, such as an online presentation or interactive website
- oral presentation with written and visual imagery evidence

# Performance descriptors

Key skill	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
<ul style="list-style-type: none"> <li>investigate, identify and evaluate the methods used and considerations involved in the presentation, conservation and care of artworks while on display in an exhibition space</li> </ul>	Lists or identifies the methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space.	Describes the methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space.	Discusses methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space.	Evaluates the methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space.	Evaluates and connects methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space.
<ul style="list-style-type: none"> <li>investigate, identify and evaluate conservation and care in the handling, storage and transportation of artworks</li> </ul>	Lists or identifies the considerations needed to conserve and care for the handling, storage and transportation of artworks.	Describes the considerations needed to conserve and care for the handling, storage and transportation of artworks.	Discusses the considerations needed to conserve and care for the handling, storage and transportation of artworks.	Evaluates the considerations needed to conserve and care for the handling, storage and transportation of artworks.	Evaluates and connects the considerations needed to conserve and care for the handling, storage and transportation of artworks.
<ul style="list-style-type: none"> <li>discuss the relevant conservation and care methods that can apply to their own artworks when on display compared to artworks studied in exhibitions visited in the current year of study</li> </ul>	Lists or identifies the application of conservation and care methods to their own artworks on display.	Describes the application of conservation and care methods to their own artworks on display.	Discusses and compares the application of conservation and care methods of their own artworks on display to those in exhibitions studied.	Evaluates and compares the application of conservation and care methods of their own artworks on display to the conservation and care of artworks in exhibitions studied.	Evaluates, compares and connects the application of conservation and care methods of their own artworks on display and to the care and conservation of artworks in exhibitions studied.

# Performance descriptors

	DESCRIPTOR: typical performance in each range				
Key skill	Very low	Low	Medium	High	Very high
<ul style="list-style-type: none"> <li>discuss the relevant conservation and care methods that can apply to their own artworks in storage, handling and transportation compared to artworks studied in exhibitions visited in the current year of study</li> </ul>	Lists or identifies the methods needed to conserve and care for their own artworks' handling, storage, and transportation.	Describes the methods needed to conserve and care for their own artworks' handling, storage and transportation.	Discusses and compares the methods needed to conserve and care for their own artworks' handling, storage and transportation the methods used in exhibitions studied.	Evaluates and compares the methods needed to conserve and care for their own artworks' handling, storage and transportation to the methods used in exhibitions studied.	Evaluates, compares and connects the methods needed to conserve and care for their own artworks' handling, storage and transportation to the handling, storage, transportation of artworks in exhibitions studied.
<ul style="list-style-type: none"> <li>apply terminology in the discussion of the conservation and care of artworks</li> </ul>	Some use of art terminology to identify the conservation and care of artworks.	Uses art terminology to describe the conservation and care of artworks.	Uses appropriate art terminology to discuss considerations for the conservation and care of artworks.	Selects and correctly applies art terminology to evaluate considerations for the conservation and care of artworks.	Correctly applies specific art terminology to evaluate and elaborate upon the relevant considerations for the conservation and care of artworks.

# Unit 3 and 4 requirements

- Students must visit at least two different art exhibitions in their current year of study.
- The exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make.
- Students must select a different exhibition space for study in Unit 4 Area of Study 3 from the one selected for Unit 3 Area of Study 3.

# Art Making and Exhibiting Exhibitions list

## VCE Art Making and Exhibiting

### Exhibitions list 2023

The VCE Art Making and Exhibiting exhibitions list 2023 provides information about recommended exhibitions, artwork displays and collections to support the teaching of content related to the study of exhibitions, artworks and artists in the [VCE Art Making and Exhibiting Study Design](#). It includes details of exhibitions and resources in galleries, museums, exhibition spaces and site-specific spaces that are recommended for study. **The list is comprised of recommendations only and is not mandated for study in Units 3 and 4 of VCE Art Making and Exhibiting.** Schools and VCE providers may select art exhibitions for study that are not on this recommended list.

The list has been compiled by the VCAA based on the information provided by galleries, museums, exhibition spaces and site-specific spaces. The recommended exhibitions are displayed in public or commercial exhibition spaces and are physical, virtual or online exhibitions. Details are provided about the display of artworks and general collection exhibitions.

All entries in the list consist of the following:

- the name of gallery/museum/exhibition space
- the title of the exhibition(s)
- dates of the exhibition(s)
- the exhibition location (for example, physical, online)
- a description of the exhibition or general collection on display, including an overview of the theme of the exhibition, artists or artworks exhibited
- curatorial information and any consideration of exhibition display and conservation if available
- details of supporting resources and information for schools if available

All entries in the list are in alphabetical order and the details provided are correct at the time of publication.

# Support Materials

## Exhibiting artworks

▶ Developing a curriculum and assessment program

▶ Inquiry learning in Art Making and Exhibiting

▶ Creative and Critical thinking

▶ Visual Arts Journal

▶ Critique

▶ Exhibiting artworks

▶ Aboriginal and Torres Strait Islander knowledge, cultures and histories

▶ Employability skills

- Definitions of exhibition spaces
- Presentation of artworks
- Practical and considerations for the display of artworks.



# Definitions of exhibition spaces

- Online exhibition
- Virtual exhibition
- Galleries
- Museums
- Collections
- Site specific spaces
- Other exhibition spaces

▶ Developing a curriculum and assessment program

▶ Inquiry learning in Art Making and Exhibiting

▶ Creative and Critical thinking

▶ Visual Arts Journal

▶ Critique

▶ Exhibiting artworks

▶ Aboriginal and Torres Strait Islander knowledge, cultures and histories

▶ Employability skills

# Definitions of exhibition spaces

## Online exhibition

An online exhibition is curated using digital technology in an online venue. Online exhibitions are only available to access via the internet and do not exist in a physical exhibition space. For example, an exhibition created via platforms such as Kunstmatrix or Ikonospaces.

## Virtual exhibition

A virtual exhibition is an online digital replica of a physical exhibition. For example, technology such as Matterport stitches together photographic images of an exhibition space to create an interactive three-dimensional model of the physical gallery. Alternatively, virtual exhibition experiences may be available for audiences to access via a live or recorded tour of the exhibition through still and/or moving imagery.

## Galleries

A gallery is an arts organisation in which audiences can view works of art on display indoors. For the purposes of this study galleries are distinct from museums as they do not hold a permanent collection and instead present a calendar of changing temporary exhibitions. Galleries may or may not have built in climate control facilities. There are various types of galleries with specific roles within the art industry, such as artist-run-spaces, public galleries and commercial galleries.



# Definitions of exhibition spaces

## Museums

An art museum is an organisation dedicated to both the display and safekeeping of art. Exhibitions on display in the galleries of a museum may include artworks drawn from the museum's own collection or on loan from artists and/or other lending institutions. Museums typically have climate control infrastructure built into their facilities and back-of-house facilities for storing artworks. There are various types of art museums including public, private, university and house museums.

## Collections

A collection is the accumulation of artworks by a public, private or university art museum. Collecting institutions typically have a specific acquisition policy or purpose that guides the development of their collection over time. The collection held by an arts organisation can form the core of their research, exhibition-making and education programs.

## ■ Site-specific spaces

Site-specific spaces present artworks that have been made for a particular place. The artist takes into account the context where the art will be shown as they develop the artwork. Site-specific spaces can be indoors or outdoors.

## Other exhibition spaces

These can include artworks exhibited in unorthodox locations or venues during events or festivals and also artworks on display in artists' studios.

# Presentation and display

## Practical and aesthetic considerations

- lighting and the effect of lighting on the appearance of the artworks and atmosphere within the exhibition space
- how spatial qualities such as the dimensions of permanent and temporary walls, sight lines and sound bleed can influence the placement of artworks and movement of audiences within an exhibition
- how surface treatments on walls and floors of the exhibition space (such as paint colour, wall texts or floor coverings) affect the overall atmosphere and narrative within the exhibition space
- how the placement of artworks and the relationships between them can communicate ideas, themes and stories that support the intentions of the artist/s
- overall aesthetic display of artworks to influence the interaction of viewers and their understanding of the ideas behind the artworks on display
- student consideration of the aesthetics of the presentation of their own finished artworks in an exhibition space to realise their intentions.

# Practical and aesthetic considerations

Practical and aesthetic considerations <sup>α</sup>		
<b>Lighting</b> <sup>α</sup>	Fluorescent¶ LED¶ Track¶ Spotlight <sup>α</sup>	What effect does lighting have on the appearance of artworks?¶ <sup>α</sup>
<b>Spatial qualities</b> <sup>α</sup>	Scale¶ Sightlines¶ Flow¶ <sup>α</sup>	What effect does the placement of temporary and permanent walls have on artworks? ¶ Consider sightlines, sound bleeding, and movement of the audience through exhibition spaces. <sup>α</sup>
<b>Surface treatments</b> <sup>α</sup>	Wall colour¶ Floor Coverings¶ Text panels¶ Signage¶ Banners <sup>α</sup>	What effect do surface treatments have on the overall atmosphere of the exhibition space and artworks?¶ Consider wall colours, floor coverings, text panels, signage, ¶ <sup>α</sup>
<b>Placement of the artworks</b> <sup>α</sup>	Narrative¶ Themes¶ Ideas <sup>α</sup>	¶ How does the placement of artworks and the relationship between them help to communicate ideas, themes and narratives in the exhibition space to support the intentions of the artist and curator? <sup>α</sup>
<b>Exhibition furniture</b> ¶ <sup>α</sup>	Plinths¶ Vitrines¶ Cases¶ Chairs/Seating <sup>α</sup>	How does the exhibition furniture such as plinths and vitrines help to protect artworks while they are on display? <sup>α</sup>

# Conservation

## Environmental Considerations

For the purposes of this study conservation practices for artworks include:

- methods of protecting artworks while they are on display, such as exhibition furniture (plinths and vitrines) and invigilation
- art handling, transport and storage methods for artworks
- condition reporting practices
- material stability of different art forms
- lighting levels while artworks are on display and in storage
- how temperature and humidity can affect the condition of artworks on display and in storage.

# Conservation

## Ethical considerations

- Cultural protocols and instructions for the display, storage and handling of specific artworks, including works by Aboriginal and Torres Strait Islanders.
- Balancing the intentions of exhibiting artists with the care and conservation of artworks and access for audiences. Art Industry personnel consider the intention of the artists as they develop singular, appropriate methods to manage these artworks over time.
- Site-specific and public art (such as street art) is made and presented outside of galleries, museums, collections and online galleries, in a context that is often temporary and/or ephemeral nature. This leads to questions of what and how these artworks should be collected, preserved or conserved, and by whom.

# Part 1:Analysing how artworks are conserved and cared for

- When visiting each exhibition/collection students develop an understanding of practices used to present and care for artworks in specific contexts to ensure that there are no unintended physical changes or damage to artworks while they are on display.
- They engage with specific examples of conservation practices for different art forms and learn about considerations for safeguarding artworks now and for the future.



# Part 1:Analysing how artworks are conserved and cared for

Students study best practice/museum standards in relation to the presentation and conservation of specific artworks and art forms including:

- Exhibition furniture, including plinths and vitrines
- Invigilation
- Art handling, transport and storage
- Condition reporting
- Principles of material stability in different art forms (including conceptual works, digital works, performance works, works produced using unstable materials and/or obsolete technologies)
- Lighting levels while artworks are on display and in storage
- How temperature and humidity can affect the condition of artworks on display and in storage
- Ethical and cultural considerations and protocols for the display, storage and handling of specific artworks, including works by Aboriginal and Torres Strait Islander artists
- Balancing the intentions of artists with the conservation of artworks and access for audiences.

# Performance descriptors

	DESCRIPTOR: typical performance in each range				
Key skill	Very low	Low	Medium	High	Very high
<ul style="list-style-type: none"> <li>investigate, identify and evaluate the methods used and considerations involved in the presentation, conservation and care of artworks while on display in an exhibition space</li> </ul>	<b>Lists or identifies</b> the methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space.	<b>Describes</b> the methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space.	<b>Discusses</b> methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space.	<b>Evaluates</b> the methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space.	<b>Evaluates and connects</b> methods used and considerations involved in the presentation, conservation and care of artworks on display in an exhibition space.
<ul style="list-style-type: none"> <li>investigate, identify and evaluate conservation and care in the handling, storage and transportation of artworks</li> </ul>	<b>Lists or identifies</b> the considerations needed to conserve and care for the handling, storage and transportation of artworks.	<b>Describes</b> the considerations needed to conserve and care for the handling, storage and transportation of artworks.	<b>Discusses</b> the considerations needed to conserve and care for the handling, storage and transportation of artworks.	<b>Evaluates</b> the considerations needed to conserve and care for the handling, storage and transportation of artworks.	<b>Evaluates and connects</b> the considerations needed to conserve and care for the handling, storage and transportation of artworks.
<ul style="list-style-type: none"> <li>apply terminology in the discussion of the conservation and care of artworks</li> </ul>	Some use of art terminology to <b>identify</b> the conservation and care of artworks.	Uses art terminology to <b>describe</b> the conservation and care of artworks.	Uses appropriate art terminology to <b>discuss</b> considerations for the conservation and care of artworks.	<b>Selects and correctly applies</b> art terminology to evaluate considerations for the conservation and care of artworks.	<b>Correctly applies specific</b> art terminology to <b>evaluate and elaborate</b> upon the relevant considerations for the conservation and care of artworks.

# Command Terms

[Pages - Glossary of command terms  
\(vcaa.vic.edu.au\)](https://pages.vcaa.vic.edu.au)

Term	Definition
<b>Analyse</b>	Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information.
<b>Apply</b>	Use, employ in a particular situation or context.
<b>Compare</b>	Recognise similarities and differences and the significance of these similarities and differences.
<b>Describe</b>	Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.
<b>Discuss</b>	Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.
<b>Evaluate</b>	Ascertain the value or amount of; make a judgment using the information supplied, criteria and/or own knowledge and understanding to consider a logical argument and/or supporting evidence for and against different points, arguments, concepts, processes, opinions or other information.
<b>Identify</b>	Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.
<b>Interpret</b>	Draw meaning from an argument, point of view, description or diagram, text, image or artwork and determine significance within context.
<b>Lists</b>	Provide a series of related words, names, numbers or items that are arranged consecutively.

# Part 2: Conservation and care of artforms

Students apply their understandings about the conservation and care of artworks to produce a case study.

They outline appropriate conservation practices and methods for displaying:

1. a selected artwork seen in an exhibition/collection
2. their own artwork/s.

# Performance descriptors

Key skill	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
<ul style="list-style-type: none"> <li>discuss the relevant conservation and care methods that can apply to their own artworks when on display compared to artworks studied in exhibitions visited in the current year of study]</li> </ul>	<p><b>Lists or identifies</b> the application of conservation and care methods to their own artworks on display.</p>	<p><b>Describes</b> the application of conservation and care methods to their own artworks on display.</p>	<p><b>Discusses</b> and compares the application of conservation and care methods of their own artworks on display to those in exhibitions studied.</p>	<p><b>Evaluates and compares</b> the application of conservation and care methods of their own artworks on display to the conservation and care of artworks in exhibitions studied.</p>	<p><b>Evaluates, compares and connects</b> the application of conservation and care methods of their own artworks on display and to the care and conservation of artworks in exhibitions studied.</p>
<ul style="list-style-type: none"> <li>discuss the relevant conservation and care methods that can apply to their own artworks in storage, handling and transportation compared to artworks studied in exhibitions visited in the current year of study</li> </ul>	<p><b>Lists or identifies</b> the methods needed to conserve and care for their own artworks' handling, storage, and transportation.</p>	<p><b>Describes</b> the methods needed to conserve and care for their own artworks' handling, storage and transportation.</p>	<p><b>Discusses and compares</b> the methods needed to conserve and care for their own artworks' handling, storage and transportation the methods used in exhibitions studied.</p>	<p><b>Evaluates and compares</b> the methods needed to conserve and care for their own artworks' handling, storage and transportation to the methods used in exhibitions studied.</p>	<p><b>Evaluates, compares and connects</b> the methods needed to conserve and care for their own artworks' handling, storage and transportation to the handling, storage, transportation of artworks in exhibitions studied.</p>
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<b>Describe</b>	Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.
<b>Discuss</b>	Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.
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<b>Identify</b>	Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.
<b>Interpret</b>	Draw meaning from an argument, point of view, description or diagram, text, image or artwork and determine significance within context.
<b>Lists</b>	Provide a series of related words, names, numbers or items that are arranged consecutively.

# Contact

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