



2020 VCE VET Creative and Digital Media examination report

General comments

Despite the difficulties of 2020, students made a commendable attempt to answer most questions of the 2020 VCE VET Creative and Digital Media examination. There were a number of high-quality responses across the exam, and often students were able to score marks even though they may not have had a complete grasp of the requirements of some questions.

Students are reminded that in short-answer questions that specify a certain number of responses, only that number will be assessed. For example, if three responses were required and five responses were provided, only the first three responses were assessed. The additional responses were disregarded even if the initial responses were incorrect and the later ones correct. Students also need to answer questions succinctly. With overlong answers, students sometimes made contradictory statements and the point became unclear. A useful strategy would be to use numbers or dot points to help stay on track with these types of answers.

Students are encouraged to read questions carefully as some answered the first part of a question but either forgot to address the second part or addressed the information twice.

The design industry is rapidly changing. Therefore, new terms or procedures will occasionally come up in the examination. Generally, students who had prepared well were able to apply their knowledge to the newest concepts and techniques. When unsure, students are encouraged to attempt questions rather than leaving a blank.

Some students struggled with basic concepts, such as the distinction between design elements and principles or the design process and creative thinking concepts. Most students seemed to have a good understanding of concepts dealing with writing content and workplace health and safety.

In Section C, the majority of students were able to complete the website, but several animations were incomplete or not attempted. When building the website, it is imperative that students do not move files or folders outside of their original locations, as this can cause problems with the formatting of pages and lead to broken links with the website.

Some students made multiple copies of files such as 'good file.html', 'final one.html', moved them to unrelated folders or gave them new and ambiguous names like 'My site.html' or '1.html'. This made it difficult to identify the correct file and led to the loss of marks if some questions were completed in one file and some in another file.

For both the website and the animation, it is crucial that students follow the examples given in the brief to determine where objects and/or pictures should be placed and formatted. These guides in the examination are used by the assessors to determine what is acceptable and what is not.

Specific information

This report provides sample answers, or an indication of what answers were acceptable. Unless otherwise stated, these are not necessarily intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Section A – Multiple-choice questions

The following table indicates the percentage of students who chose each option. The correct answer is indicated by shading.

Question	% A	% B	% C	% D	% N/A	Comments
1	11	16	10	62	0	
2	90	2	3	5	0	
3	1	5	91	2	0	
4	6	86	2	6	0	
5	57	10	7	26	0	
6	12	20	8	60	0	
7	75	9	6	10	0	
8	12	29	50	9	1	Students were not strongly familiar with short cut keys in Photoshop. However, if thinking ahead, this could have been quickly and easily tested out during their work in the practical section. Sometimes questions or tasks in one section of the examination can support answers in other sections.
9	2	1	1	96	0	
10	1	4	91	4	0	
11	59	18	14	9	0	
12	1	1	96	2	0	
13	8	59	11	23	0	
14	7	77	4	12	0	
15	2	4	67	26	0	
16	23	18	26	33	0	
17	84	7	6	2	0	
18	13	21	25	40	0	Responses suggested that students were not very familiar with aspects of colour theory. It would be a helpful revision strategy to develop a glossary of terms such as those given in this question – achromatic, triadic, complementary, and analogous. The image shown in this question used an analogous colour theme with the greens and bluey-green colours being next to each other on the traditional colour wheel.
19	11	74	5	10	0	
20	89	1	9	1	0	

Section B – Short-answer questions

Question 1

Marks	0	1	2	Average
%	4	21	75	1.7

Most students could clearly identify one way to improve the yoga poster, but some struggled to come up with two distinct suggestions. As the question asked students to 'describe', they needed to respond with more than one or two words. Possible responses included:

- change the image to an image related to yoga that is more identifiable to people passing by
- change the beach image to be more eye-catching in some way, e.g. a colourful sunset scene
- include a logo or business name and make them prominent on the poster
- make the text clearer for the reader by increasing contrast with the background
- make the text larger to improve readability / choose a font that is easier to read.

Question 2

Marks	0	1	Average
%	10	90	0.9

Students were well able to identify occupational health and safety (OHS) issues that should be checked in an office environment. Those who identified an OHS practice that would be appropriate to regularly check in this workplace were awarded one mark. Possible answers included:

- that computer cables are out of the way and not a tripping hazard
- that the staff use ergonomic chairs and work desks / the workstations and desk height are ergonomic
- that staff have regular breaks from their computer screens
- that lighting and glare does not cause eye strain
- ensure there is no workplace bullying.

Question 3

Marks	0	1	2	Average
%	23	27	51	1.3

One mark was awarded for identifying a relevant design principle. The most named were contrast, emphasis, balance (asymmetrical) and figure/ground. The second mark was given for the description of how this principle was used, for example, 'the contrast between the bright red pole and the dull coloured background draws attention to the poster'.

Some students incorrectly identified colour as a design principle when it is a design element. While they gained a mark for describing the contrast or emphasis achieved through the colours used, they were not awarded the first mark.

Question 4

Marks	0	1	2	Average
%	83	10	7	0.2

Students were required to give two reasons why it is important for businesses to have responsive websites. Most students struggled with this question as they were not familiar with the term 'responsive' in relation to

web design. Some students guessed at the requirement for websites to respond to user needs with correct links or accurate information or appropriate images etc. However, the term ‘responsive’ refers specifically to designing websites that automatically resize to display clearly on different platforms or devices and screen orientations such as mobile phones or tablets. Appropriate responses needed to make it clear that responsiveness related to resizing on different devices. For example:

- to attract a wider and larger audience on multiple devices
- to improve online browsing experience on various devices
- to make the websites more attractive and readable on smaller devices such as smart phones.

Question 5a.

Marks	0	1	Average
%	6	94	0.9

Most students correctly named the creative thinking technique shown as mind mapping or brainstorming.

Question 5b.

Marks	0	1	Average
%	13	87	0.9

The second part of the question asked how this technique could be used in the design process. Acceptable answers included:

- to look for connections between aspects of the design
- to allow a free/uncritical flow of ideas
- to enhance collaboration within a team.

Question 6

Marks	0	1	2	3	Average
%	2	5	25	69	2.6

Most students answered this question well, giving the image a caption promoting tourism in Queensland. To be awarded three marks, the caption had to be less than 12 words long, have a promotional style (e.g. a call to action) and mention Queensland. Examples included:

- With sparkling blue waters, and sunny skies, why not visit Queensland?
- Queensland – a bright spot for a holiday!
- Escape the drab, visit Queensland’s beauty today!

Question 7

Marks	0	1	2	Average
%	32	36	32	1.0

This question required students to give two distinct reasons for using MovieClip symbols. The response did not need to refer directly to the example shown, but some high-scoring responses did use it to illustrate their answer. Reasons included:

- MovieClips automatically loop and are therefore ideal for creating an animation of driving rain
- MovieClips can have filters applied to them
- ultimately makes the animation process quicker because you don't have to create a particular animation repeatedly
- requires less effort to create the finished animation
- can reuse MovieClip symbols in other animations
- can add action script to MovieClips.

Question 8

Marks	0	1	2	Average
%	11	28	60	1.5

The question asked students to identify two ways of obtaining relevant data about prospective users and target audiences. Some students misread the question and discussed ways of obtaining data for a website. However, most students were able to outline two sources of data on prospective users/target audiences. These included sources such as surveys, polls, questionnaires, server logging/cookies, subscriptions, behavioural analytics, feedback forms, forums, social media, market research, information from other agencies such as the Australian Bureau of Statistics (ABS) and information from similar websites etc.

Question 9

Marks	0	1	2	Average
%	13	62	26	1.1

The stimulus material given here was a novel approach with three logo designs and team feedback provided. There was a wide variety of ways the information could be used in the design process, but quite a few students found it difficult to present two distinct responses. They tended to describe one way to use the material and then reword it as a second way. This was more common in overly long and detailed responses. Acceptable responses included:

- discussing the needs of the target audience
- facilitating communication and sharing of ideas between team members
- to consider aspects of formatting, design elements and principles.

Some of the more successful answers quoted from the feedback comments, although this was not required. One example was “Are we stuck with the dark backgrounds?” This question shows that the team was using this process to consider the constraints on their design’.

Question 10

Marks	0	1	2	Average
%	9	36	55	1.5

Most students had a reasonable idea of the meaning of backing up and archiving files, but some had difficulty differentiating between them.

- Backing up is primarily copying files to protect from loss of data should a file be damaged or lost.
- Archiving is storing data for long term retention and future reference.

Some students merely described how this might be done without explaining the purpose. Developing a glossary would be a useful revision technique for questions of this type.

Question 11

Marks	0	1	2	Average
%	44	13	43	1.0

Acceptable answers included:

- follow-through / secondary action
- slow in and slow out / ease in and out
- arc/exaggeration/staging/anticipation.

Many students confused animation principles with animation techniques or design principles. Here too the development of a glossary of terms would aid in examination preparation. Although not all students were able to correctly name the animation principle, many identified a clear example of secondary action, exaggeration, or anticipation with the mouse jolting as the ball hit the rock or the hard place. Some students described the realistic arc in the swinging of the ball or the change in speed as the ball hit the barriers.

Question 12

Marks	0	1	2	Average
%	6	28	66	1.6

This was a broad question, allowing students to explain why it is essential to test multimedia products. Most students provided good reasons such as satisfying the needs of the client, ensuring your reputation as a developer, maintaining professionalism, maximising potential users, meeting the needs of the target audience, ensuring a secure and reliable experience for users etc. Many students provided an example to illustrate their answer, such as: 'testing that all the web links work on a website so that the website functions properly and therefore user needs are satisfied'.

Question 13

Marks	0	1	2	Average
%	16	10	74	1.6

To achieve two marks, students were required to name an important feature of a storyboard and explain why it is important. Features included timing, colour scheme, captions, directional arrows, text to use (if relevant), sequence, camera angles and movement, annotations of movement or appearance, audio, and sound FX. Explanations included:

- to guide the narrative of the animation
- to share your vision with client/team
- to assist in efficient communication with others in the production team
- to gauge the scope of the project such as assets required.

Question 14

Marks	0	1	2	Average
%	31	31	38	1.1

Presentation techniques included (any two of):

- using a sans serif font for onscreen reading
- making sure the font size is not too small
- using headings and subheadings to assist in reading the page easily
- using techniques such as leading, kerning and tracking to enhance legibility
- application of appropriate images to support the text and/or improve layout
- using numbered or bullet lists
- making sure text contrasts clearly with background
- careful use of white space and consideration of the density of text on a page
- using short paragraphs and other layout and visual presentation techniques.

Some students described valid readability enhancements that were not relevant to visual presentation (e.g. readability tests, limiting the use of jargon/slang/acronyms, the inverted paragraph technique).

Many students were unable to provide two, clear and distinct examples of ways to use presentation techniques to improve the readability of content. It would be helpful for students to number the techniques to ensure two are discussed and the response does not become lost in a long paragraph answer.

Question 15

Marks	0	1	2	Average
%	4	10	87	1.8

Students responded very well to this question, showing a good understanding of designing for a target audience of three- to five-year-olds. Possible responses focused on:

- use of bright/exciting/child-friendly/happy/variety of colours
- use of simple shapes
- easy to read text
- appeal of the cartoon-like character
- rounded fonts have a childlike quality to them.

Section C – Practical task

Website

Step 1

Marks	0	1	2	Average
%	16	7	77	1.6

One mark was awarded for the correct linking of the CSS style sheet *style.css* to *index.html*, and a second mark for linking it to *farm.html*. If the CSS had been linked properly but lost because of moving files to a different location to the original, the second mark was not awarded.

Step 2

Marks	0	1	2	Average
%	11	37	52	1.4

Most students were able to move the *cow.psd* image into the base image of *openday.psd* without any difficulty and received one mark. Some students did not follow the design guide properly, and therefore the sunflower petals didn't touch the green border, or the layer order was wrong, and the petals appeared on top of the border. These students were not awarded a second mark.

Step 3

Marks	0	1	Average
%	21	79	0.8

Most students were able to successfully adjust the image size.

Step 4

Marks	0	1	2	Average
%	9	16	75	1.7

Most students correctly formatted and added the text to the page. Some students did not have the correct font or size, or added the text before resizing, which led to it appearing too small. Some students saw that November 29 was a Sunday and amended the day. It is essential that students follow the design guide to achieve full marks.

Step 5

Marks	0	1	2	Average
%	17	44	39	1.2

Most students achieved one mark by saving the *openday.psd* file as a .png file or a .jpg file. However, many struggled with the ALT tag and left it blank. Students who added simple ALT tags such as 'Openday', 'Open Day' or 'Farmer Frank' did not gain a mark as the purpose of an ALT tag is to describe the picture.

Acceptable responses included:

- 'Open day at the farm'
- 'Cow head in sunflower in front of rolling hills'
- 'Farmer Frank's Open Day, Saturday November 29, 2020, at 10 am'.

Step 6

Marks	0	1	2	3	Average
%	9	7	34	50	2.3

This step was generally done well. Most students kept to one sentence as required, although some students wrote two or even three sentences. Students who copied the example text from the guide were awarded only two marks, as the idea was to write original content. Educational benefits such as 'better understand' or 'helps children to learn' were acceptable responses.

Step 7

Marks	0	1	Average
%	96	4	0.0

Most students did not attempt this step, which required them to add a five-line 'Comments' box to the form. Of the very few successful examples which achieved multiple lines of text, the HTML code `<textarea rows=` '5' `>Enter comment here...</textarea>` worked as intended. Students who managed to achieve five rows of text but could not have the 'Enter comment here' text displayed were still awarded the mark.

Step 8

Marks	0	1	2	Average
%	28	7	64	1.4

Most students were able to link the two HTML pages, but a few students did not attempt this question. If both pages had been linked but the link subsequently broke due to file movement, only one mark was awarded.

Step 9

Marks	0	1	2	Average
%	43	29	28	0.8

Adding text was very successfully done, but for one mark the text also needed to be formatted. Some students used break tags (`
`) instead of paragraph tags (`<p>` and `</p>`), which made the formatting incorrect.

The second mark was awarded for correctly formatting an unordered list. The HTML coding needed to start with `` and then have `` `` around each text line, and end with ``. Students who did not include the `` tag did not lose a mark as it did not affect the appearance of the list and bullet points.

Step 10

Marks	0	1	Average
%	44	56	0.6

Hyperlinking is a very basic HTML skill yet quite a number of students were not able to correctly hyperlink the 'Contact Us' text to the *farm.html* page.

Step 11

Marks	0	1	2	Average
%	47	17	36	0.9

Changing the H1 CSS code was generally not done well. A correct example is shown below.

```
h1 {  
    font-family:arial, sans serif;  
    font-size: 36pt;  
    color:#065c1f;  
}
```

Animation

Step 1

Marks	0	1	2	Average
%	11	8	81	1.7

Resizing and adjusting the frame rate is a standard skill that most students successfully achieved.

Step 2

Marks	0	1	2	Average
%	44	20	36	0.9

Less than 50 per cent of students were able to create a linear gradient that was in the correct orientation. Some students made a gradient but failed to rotate it. Students who attempted it in Photoshop gained a mark if the gradient was visually similar.

Step 3

Marks	0	1	2	Average
%	20	42	38	1.2

Students were generally awarded a mark for placing the *middle-gnd* MovieClip into the animation. For the second mark, the animated background generally started correctly at X position -204, but the ideal finishing position (to maintain seamless continuity) was X position -1387, in the centre of the tree. It was rare to see the Y position at anything other than 195.

Step 4

Marks	0	1	2	Average
%	68	12	21	0.5

Most students struggled with this step, with some students trying to rotate the wheels on the timeline rather than in the individual MovieClips, suggesting not enough knowledge of how MovieClips simplify animations. In many instances, the wheels rotated backwards, or even moved independently of the tractor.

Step 5

Marks	0	1	Average
%	57	43	0.4

Common errors included the absence of the cart, the cart hitch was not attached to the tractor or, less frequently, the hitch was too close and was over the wheel. As with all steps, consulting the guide will show where to position objects correctly.

Step 6

Marks	0	1	2	3	4	5	Average
%	39	9	12	21	8	10	1.8

Most students had the tractor start off stage and completely appear on stage by frame 96 (or the 4-second mark if the framerate was incorrect).

- The pausing of the tractor was done well, but some students didn't calculate the correct number of frames it needed to pause for.
- The bucket rotation was rarely done correctly – it generally required students to use a pivot point and rotate according to the demonstration. If students used a pivot point, it was successful most of the time.
- The hydraulic arm proved to be the most difficult part. Again, pivot points needed to be utilised to be successful, although very occasionally keyframe animations were used which, if visually successful, were awarded the mark.
- The final step of moving the tractor off stage was successfully achieved by most students.

Step 7

Marks	0	1	2	3	4	Average
%	54	9	17	13	6	1.1

This part of the animation was met with limited success. Too often the bale was on stage much too early – in some cases immediately. It could not be on stage before frame 20 and had to be at the bucket by frame 96, which generally required understanding of keyframes and motion tweens.

Occasionally students made path tweens from start to end, which would have required moderate refining of the path tween. Students generally could make the bale travel to the bucket, but it was seldom that the bale rose if the hydraulic arm step had not been completed first. Generally, the bale stayed on the ground and the tractor pushed it along the ground.

Step 8

Marks	0	1	Average
%	48	52	0.5

With this step, even if the animation was incomplete, if it went to 10 seconds it was awarded a mark. However, if there were layering anomalies (such as the background disappearing or the bale being on top of the shovel), the mark was not awarded

Step 9

Marks	0	1	Average
%	65	35	0.3

Students should have been able to perform the final exporting step even if they'd had very little time left. A mark would have been awarded if a .swf animation was exported and placed into the correct div in the website.