



2021 VCE VET Creative and Digital Media external assessment report

General comments

Students and teachers are to be commended for a generally high achievement in the 2021 examination. There were no obvious gaps in understanding of all five Units of Competency. Most students attempted the short-answer questions and were not tempted to leave answer boxes blank. Where students were able to provide relevant information, they scored marks. A slight format change to this examination, whereby two separate answer boxes were provided, for example, to discuss two benefits or two advantages of something, greatly assisted a number of students to differentiate and give two distinct responses. A minority of students did not make use of the second box and attempted to write their answers in the first box, leading to a less structured, more muddled response. Often students merely repeated themselves and therefore failed to score maximum marks.

It was also evident that students had a good understanding of command terms such as 'list', 'discuss', 'describe' and 'explain'. A list-type question did not require many words, whereas an explain-style question required greater depth to demonstrate a clear understanding.

In the practical section of the examination, students did well in both subsections to edit the existing HTML and CSS aspects of the website, modify the original *.fla* file for Animate, and generate an *.mp4* file in place of an *.swf* file. Students were not penalised if the movie did not automatically play when viewed in a browser, although they should aim for this to be enabled.

Students must ensure that they neither move files to newly created folders nor rename files, as this will cause links and functionality to be changed or broken, which consequently will cause a loss of marks. Students should never delete an *.fla* file, as many marks can only be determined in areas such as layers and the library, which cannot be known if there is only an *.mp4* file available.

In both the website and animation, assessors compare the original images or animations to what the student has produced, and often use visual cues and timings to determine marks, such as if objects are outside of borders or misshaped, so it is advisable that these are reproduced as closely as possible to what is shown in the examples.

Specific information

Note: This report provides sample answers, or an indication of what answers may have included. Unless otherwise stated, these are not 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 table below indicates the percentage of students who chose each option.

Question	Correct Answer	% A	% B	% C	% D	Comments
1	A	70	14	9	7	
2	D	9	9	14	67	
3	B	10	68	11	10	
4	D	12	29	34	25	<p>Students should note that a calculator app is part of the examination software and should be used to assist with a calculation such as this.</p> <p>The DPI of the original Photoshop file is 600, the destination billboard will have a DPI of 50, which means each dot will be 12 times larger ($600 / 50 = 12$).</p> <p>The landscape Photoshop file has a width of 297 mm. The calculation of 297×12 gives 3564 mm or 3.56 m (divide the mm value by 1000 for m). Options A and C could be eliminated quite quickly as a billboard 60 or even 35 metres long is unrealistic.</p>
5	C	9	44	43	4	The mp4 format is the most common, universally accessible of the formats given for a photo-realistic, high colour-depth animation.
6	D	16	4	12	67	
7	B	49	43	4	3	In the CSS code shown the word 'color' is spelt wrongly, therefore the H2 text will have a black background and be centred; however, the yellow 'colour' line is ignored by the browser when displaying this heading.
8	A	66	34	0	0	
9	B	23	67	5	4	
10	A	33	6	11	49	The key to answering this question was to identify a slogan to go with the graphic shown. A slogan is a short, striking, memorable phrase used in advertising. The money in hand was important to the legal firms advertising. Options B and D were too wordy to be slogans, and Option C did not relate to the message conveyed by the graphic image.
11	C	3	13	82	1	
12	D	26	7	10	56	
13	A	68	23	3	5	
14	C	5	10	69	15	
15	D	5	1	10	83	
16	C	4	21	71	3	

Question	Correct Answer	% A	% B	% C	% D	Comments
17	B	16	41	17	25	The blue hat is used to organise and oversee the creative-thinking process, so is the most logical place to start and end a session.
18	C	30	12	53	3	
19	A	93	3	0	4	
20	D	3	2	9	86	

Section B – Short-answer questions

Question 1a.

Mark	0	1	Average
%	6	94	1.0

This question was well answered, with students clearly understanding the legal problem associated with simply taking images from the internet, without checking on copyright details.

Question 1b.

Mark	0	1	Average
%	6	94	1.0

Most students related their answer to part a, suggesting the designer (Gemma) and her client would need to discuss the images to be used on the website, particularly around why she did not use the supplied images and the cost of obtaining other images. However, answers could have included clarifying any relevant aspect of the design brief and creative design process, such as obtaining feedback from the client on the design.

Question 2a.

Mark	0	1	Average
%	76	24	0.3

Students who were uncertain of the correct code could have looked at the code in the given practical pages and/or used Dreamweaver to determine the correct syntax for inserting an image onto a web page. Students should not spend excessive time tracking down code in this way, but it could be quickly determined and applied to this question.

Question 2b.

Mark	0	1	2	Average
%	75	10	15	0.4

The difference between an absolute and relative link is fundamental, underpinning knowledge of web authoring. It is a reason web developers need to set up a new site and maintain a logical file system when

developing websites, for example in Dreamweaver. An absolute link refers to the full path destination of a link and generally refers to an external web page. A relative link refers to a file that is located in the same folder or a subfolder of the html site. Some students gave code examples for each type of link, which was helpful in demonstrating their understanding, but was not essential.

Question 3

Mark	0	1	2	Average
%	21	41	38	1.2

For two marks, students needed to state that the readability test showed the text was too difficult for the target audience. They also needed to refer to the readability results in suggesting a way the readability of the text could be improved. Examples included reducing the number of passive sentences, reducing the number of words per sentence and reducing the number of syllables per word. Some students talked about layout of the text, and while this may make the text easier to follow, it did not relate to the question.

An example of an appropriate response could be: 'The percentage of passive sentences is 25%. Passive sentences tend to be longer and less engaging. Reducing the number of passive sentences would make this text more accessible to the target audience of 12–13-year-olds'.

Question 4a.

Mark	0	1	Average
%	49	51	0.5

A traditional method could include hand drawing, painting, ink, paper collage, sketching, tracing by hand, and using charcoal, crayon, pastels, markers and fine liners. Some students incorrectly named a traditional advertising product such as leaflets or billboards.

Question 4b.

Mark	0	1	Average
%	45	55	0.6

A digital method could include vector drawing, digital painting, digital photography, use of Photoshop or Illustrator (or other software) and digital animation. Responses such as a social media campaign refer to the product, not the method of creating the advertising material.

Question 4c.

Mark	0	1	Average
%	60	40	0.4

This question was not well answered, as students did not pick up on the fact that the vector artwork was to be archived. This meant saving it in a way that not only preserved the quality of the image but allowed editing in the future. Bitmap formats such as jpeg, gif or png would not meet these requirements. A lossless vector format or the native format would be the best choice. Acceptable answers included .ai or Adobe Illustrator, .eps or encapsulated postscript, .svg or scalable vector graphic and .pdf or portable document format.

Question 5

Mark	0	1	2	Average
%	19	37	44	1.3

This question was about the typography used in the logo, so discussions about the use of a flower to promote an engineering company were not valid. Most students used the two text boxes as intended (i.e. to help them suggest two distinct problems with the logo). Responses that scored highly included things like the use of a childish, inappropriate font or the fact that the two different fonts were not harmonious. Other typographical issues included that the two lines of text are not aligned, the font sizes do not create a sense of hierarchy in the company name and the tracking is inconsistent between the word 'Bloom' and the word 'Engineering'. Students also noted that the text is placed awkwardly over the stem of the flower and makes it difficult to read.

Question 6

Mark	0	1	2	Average
%	22	44	34	1.1

Students were able to articulate one reason for separating content from presentation, often citing the improved efficiency in altering one CSS external file to make multiple changes across a website. However, many candidates struggled to find two distinct benefits. A variety of benefits could include reduced file size of html pages and therefore quicker loading time, allowing reduced bandwidth to download a web page, easier to read the code for whatever purpose such as checking or editing, easier to maintain consistent layout or look across multiple pages and so on.

Question 7a.

Mark	0	1	Average
%	84	16	0.2

The most important information had to be moved to the top of the page to implement the inverted pyramid style. Firstly, that the conference was coming to Melbourne, then how to register. Less important was the innovation and announcements to take place at the conference, and finally the brief historical info that the conference was founded in 2010.

Question 7b.

Mark	0	1	2	Average
%	32	44	24	0.9

Students were again given two text boxes to assist them in explaining two distinct benefits of the inverted pyramid style of writing. A majority of students were able to give one benefit, but a number found it difficult to explain a second benefit. The main benefit identified was that it allowed web users to quickly and easily locate the most important information as it appears at the top of the article. Other benefits included: the inverted pyramid structure encourages writers to write more concisely, extra information can be provided for interested users who are willing to scroll without discouraging those who just want to get the important points, or that editors can quickly locate information when updating or needing to alter information in the article.

Question 8a.

Mark	0	1	Average
%	8	92	0.9

This question was really well answered, with students suggesting a wide variety of design inspirations, apart from the internet, such as art galleries, street art, books, magazines, music, photographs, nature, inspiring individuals and movies.

Question 8b.

Mark	0	1	Average
%	14	86	0.9

The importance of a wide range of sources of inspiration was well understood by students, who discussed the need to stay fresh and original by not relying on the same sources all the time.

Question 9a.

Mark	0	1	2	Average
%	33	35	32	1.0

Some students confused the term 'animation techniques' with 'animation principles'. Techniques that could have been used to animate the promotion of Kav's Costume Sale included tweening, key framing, motion or classic tweens, rotation, use of hinges and pivots, and shape tweening.

Question 9b.

Mark	0	1	Average
%	63	37	0.4

Removing frames was not an option to slow down this animation. The solution was to lower the frame rate.

Question 10

Mark	0	1	Average
%	18	82	0.8

Students suggested many ways of gathering information on how well the online magazine is meeting the needs of its audience. Some of these included surveys, interviews, feedback forms, site metrics such as number of visitors and how long they spent on the site, industry association data or research and comparing data on competitive magazines.

Question 11

Mark	0	1	2	Average
%	22	31	48	1.3

Some students confused design elements and principles. This question asked about design elements. The most obvious and high-scoring responses were around the element of colour, with students describing the use of a rich brown colour that relates to the product of coffee. Other elements, such as line and shape, were also mentioned in responses that scored highly. For example: 'The swirly line of steam indicates an aromatic appeal which would attract the discerning coffee drinker, or the organic type of lines on the coffee cup indicates an artisan style which would appeal to the trendy, latte lover'. Other elements described were the type, texture and tone elements in the logo. Responses had to reference the target audience of coffee drinkers.

Question 12

Mark	0	1	Average
%	46	54	0.6

Some students found it difficult to connect the ideas around communication principles and the use of audio in an animation. Responses that scored highly used a relevant example to show how audio such as music, sound effects or narration add to the impact of an animation to communicate a message, convey meaning or meet the needs of the audience. Some interesting responses included descriptions of students' coursework animation and how audio was used to enhance that example.

Question 13

Mark	0	1	2	Average
%	30	37	33	1.1

The advantages of using symbols in animation is an important concept and should have been well understood by students. Firstly, symbols help keep the file size of an animation down. Another advantage is that it saves production time / is more efficient due to only drawing one and then reusing it as often as required. Symbols with their own timeline help keep the main timeline clear and easier to work with. They allow sharing between animations, and you can place a symbol within a symbol allowing ease of editing and more.

Question 14

Mark	0	1	2	Average
%	60	29	11	0.5

The client required a logo that could be used on a shop window poster, which suggests a file that can be printed as a poster, and easily edited and resized without distortion, such as a vector file like an .eps or .ai file. On the other hand, the logo would also be used as a profile image on social media, suggesting a .jpeg or .png file would be needed as the product supplied (i.e. delivered to the client). Some students tried to describe the logo as something that would be appealing or suit the client's business, but this was not specifically about the product to be handed over to the client. In this scenario, there are two digital deliverables required of the logo design, as the logo is to be used in different ways.

Section C – Website

Step 1

Mark	0	1	Average
%	28	72	0.7

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 *form.html*. If the CSS had been linked properly but lost because of moving files to a different location to the original, the second mark could not be awarded.

Step 2

Mark	0	1	2	Average
%	6	30	64	1.6

One mark was awarded for having the phrase 'YOU'LL NEED THESE ...' in any sans serif font that had colour #DE2823, and this was almost always correct. Occasionally students had a mixture of upper and lower case, but the example showed upper case. The second mark was awarded if the word 'NEED' was positioned anywhere on the thick orange stripe.

Step 3

Mark	0	1	2	Average
%	5	42	53	1.5

Almost all students were able to import the hat and T-shirt image, and the vast majority then resized them appropriately to match the example. Students were unable to receive full marks if the T-shirt was not proportioned correctly. For example, with the T-shirt either touching the towel border, or the top right-hand sleeve not covering the fish underneath. Occasionally the hat was too big.

Step 4

Mark	0	1	Average
%	24	76	0.8

Most students successfully made the hat a yellow colour, with reasonable similarity to the example. Most students achieved this using a colour overlay, although other methods seemed to achieve success. The 'form' of the hat needed to be visible – it could not be a solid yellow colour.

Step 5

Mark	0	1	2	3	Average
%	11	17	35	37	2.0

Students had a very good grasp of resizing the image and saving it as a .png or .jpg image. Even saving as a .gif image met with success, as the colour quality did not deviate from the original. Devising a suitable ALT tag is still a challenge for many students if it was done at all. Successful examples should have *described* what was contained in the picture, or the concept. It was not enough to simply say 'You'll need these' or 'Summer fun'. Students were required to at least mention two of the objects or an acceptable concept, such as 'Skin smart summer items'.

Step 6

Mark	0	1	2	Average
%	15	12	73	1.6

One mark was awarded for a slogan that had some educational aspect but still appealed to teens. 'Enjoy summer without the sunburn' is an example of a possible slogan. The second mark was awarded if the slogan appeared in the header *and* did not exceed the single line length.

Step 7

Mark	0	1	2	3	Average
%	16	18	34	32	1.8

Most students could import the text to the correct area with ease. The second mark required students to reduce the amount of text to one or occasionally two sentences per bullet point, but they had to be instructions rather than statistics. The third mark was gained by successfully using the and tag, with each point encased inside the section utilising a and tag.

Step 8

Mark	0	1	2	Average
%	32	24	44	1.1

Most students were successful when it came to adding a H1 rule in the CSS file, although occasionally some students tried inline CSS. The second mark was awarded if the text was given a margin top and bottom of

20 px and it was *text* centre-aligned; however, many students mistakenly used *content align*, which did not produce the same results as the example.

Step 9

Mark	0	1	Average
%	34	66	0.7

Most students were able to change the 'Are you our ambassador?' heading to a Heading 2.

Step 10

Mark	0	1	Average
%	40	60	0.6

Although hyperlinking is a very basic step in HTML, many students could not complete this step successfully.

Step 11

Mark	0	1	2	Average
%	84	11	5	0.2

Creating a rule that changed the text colour to yellow on a mouse rollover was successful for a small number of students. In the first section of the CSS coding was an existing example of hover coding, that students may have used as a reference. This was found in the #navigation section.

One example of successful CSS code to achieve the hover effect on just the 'Click here' text was:
`#redFooter a:hover {color:yellow;}`

This had to be separate from the existing #redFooter coding, which may explain why so few students were able to achieve full marks for this step.

Section C – Animation

Step 1

Mark	0	1	Average
%	26	74	0.8

The vast majority of students had no difficulty completing this step.

Step 2

Mark	0	1	Average
%	53	47	0.5

A reasonable number of students could create a gradient, mostly within Animate but the occasional student created it in Photoshop and then imported it, which was also acceptable.

Step 3

Mark	0	1	2	3	Average
%	25	33	30	12	1.3

Creating a layer called *beachBoxes* gained one mark. If it was slightly misspelled the student wasn't penalised. The instructions called for the symbol to move from left to right; however, the animation had the symbol move from right to left. If the student copied the animation, as long as the symbol stopped before the roof peak of the last beach box, one mark was awarded. If animated in the other direction, the symbol had to stop before the sand ended. Not many students were able to ease the symbol to a stop, but if they did, they either used a classic tween ease or a motion tween ease.

Step 4

Mark	0	1	2	3	Average
%	50	18	19	12	1.0

Although the instructions indicated the seagull be assembled in a new symbol, many students assembled it directly to the stage, and could not be awarded a mark. Tweening of the wing flapping was reasonably successful, but students needed to have a grasp of how pivot points work when tweening. The wings were meant to flap up and down every second, but some students either had the flapping occur every 0.5 seconds or every two seconds.

Step 5

Mark	0	1	2	3	Average
%	40	24	26	10	1.1

Students were generally successful having the seagull start offstage for the first 0.2 seconds but occasionally the seagull was immediately on stage – this highlights the importance of matching the storyboard and/or demonstration animation to get timings correct. Pausing for 0.5 seconds was easily achieved by students, with only the occasional flapping observed. If using a movieclip, students would have had to either split it in two on the timeline with a static image or do so within the movieclip at the correct time.

Step 6

Mark	0	1	2	Average
%	51	31	18	0.7

Adding the logo at the correct coordinates was usually done well; however, it was a known problem that if the logo was resized on some computers, the coordinates were not identical. If this occurred, it was acceptable if the logo was in the correct place as per the demonstration. Rotating the sun proved difficult for some students; however, successful students simply used the rotation feature and rotated it approximately three times. Marks could not be awarded for suns that rotated in an anticlockwise direction.

Step 7

Mark	0	1	2	3	Average
%	76	16	3	4	0.4

This was the most difficult aspect of the animation for students, who either didn't know how to mask or tried other ways that did not always work successfully. If the logo appeared at the correct time, then one mark was awarded even if no masking was used.

Step 8

Mark	0	1	2	Average
%	37	31	33	1.0

Most students could make the animation last for exactly 10 seconds; however, some animations finished at frame 199 instead of 200, therefore were not exactly 10 seconds. Students could not receive full marks if there were any layer anomalies throughout the animation, such as objects disappearing, or in rare instances if the seagull went behind the logo.

Step 9

Mark	0	1	2	Average
%	39	31	30	0.9

This step was to export as an *.mp4/H.264* video, which most students could do. Sometimes it wasn't added to the website, or it was placed outside of the correct placeholder.