2013 Examination Report

2013   VCE VET Interactive Digital Media GA 2: Examination

GENERAL COMMENTS

The 2013 VCE VET Interactive Digital Media examination was based on the following six units of competency.

- CUFANM301A Create 2D Digital Animations
- CUFWRT301A Write content for a Range of Media
- BSBDES302A Explore and Apply the Creative Design Process to 2D forms
- CUFDIG302A Author Interactive Sequences
- CUFDIG301A Prepare Video Assets
- CUFDIG304A Create Visual Design Components

Most students attempted all questions on the examination. The results suggested that students had an overall grasp of the fundamental principles underlying each of the six units of competency; however, they demonstrated varying levels of understanding of more specific applications of theoretical knowledge. The more successful written responses gave specific, relevant details and used appropriate technical vocabulary in context. Lengthy written responses were not generally required. The ability to apply and adapt knowledge to questions was a hallmark of the most successful responses.

Preparation for the examination is an ongoing process as students ensure that they grasp the knowledge and skills in each competency. Students must have practical skills and techniques and an understanding of their uses in industry and the changing nature of the digital world. Frequent revision of theoretical knowledge and vocabulary is important as students must be able to apply this with deep understanding to new scenarios. Students should practise responding to exam-style questions during the year, aiming for clarity, precision and detail. Teachers should be able to provide feedback on the quality of the response. Towards the later stages of the year, students may wish to complete previous examinations and trial examinations, focusing initially on an untimed, 'open book' approach where attention is given to addressing the requirements of each question and attempting a high-quality response. As more practice examinations are attempted, the emphasis could move to timed responses under examination conditions, with the focus on time management and efficient practices.

Students must ensure that the practical components remain within the constraints of the details provided. Students missed out on many marks due to a lack of attention to the design guide and the supplied demonstration. Students need to examine the mark allocation for each question. Students are reminded that the details provided incorporate the directions from the client, that these directions are fixed and that there is no latitude in these matters.

SPECIFIC INFORMATION

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 errors resulting in a total less than 100 per cent.

Section A – Multiple-choice questions

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

Question	% A	% B	% C	% D	% No Answer	Comments
1	97	2	0	1	0	
2	4	10	10	75	0	
3	14	8	72	6	0	
4	0	5	94	1	0	
5	37	12	10	41	0	
6	12	20	24	43	0	
7	10	22	53	14	0	
8	43	44	8	5	0	
9	58	16	10	17	0	
10	97	1	2	0	0	
11	3	12	65	19	0	
12	18	23	15	44	0	

Question	% A	% B	% C	% D	% No Answer	Comments
13	38	12	22	28	0	
14	9	5	7	78	0	
15	57	10	21	11	1	
16	2	85	10	3	0	
17	19	18	1	61	0	Students should develop an understanding of CSS, its different forms and how it functions. The ability to read CSS and understand how it will affect a linked HTML page is important.
18	20	19	41	20	0	
19	11	10	59	19	0	
20	12	49	6	32	0	

Section B – Short-answer questions

Question 1a.

Marks	0	1	Average
%	73	27	**0.3**

Fading in the sound using Flash only can be achieved by either
- using the Effects editor
- applying ActionScript.

Question 1b.

Marks	0	1	Average
%	71	29	**0.3**

The sound can be stopped exactly when the animation ends by
- setting the sync to streaming in the properties
- using ActionScript to stop the sound on the last frame.

This question was answered well by students who understood that, while animation is frame-based, a sound file is time-based. Factors that may unexpectedly cause the frames to run slowly preclude answers such as editing the sound to make it shorter.

Question 2a.

Marks	0	1	Average
%	75	25	**0.3**

Either of
- shape tweening
- frame-by-frame animation.

Close inspection of the bird should have shown that the specific movement of the wings could not have been achieved by motion tweening.

Question 2b.

Marks	0	1	2	Average
%	25	41	34	**1.1**

Shape tweening (two of)
- allows a shape to be tweened into a completely different shape
- keeps the file size down
- is quick and efficient to create.

Frame-by-frame animation (two of)
- allows more natural animation

- provides greater control of the movement
- allows individual frames to be edited.

Even when an incorrect response was given in part a., if two advantages of that incorrect technique were correctly provided here, the marks were still awarded.

Question 3

Marks	0	1	2	Average
%	9	40	51	**1.4**

Any two of
- keeps the file small
- can be edited easily
- is more efficient
- can animate the text
- vector text resizes without pixilation.

The two reasons needed to be distinctly different. Answers such as 'you can change the colour of the text easily' and 'you can change the size of the text easily' both involve aspects of editing and would only have been awarded only one mark.

Question 4

Marks	0	1	Average
%	14	86	**0.9**

Suitable answers included
- to meet a space/design requirement
- to keep the message brief and to the point.

Most students suggested that the word limit related to the need to write concise content for the web. Fewer students understood that space or design limitations on a webpage could lead to a limit on the number of words.

Question 5a.

Marks	0	1	Average
%	41	59	**0.6**

BCA

Paragraph 'B' contained information about who, what, when and where, paragraph 'C' contained how and why. Paragraph 'A' added unimportant detail.

Question 5b.

Marks	0	1	2	Average
%	7	47	46	**1.4**

Suitable answers included
- Download of Altitude Cruiser Starts
- AC Gamers Get Freebie
- Altitude Cruisers Get Free Giveaway.

One mark was awarded for adhering to the word limit. One mark was awarded for mentioning or suggesting the download and using active voice.

Question 6

Marks	0	1	Average
%	30	70	**0.7**

The majority of commuters did not notice the train timetable changes.

Most students had an understanding of active voice.

Question 7a.

Marks	0	1	Average
%	15	85	**0.9**

Suitable answers included
- for consistency across the retailer's promotional materials
- to promote brand recognition.

Most students were able to correctly suggest brand recognition or consistency. However, answers tended to be unnecessarily lengthy and imprecise. Occasionally, unnecessary examples were used; for example, references to Target's colours.

Question 7b.

Marks	0	1	Average
%	23	77	**0.8**

To attract a certain target audience

Many students were able to suggest that the font was to attract a particular target audience. It was not necessary to describe the audience.

Question 8a.

Marks	0	1	Average
%	40	60	**0.6**

White

It appeared that some students were unfamiliar with the RGB colour system and the concept of additive colour.

Question 8b.

Marks	0	1	Average
%	83	17	**0.2**

8 bits per channel

A small number of students showed familiarity with the crucial concept of bit depth.

Question 9a.

Marks	0	1	Average
%	15	85	**0.9**

Suitable answers included
- rippling lines to suggest water
- explosive lines to show splashing
- outlines of swimmers.

Most students were able to link the use of the design element of line with the theme of a swimming school.

Question 9b.

Marks	0	1	Average
%	80	20	**0.2**

Suitable answers suggested an overall approach such as
- use a colour scheme of water colours like blues and aquas
- use flowing lines, shapes and fonts throughout the logo to suggest water and movement.

In contrast to the first part of this question, most students had great difficulty in describing the use of the design principle of unity to express the theme of the swimming school effectively.

Question 10a.

Marks	0	1	Average
%	61	39	**0.4**

The space between the 'P' and the 'ot' in the word 'Pot' should be reduced.

Students were required to specifically describe the kerning error in the given example.

Question 10b.

Marks	0	1	Average
%	78	22	**0.2**

Kerning

Students need to know the various terms for the different types of letter spacing.

Question 11a.

Marks	0	1	Average
%	11	89	**0.9**

Suitable answers included
- faster streaming/download
- on the internet, video quality is often reduced for faster download
- avoids or reduces buffering.

Students were required to make the connection between videos with a low bit rate and faster streaming over the internet.

Question 11b.

Marks	0	1	Average
%	31	69	**0.7**

Suitable answers included
- the device the video will be played on
- the availability of the media player the video will be played on
- what file size you want to end up with
- the quality required for the final video
- the bandwidth available to the target audience
- consider a compromise between file size and quality
- the amount of compression the codec offers
- the compatibility of the codec with the chosen file format
- the speed of compression and/or decompression.

Question 12a.

Marks	0	1	Average
%	65	35	**0.4**

Suitable responses included
- uses an algorithm to compress the data
- compresses the data.

Students were required to include the idea of compression in their answer.

Question 12b.

Marks	0	1	Average
%	63	37	**0.4**

Either of
- decompress the data to allow the video to be watchable
- unpack the video so it can be viewed.

Suitable answers needed to include the idea of restoring the data to a useable form.

Question 13

Marks	0	1	Average
%	29	71	**0.7**

Suitable answers included
- to search for files easily
- to allow efficient archiving/storage
- to get information about a file.

Question 14

Marks	0	1	Average
%	11	89	**0.9**

Suitable answers included
- compress the images
- reduce the physical dimensions of the images
- change the images to thumbnails and link them to the high-quality images
- sacrifice some quality and compress the images more.

It was not acceptable to suggest a change to a certain file format or to introduce assumptions about what format the original images might have been in.

Question 15

Marks	0	1	2	Average
%	27	50	22	**1.0**

Any two of
- different browsers can interpret the code differently
- different browser settings can change the appearance of the website
- one browser may include add-ons that another does not, therefore allowing different content
- browser-specific tags have been used
- code not W3C compliant/not validated
- some browsers add their own CSS to webpages
- older browsers may be unable to cope with newer content
- later versions of HTML are not accepted by a browser; for example, HTML 5.

It was not acceptable to introduce additional constraints, such as that the browsers were located on different platforms, and then formulate an answer accordingly. If three or more reasons were given, only the first two were assessed.

Question 16

Marks	0	1	2	Average
%	49	27	24	**0.8**

To 'get' a file means to download it from the server. To 'put' a file means to upload it to the server.

One mark was awarded for explaining the downloading and uploading of files, and one mark for explaining the source of the website.

Section C – Practical component

Most students attempted all areas of the Practical component; however, the difference between the performance of the more successful and the less successful students was quite significant. The difference in results was mainly seen in the application and editing of CSS. Many students also missed out on marks as they did not pay enough attention to detail and the positioning of objects and timing provided in the demonstration.

Students must ensure that they create and insert a range of assets in both the webpages and the animation as directed by the supplied design guide. Animations must be constructed according to the timelines.

Students are reminded of the importance of producing products that adhere to the requirements of the design guide provided in order to create the package desired by the client.

Website task

Step 1 – Page Title and CSS link

Marks	0	1	2	Average
%	18	26	57	**1.4**

One mark was awarded for each of

- setting the title of *index.html* to 'Bizzy Bee's Garden Club'
- linking *bizzy.css* to *index.html*

Step 2 – Banner

Marks	0	1	2	3	Average
%	10	25	42	23	**1.8**

One mark was awarded for each of

- adding a border in the correct position
- applying a shadow of approximately the same intensity and position as the guide
- ensuring the banner is displayed correctly, including correct size for the layout.

Students needed to pay attention to the positioning of the fruit and flower border at the bottom of the banner as per the design guide. Most students appeared familiar with Adobe Photoshop and were able to both resize and reconstruct an image.

Step 3 – Butterfly Image

Marks	0	1	2	3	Average
%	10	12	39	39	**2.1**

One mark was awarded for each of

- correctly resizing (280 pixels × 371 pixels)
- a JPG less than 40 kilobytes in size
- positioning correctly in *index.html* (that is, replaced the placeholder).

Students need to be conscious of the comment 'appropriate file format' when choosing the correct file type and the type of content in the image being displayed.

Step 4 – Duplicate, Save and Link

Marks	0	1	2	Average
%	16	16	68	**1.5**

One mark was awarded for each of

- correctly duplicating the file and saving it as *sunflower.html*
- a functioning link from Grow a Giant Sunflower in *index.html* to *sunflower.html*

Step 5 – Index.html CSS Styling

Marks	0	1	2	3	Average
%	28	19	26	26	**1.5**

One mark was awarded for each of
- modifying the h1 style in *bizzy.css* to font size 32 pixels and weight bold
- correct text and position of heading and paragraph
- correctly applying tags <h1> and <p> in both the heading and paragraph.

Although most students attempted parts of this question, few were able to gain full marks, indicating further improvement needed in editing and application of CSS.

Below is an example of correct h1 CSS style.

```
h1 {
        font-family: Georgia, "Times New Roman", Times, serif;
        font-size: 32px;
  font-weight:bold;
        color: #063;
}
```

Step 6 – Sunflower Page Styling

Marks	0	1	2	Average
%	38	26	36	**1**

One mark was awarded for each of
- correct heading, position and style (h1)
- changing the background colour of the area containing the heading and paragraph to white.

Step 7 – Ordered List

Marks	0	1	2	3	4	5	6	7	Average
%	29	1	1	7	17	22	15	7	**3.4**

One mark was awarded for each of
- writing three instructions: Plant, Water, Stake (three marks)
- a suitable word range (8–15 words)
- writing for a suitable target audience, young children between 6 and 10 years old, with difficult words removed
- correct placement and spacing, as per the design guide
- creating a new style that automatically sets the font size of any ordered list to 18 pixels.

Below is an example of correct Ordered List styling.

```
ol {
 font-size: 18px;}
```

Students showed a lack of ability to follow instructions or to write for a specific target audience. Time should be taken during the exam to check answers to questions where specific details have been requested.

An example of well-written instructions suitable for the target audience and of correct length is
1. Plant seeds as deep as your thumb and one step away from each other.
2. Water your plants every day, as they get thirsty like we do!
3. In 1–2 weeks, tie the sunflowers to wooden sticks for support.

Animation task
Step 1 – Stage and FPS

Marks	0	1	2	Average
%	12	7	82	**1.7**

One mark was awarded for each of
- correct stage size (560 pixels and height 300 pixels)

- correct frame rate (10 fps).

Step 2 – Sky and Ground

Marks	0	1	Average
%	31	69	**0.7**

One mark was awarded for the correct layering and placement of the sky and ground components as per the design guide.

Students used many different approaches in creating the sky lighting change, including changing the alpha of a layer above the background or adjusting the brightness of the symbol.

Step 3 – Seed Planting

Marks	0	1	2	Average
%	31	43	26	**1**

One mark was awarded for each of
- correct initial position of the hand and the seed relative to the ground (seed and hand positioned horizontally centered to the stage)
- movement of the hand and the seed together into the ground, correct finish position and timing.

Some students did not pay enough attention to the supplied example and written instructions.

Step 4 – Watering Can

Marks	0	1	2	Average
%	35	36	29	**1**

One mark was awarded for each of
- animating the watering can, as shown in the demonstration, from a horizontal position to a position where the spout is over the seed
- pivoting the watering can smoothly from the handle with correct timing as per the design guide.

Most students were able to rotate the watering can, but they had difficulty changing the transformation point or placing the watering can in the same position as shown in the demonstration. Students must pay special attention to the supplied example.

Step 5 – Water Drop

Marks	0	1	2	3	Average
%	26	27	33	15	**1.4**

One mark was awarded for each of
- creating a tear-shaped drop of water that was similar to that in the supplied design guide
- correct fill of the water drop (#00FFFF)
- correct layering, timing, animation and shape tween of the drop of water as per the design guide (starting small at the spout and growing larger while the shape tweens into a circle behind the seed).

Step 6 – Sky and Sun

Marks	0	1	2	3	Average
%	55	24	18	3	**0.7**

One mark was awarded for each of
- a smooth transition of the sky from dark to light
- correct layering, timing and component placement of the sun rising smoothly from behind the ground, exiting stage at the top and coming down to resting position as per the design guide
- applying correct easing of the sun as per the design guide.

Step 7 – Plant

Marks	0	1	2	Average
%	56	25	19	**0.6**

One mark was awarded for each of
- smooth animation of the plant growth behind the seed (roots move down and the plant moves up)

- correct layering, timing and component placement of the plant. The final plant size needed to match that in the supplied design guide.

Most students were able to create a motion tween to move or resize an object, but they needed to pay more attention to the timing.

Step 8 – Sunflower Text

Marks	0	1	Average
%	57	43	**0.4**

One mark was awarded for adding the text 'A Sunflower' as per the design guide, including correct positioning, font type, weight, size and colour.

Step 9 – Sound

Marks	0	1	Average
%	52	48	**0.5**

One mark was awarded for correctly adding the audio asset *magpie.wav,* as indicated in the demonstration.

Step 10 – Add to Website

Marks	0	1	Average
%	53	47	**0.5**

One mark was awarded for adding the completed animation to the website, as indicated in the design guide.