2014   VCE VET Interactive Digital Media GA 2: Examination

GENERAL COMMENTS

Being able to use correct terminology in its appropriate context is a skill that should be practised in preparation for the short-answer section of the VCE VET Interactive Digital Media examination. It is important for students to be familiar with the units of competency, especially the italicised terms in the Performance criteria and their related details in the Range statement.

In responses to the short-answer questions, students were generally familiar with the more commonly used terminology from most aspects of the units of competency. They were also able to supplement knowledge in many areas with their practical experience. Many students wrote excellent answers using correct terms and clear, concise expression; however, some students wrote responses that were vague and lacking in specifics, or that were overly long without providing any extra detail.

CUFDIG301A – Prepare Video Assets was the main unit of competency for which some students lacked technical knowledge. This unit is not assessed in the practical section, so a demonstration of the understanding of the required knowledge for this unit of competency is particularly relevant to the examination.

Students should carefully read any prompt material that is provided at the start of a question and should practise responding in terms of this material, even when this is not explicitly requested.

It is important for students to identify any key terms in a question. Students should also note where a two-part (or more) response is required, rather than only one. After responding to a question, students should re-read the question and make sure they have fulfilled all requirements.

SPECIFIC INFORMATION

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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 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. The correct answer is indicated by shading.

Question	% A	% B	% C	% D	Comments
1	19	74	5	3	
2	10	10	19	61	Students who chose horizontal lines (option D), may have been limiting their thinking to the horizontal motion lines sometimes used in animation. In more conceptual terms, horizontal lines suggest stability and calm, whereas diagonal lines (option C) are unbalanced and suggest kinetic energy and movement.
3	7	76	15	2	
4	8	0	36	55	Contrast (option C) affects the dark areas by making them darker and affects the light areas by making them lighter. Saturation (option D) increases the intensity of colours only.
5	68	22	6	3	
6	25	70	1	4	
7	5	85	5	5	
8	5	3	6	87	
9	9	65	11	15	
10	53	8	24	15	

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Question	% A	% B	% C	% D	Comments
11	4	54	16	25	
12	16	5	65	15	
13	3	64	23	10	
14	7	17	27	49	
15	18	31	23	27	Basic knowledge of bits and bytes is crucial to understanding file size.
16	29	41	8	22	Kerning (option B) applies only to the space between individual pairs of letters. In the question text, tracking (option A) increased the spacing uniformly across the whole line of type. Scaling (option D) would apply to the whole line of type as if it were an image – as space between letters was scaled up, so would the width of the letters.
17	4	20	32	43	
18	9	13	6	72	
19	25	3	5	67	
20	80	8	11	1	

Section B – Short-answer questions

Question 1a.

Marks	0	1	Average
%	44	56	**0.6**

Suitable answers included:
- mature-age group prefers a more conservative colour scheme
- novice users require a simple colour scheme
- adult users with eyesight problems require a high-contrast colour scheme.

Most students were able to state both an audience attribute and how that attribute influenced the use of colours. It was not sufficient to state only the audience attribute.

Question 1b.

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

Suitable answers included:
- the audience's lack of experience requires a simple, straightforward layout
- possible difficulty in following navigation, so keep clickable options to a minimum
- limited computer use – keep layout simple, e.g. a linear sequence
- adult age group are required to read large amounts of text, so layout needs to allow for this.

Most students stated both an audience attribute and how that audience influenced the layout.

Question 2

Marks	0	1	2	Average
%	36	44	21	**0.9**

Suitable comments on the logo included:
- the font makes the logo difficult to read
- the font is playful rather than reflecting the serious nature of the logo
- the font is rounded and soft where it should be powerful and sharp to suggest extremes
- the colours are cool and do not reflect extremes as warm colours or bright colours would
- the horizontal bars are static where they should be dynamic/moving to communicate the message of the logo.

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Some students were able to suggest two difficulties, weaknesses or dangers relevant to the function of the logo. It was not necessary to suggest improvements to the logo.

Question 3

Marks	0	1	2	Average
%	41	27	32	**0.9**

Suitable examples included:
- the colour scheme of blue and white is conservative and reflects the official nature of the VCAA
- the use of tone in the cloudlike drift to the right suggests the high ideals of the VCAA as an official organisation
- the use of rigid formal shapes in the logo conveys the formal status of the VCAA.

Some students correctly identified a visual design element (for example, colour, form, line, shape, texture or tone) for one mark, and then explained how this element was used in the webpage to convey the VCAA's official status for one mark. A large number of students could not identify a visual design element, while some students incorrectly identified typography as a visual design element.

Question 4
Both parts of Question 4 were generally well answered by students.

Question 4a.

Marks	0	1	Average
%	36	64	**0.7**

Suitable design techniques or aids were:
- storyboard
- animatic (prototype/rough animation/animated storyboard)
- illustrations/sketches.

Question 4b.

Marks	0	1	Average
%	22	78	**0.8**

Suitable benefits of storyboard, animatic or illustrations/sketches were:
- can be produced quickly without much time or cost
- can help detect issues before expensive production begins
- can be used for client sign-off
- can convey ideas cheaply but effectively.

Question 5a.

Marks	0	1	Average
%	45	55	**0.6**

Suitable answers included:
- by changing an object's properties (such as position, size, rotation or alpha) over time by the use of an algorithm or by computer power
- by starting and ending with a keyframe and using the program to move/change the object between them.

The majority of students correctly referred to the specific properties of a motion tween. Answers that could equally apply to frame-by-frame animation or shape tween were not considered to be sufficient.

Question 5b.

Marks	0	1	Average
%	21	79	**0.8**

Suitable advantages included:
- less time-consuming/more efficient than frame-by-frame animation
- easy to edit
- small file size
- runs smoothly

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- creates realistic movement
- can easily apply easing.

This question was generally well answered.

Question 6a.

Marks	0	1	Average
%	79	21	**0.2**

Suitable answers included:
- the width-to-height ratio of a video/image
- the proportions of the width to the height
- width compared to height
- for every 16 px of width there are 9 px of height
- width:height
- width in pixels compared to height in pixels.

This question was not well answered. Few students demonstrated understanding of an aspect ratio as a comparison of width to height.

Question 6b.

Marks	0	1	Average
%	45	55	**0.6**

Suitable answers included:
- the image area is reduced to fit horizontally with black areas above and below
- the image fills the screen but the left and right sides of the image are cropped
- played in letterbox mode
- the image is distorted
- the image is stretched vertically.

Question 7a.

Marks	0	1	Average
%	50	50	**0.5**

Suitable answers included: audio channels, audio codec, audio data rate, audio device, input volume, sample rate, bitrate, AVC profile, AVC level, creation date, frame rate, height, preset name, video codec, video data rate, video device, video keyframe frequency, width and date of production.

About half the students understood that the question related to attributes intrinsic to the video file.

Question 7b.

Marks	0	1	Average
%	49	51	**0.5**

Suitable examples included:
- author
- copyright
- description
- keywords
- rating
- title.

Question 8a.

Marks	0	1	Average
%	64	36	**0.4**

Suitable answers included:
- keyframes are frames containing the whole image positioned at regular intervals (for example, 24 frames) throughout a video to enable the video to be rewound easily
- a keyframe is a frame used to indicate the beginning or end of a change

- a keyframe is a frame that contains the complete image. It occurs at the start or end of a scene.

Many students answered incorrectly, responding in terms of animation keyframes when the question was framed in terms of video keyframes.

Question 8b.

Marks	0	1	Average
%	58	42	**0.4**

Suitable answers included:
- the frames between keyframes (the in-betweens) contain only the information that changes from one keyframe to the next, thus saving file size
- the frames between keyframes contain only those pixels that have changed from the keyframe.

Question 9
Neither part of Question 9 was well answered by the majority of students.

Question 9a.

Marks	0	1	Average
%	68	32	**0.3**

Suitable answers included:
- a service offered by the W3C organisation and other providers in which HTML syntax is checked against W3C standards. W3C validation is important for browser compatibility and site usability, including accessibility
- a way of checking the syntax and currency of your HTML
- a service that checks that your HTML conforms to the requirements of the DTD specified.

Question 9b.

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

Suitable benefits of validating HTML included:
- your website will work on the maximum number of browsers
- your website will be accessible to the greatest number of users, including many with disability issues
- enables search engines to spider your pages more quickly and completely
- faster loading – if your web page contains HTML errors it slows the loading time
- browser compatibility – validated code ensures your site is compatible with current browsers and future browsers
- access more visitors – if you ensure your webpages appear correctly in all the major browsers you will be able to reach a larger audience.

Question 10a.

Marks	0	1	Average
%	58	42	**0.4**

Suitable answers included:
- to provide a written description of the image when the image itself cannot be rendered
- accessibility
- so that vision-impaired people can hear a description of an image read by a screen reader
- alternative information for an image if a user, for some reason, cannot view it.

Suitable answers explained, as requested, what the tag was used for. Students did not gain the mark if they only explained what the tag was.

Question 10b.

Marks	0	1	Average
%	69	31	**0.3**

<imgsrc="images/logo.jpeg" alt="World Cup 2014" width="376" height="100">

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Many students correctly included both the quote marks in front of the word 'images' and the alt tag as given; however, some of these students also added an incorrect backslash at the end of the tag. Correct syntax was required for the entire code.

Question 11a.

Marks	0	1	Average
%	81	19	**0.2**

Suitable answers were:
- the image was saved in the wrong format for an image with so many flat colours
- because it was saved as a jpeg
- because it was not saved as a gif or png
- because it was saved using lossy compression.

Very few students understood that only jpg compression creates these discolourations or imperfections (known as artefacts). Many incorrectly described the discolourations as pixelation and suggested that the image should not have been enlarged so much. This indicates that some students lack sufficient practical experience of optimising images and the effects of over-compression. Very few students correctly answered that the image should be saved in gif format. The image was very suited to being saved as a gif due to it being composed of areas of flat colour.

Question 11b.

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

Suitable answers included:
- save using lossless compression
- compress less as a jpg, so that imperfections do not occur
- save as a gif
- save as a png
- take the image into a photo-editing program and remove the artefacts.

Few students suggested suitable ways to fix or prevent the problem.

Question 12a.

Marks	0	1	Average
%	50	50	**0.5**

The most appropriate font is Font 3, because of suitable size and weight and sans serif for greater readability (it is also browser safe).

Many students correctly provided sufficient information to distinguish Font 3 from all of the others.

Question 12b.

Marks	0	1	Average
%	7	93	**1**

Suitable answers included:
- Font 1 is too dominant/bold
- Font 2 has poor readability due to the serifs
- Font 4 is cursive/too hard to read.

Most students chose Font 4 as the least suitable; however, any font except Font 3 was correct as long as the explanation was adequate. This question was very well answered.

Question 13a.

Marks	0	1	Average
%	54	46	**0.5**

Lossless compression

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Question 13b.

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

Suitable answers included:
- it is a working file and you need to keep the quality as high as possible for as long as possible
- to retain data so that the file can continue to be edited effectively
- to keep layers, metadata, masks, channels, transparency, guides and alpha values (one of these answers was sufficient)
- used for compressing/archiving master files.

Some students correctly referred specifically to the qualities of a Photoshop file.

Question 14a.

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

Suitable answers included:
- using works on which the copyright has expired, has been forfeited or is inapplicable
- it means you don't have to ask for or receive copyright permission
- images are free to use
- copyright on the work has run out
- these images have no copyright.

Most students were familiar with the concept of public domain.

Question 14b.

Marks	0	1	Average
%	55	45	**0.5**

Suitable answers included:
- some works automatically go into the public domain when created, because they are not able to be copyrighted (for example, titles and names)
- some works have been assigned to the public domain by their creators (for example, Creative Commons images with no restrictions)
- some works have entered the public domain because the copyright on them has expired.

Question 15a.

Marks	0	1	Average
%	27	73	**0.8**

Suitable answers included:
- a storyline
- a story
- a sequence of events.

While most students answered this question correctly, some students confused narrative with narrator or narration.

Question 15b.

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

Suitable answers included:
- engages the audience
- gives a logical conclusion or message
- puts message in a context
- makes message relatable
- provides a guide for the development of the animation.

A few students gave excellent answers to this question by relating their response to the prompt.

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Section C – Practical task

The majority of students attempted all questions in this section; however, there was a significant difference in results in the application and editing of CSS, the rewriting of the promotional text provided and the attention to detail of the timing of the *car* and *smoke* assets within the animation.

Students must pay attention to the provided animation example and storyboard to ensure correct placement and timing of the animation.

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

Website

Step 1

Marks	0	1	2	3	4	5	Average
%	6	2	4	12	24	52	**4**

One mark was awarded for each of:
- pixel size (800 × 600)
- opacity (40%)
- blur (5.0 pixels Gaussian blur)
- file name (bgscene.jpg)
- file size (100–140 kB).

Students needed to use Photoshop to complete these tasks and export using the 'Save for web' feature. Attention needed to be given to the output file size, file type and pixel size. Most students appeared familiar with Adobe Photoshop and were able to complete these tasks.

Step 2

Marks	0	1	Average
%	34	66	**0.7**

One mark was awarded for setting the page title of index.html to 'Robyn's Classic Cars'.

When inserting a page title, students need to pay attention to spelling and punctuation.

Step 3

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

One mark was awarded for setting the background of index.html to the image bgscene.jpg by modifying the #container style in cars.css.

For example:
#container {
      width: 800px;
      margin: 0 auto;
background-image:url(bgscene.jpg);
}

Step 4

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

One mark was awarded for applying the h1 style to the text 'Robyn's Classic Cars' at the top of the index.html page.

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Step 5

Marks	0	1	2	Average
%	11	14	75	**1.7**

One mark was awarded for each of:
- duplicating the file index.html and saving it as services.html
- linking the menu item 'SERVICES' to services.html.

Step 6

Marks	0	1	2	Average
%	14	15	71	**1.6**

One mark was awarded for each of:
- modifying the h2 style in cars.css to colour #9933cc
- changing the subheading 'Welcome' in services.html to 'What we do'.

Students are reminded of the need to pay particular attention to the specific wording of examination questions. A few variations of 'What we do' were provided and marks were not awarded.

Step 7

Marks	0	1	2	Average
%	17	19	64	**1.5**

One mark was awarded for each of:
- inserting the home page text from content.txt in the correct position under the subheading
- formatting with the p style in cars.css.

Step 8

Marks	0	1	2	3	4	Average
%	31	17	23	20	9	**1.6**

One mark was awarded for each of:
- a summary of the supplied text for the services.html page
- the use of promotional style of writing
- ordered list created using a CSS tag ol
- modifying the ol style to italics.

Students' ability to rewrite and summarise the provided content for services.html was poor. Replacing one or two words is not seen as changing the style. High-scoring students took the provided text and used language that was promotional and would be more engaging to the reader. Some students also struggled to summarise the services, and many were unable to remove at least one third of the supplied text while keeping the key concepts of the provided sentences.

The following is a well-written example of summarised service using a promotional style of writing.

1. We have stores everywhere, making it easy to buy from us today.

2. We offer the absolute best range of classic cars from every motoring era.

3. Our staff are also extremely friendly, so please come past and give us a visit for the best price in town, guaranteed!

Step 9

Marks	0	1	2	3	4	Average
%	15	4	10	27	44	**2.8**

One mark was awarded for each of:
- modifying the hue of the original image to green
- removing the white areas of the image, making the background transparent and saving in an appropriate file format
- maintaining the visual quality of the image
- adding an image to the services.html page in the correct position as per the design guide.

Students need to be conscious when choosing the correct file type and the type of content in the image being displayed. The image in the question was a photograph that needed to include transparency. A png file type was the only suitable file type to retain the image quality of this asset and include transparency.

Most students were able to perform a hue adjustment in Photoshop to change the purple colour of the car to green.

Animation

Step 1

Marks	0	1	Average
%	16	84	**0.9**

One mark was awarded for both of:
- correct stage size (400 pixels wide and 300 pixels high)
- correct frame rate (10 fps).

Step 2

Marks	0	1	2	Average
%	24	41	35	**1.1**

One mark was awarded for each of:
- positioning of the background asset at the START and END positions correctly
- smooth animation for whole duration (6 seconds).

Students must pay close attention to the placement of background assets to ensure no white gaps appear and as well as ensuring they are positioned precisely on the edge of the stage so no slipping or gliding occurs in the animation.

Step 3

Marks	0	1	Average
%	50	50	**0.5**

One mark was awarded for the correct placement of backfire.wav at the 1-second mark as per the storyboard.

Students must be aware of the difference between Frame Number and Time in seconds on the timeline in Flash. Many students struggled with this technical aspect of timing.

Step 4

Marks	0	1	2	3	4	Average
%	18	12	24	26	20	**2.2**

One mark was awarded for each of:
- correctly layering the wheels under the car body asset as per the demonstration
- correctly positioning the wheels within the arches of the car body
- wheels completing a full clockwise rotation as per the demonstration
- car body travelling up and down to replicate the movement demonstrated.

The construction of the car and wheels could have been completed in multiple ways. Some students approached it by animating and tweening three layers at once, but this may have resulted in the wheels moving separately to the car body at times. Other students followed the principles of embedded movie clips and each movie clip had its own animated timeline.

Step 5

Marks	0	1	2	3	4	5	Average
%	34	13	14	15	16	8	**1.9**

One mark was awarded for each of:
- car starts off stage and travels over 1 second to centre position
- car stays stationary for 1 second
- car jumps at bang in soundtrack (2-second mark)
- car rises and falls over 1 second with max height at 2.5 seconds

- car moves off stage over 2 seconds.

Students are encouraged to use the playable demonstration and pay particular attention to the storyboard provided. Students were also provided with a demonstration with a NEXT and PREVIOUS button as well as a timer to show exactly what happens when.

For example: The car jump is triggered by a sound that happens at 2.1 seconds. At the 2-second mark, the car is stationary on the ground. At the 2.1-second mark, the car begins to move and travels upwards. The car reaches its maximum height at 2.5 seconds and students can use the space between the wheels and the ground as a guide to how high the car needs to be positioned at this point.

High-scoring students used and followed the playable demonstration. Basic horizontal and vertical motion tweens were used to create the car movements.

Step 6

Marks	0	1	2	3	4	Average
%	38	18	14	13	18	**1.6**

One mark was awarded for each of:
- smoke exits from the rear of the car at the sound of 'bang' at 10% alpha as per the demonstration
- smoke expands to fill screen over 1 second and changes to 100% alpha
- smoke stays on screen for 2 seconds at 100% alpha
- alpha decreases to 0% over last 1 second of the sun as per the demonstration.

Step 7

Marks	0	1	Average
%	35	65	**0.7**

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

Students who were unable to complete the full animation did not attempt to preview or export their work in progress. This is an important part of the animation process and should not be ignored.