

2017 VCE VET Creative and Digital Media examination report

General comments

The 2017 VCE VET Creative and Digital Media examination was the first examination of the revised study and, in general, students achieved good outcomes.

Students are encouraged to attempt all questions, as marks are not deducted for incorrect answers.

Students should read each question carefully and note that if the question asks for a certain number of reasons or factors – for example, ‘Give two reasons ...’ or ‘Outline one factor ...’ – then that number is all that can be assessed. So, for a question that asks, ‘Identify two features ...’, the first two features identified by the student are the only two that will be assessed. Students may like to bullet or number their responses to this type of question.

Students should use any command term in a question – for example, ‘list’, ‘explain’ or ‘compare’ – as a guide to the depth of response required. Noting the mark allocation and answer space given for the question can also help students to respond with a sufficient level of detail.

Students should carefully read or view any prompt material that is provided at the start of a question and they should respond in terms of this material, even when this is not explicitly requested. After responding to a question, students should re-read the question and make sure they have fulfilled all its requirements.

Many questions on the 2017 examination did not assume a knowledge of specific design principles, screen and animation principles, delivery platforms, creative thinking techniques and writing techniques, but rather asked students to discuss an example of one they could apply to the situation given in the question. This gave students a good opportunity to display their knowledge of these terms. Most students seemed to respond well to these types of questions.

Some students wrote overly lengthy responses, confusing their answers and occasionally contradicting themselves, which reduced the number of marks that could be awarded. Clear, brief and logical answers scored well.

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 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	25	55	5	15	
2	15	14	9	62	
3	38	22	2	38	It is important to be aware that in designing 2D forms a wide variety of materials, tools and equipment might be used. The use of non-digital techniques or tools such as spray painting is valid.
4	60	1	39	0	Ergonomics is the specific term that applies to the arrangement of elements in the office environment (such as screens and keyboards, etc.), aimed at avoiding poor posture and that might lead to employee injuries.
5	14	16	8	62	
6	3	65	22	10	
7	1	1	92	6	
8	81	10	5	5	
9	7	8	13	71	
10	4	84	4	7	
11	51	21	20	8	Alt text has a number of purposes, including both displaying text when images are not available and being read by a screen reader for people who have a visual impairment.
12	62	13	23	2	
13	3	14	19	63	
14	38	0	56	5	
15	94	1	3	2	
16	13	68	4	15	Arial and Helvetica are very similar sans serif fonts and are both appropriate for an onscreen, kiosk-type display.
17	1	93	6	0	
18	9	3	84	2	
19	12	20	65	3	
20	1	15	76	8	

Section B – Short-answer questions

Question 1

Marks	0	1	2	3	Average
%	3	8	26	63	2.5

There were many possible responses, such as:

- make text bigger
- change to sans serif font

- change proportion of logo
- move the navigation to a position where users expect to find it – for example, to the top of the page under the heading or down the left-hand side of the page
- make the footer information smaller
- make links text bigger
- balance the page by removing white space on the right-hand side
- change colour of font/background to improve readability
- improve spacing of photographs
- make photos bigger.

Students performed quite well on this question, with most students able to outline two or three relevant improvements. It was not appropriate to change the logo or select more interesting photos.

Question 2

Marks	0	1	2	Average
%	7	45	48	1.4

It was evident that some students did not read this question carefully. A number of students explained what an idea sketch or storyboard was, but the question asked how these tools could help convey website ideas to a client. Correct statements about either ideas sketches or a storyboard were required.

Idea sketches

- a quick and interactive way to discuss ideas with a client
- a quick visualisation of a possible look and feel to share ideas
- a way to get shared understanding before committing to more detailed work
- a quick way to communicate alternate design ideas

Storyboard

- gives an overview of the design concept to others
- makes sure all of the parameters of the client brief are in place
- gives an idea of the visual layout to your client
- communicates the required assets needed for the project
- shows your client how the navigation/interaction will work

Question 3

Marks	0	1	2	Average
%	19	51	30	1.1

The first way was to speed up the entire animation by increasing the frame rate or frames per second (a minute-long animation at 24 fps will have 1440 frames; if frame rate is increased to 32 fps, it would take only 45 seconds for those 1440 frames to play). A few students incorrectly said the frame rate should be decreased.

The second way was to eliminate redundant frames within the animation; for example, transitions could be made shorter or tweens could be sped up by removing frames, while not losing the content. Static content – for example, titles – could be shortened to reduce the overall time of the product. Suggestions to remove ‘unnecessary’ content were incorrect unless clearly explained as above.

Many students struggled to clearly articulate their suggestions.

Question 4

Marks	0	1	2	3	Average
%	34	21	20	25	1.4

Students first needed to explain the difference between the elements of design and the principles of design – that is, the elements are the building blocks of a design, such as colour and shape, whereas the principles are how the elements are arranged overall to create the design, such as balance or contrast.

Students also needed to clearly identify a principle (not an element) of design that could be seen in the design and how the principle was manifested in the logo. Examples include:

- contrast – Black lines with colours. Red text applied as contrast.
- emphasis – Red text stands out from predominantly blue-greens.
- hierarchy – Shown in text where brand name (Mars) is larger and therefore more important than the product (burgers).
- proportion – The eyes/head of the alien are out of proportion to the body to create a sense of a strange alien from Mars.
- balance – The logo has almost symmetrical/circular format.

Question 5

Marks	0	1	2	Average
%	42	23	35	1

Traditional animation principles comprise:

- squash and stretch
- anticipation
- staging
- straight ahead and pose to pose
- follow-through and overlapping action
- ease in and out
- arc
- secondary action
- timing
- exaggeration
- solid drawing
- appeal.

Others accepted were:

- keyframes
- motion
- pacing/timing
- point of view.

Screen principles include:

- lighting
- framing
- montage
- narrative
- storytelling
- style/genre.

Students were awarded one mark for describing an animation or screen principle and another for providing a clear description of its application within the animated piece.

Some students did not know the correct terminology for animation and screen principles or, if they did, could not explain them clearly, although they could sometimes outline an example from the animation.

The following is an example of a possible response.

Appeal refers to designing characters that have the ability to captivate the audience and draw them into the story. In this animation, the green, elf-like character with big blue eyes and a smiley face dances around in an appealing way; the audience is drawn to this unusual, funny, little character.

Question 6

Marks	0	1	2	Average
%	15	51	33	1.2

Students needed to describe two distinct reasons why it is important to test digital products on different platforms. Often students explained one reason and then merely repeated it in different words as their second reason. Possible reasons included:

- so that the material displays/loads correctly
- so that the product can be accessed by users
- so that it does what it is intended to do/it functions correctly on a particular platform.

Some students used examples to illustrate their response; however, there were students who missed out on marks because they simply defined different platforms, which is not what the question asked.

Question 7

Marks	0	1	Average
%	5	95	1

This question was well answered by most students, as they clearly understood that different browsers interpret web code differently and therefore the page may not load correctly or function as intended. This means it would be less accessible to users.

Question 8

Marks	0	1	2	Average
%	15	36	49	1.4

First, the background of this page will be white. Next, students had to state that the h1 or heading text will be Arial, size 20 px and coloured #9575CD. (Some identified the text as a purple colour, but this was not necessary.)

Although many students understood the CSS code, some did not answer the question precisely enough to achieve full marks.

Question 9

Marks	0	1	2	Average
%	3	18	78	1.8

This question was well answered by many students. Students chose either Logo 2 or 3 as being most appropriate and were able to articulate two reasons for their choice. Most students selected

Logo 2 and explained that the bright colours represented the ‘fun’ aspect of the company’s products or the blue circle made consumers think of a swimming pool or water where the inflatable toys are used. Other reasons included relating the font to the shape of inflatable toys or the use of graphics in the lettering of Logo 2 to represent the products.

Question 10

Marks	0	1	2	3	Average
%	14	14	36	36	2

Students had to name one creative thinking technique, briefly explain the technique and explain how this technique could be used in the scenario described in the question. Popular techniques included brainstorming, mind-mapping and Edward de Bono’s Six Thinking Hats.

The following is an example of a possible response.

Brainstorming is a technique where participants quickly contribute a flow of thoughts and ideas without any critical analysis. These ideas will later be considered in a more analytical manner. The members of the phone app design team can all make suggestions without fear of criticism. Later the ideas can be evaluated and ordered.

Question 11

Marks	0	1	2	Average
%	22	47	30	1.1

Students were required to give two reasons why designers should research and experiment with typography. Essentially, it is important to experiment with typography to suit the needs of the client and their product and to appeal to the client’s target audience/customers. Making sure the text is readable is also an important reason for trying different typographical features.

Some students misread the question and defined features such as kerning, leading and tracking, which did not answer the question.

Question 12

Marks	0	1	2	Average
%	10	36	53	1.5

Many students readily identified the sexist nature of the statement ‘Extreme X-Tyres, built for men!’, and identified that this statement could potentially alienate female customers.

Students also needed to identify another legal or ethical issue. Examples included:

- The issue of truth in advertising – Did Mike and Lisa really endorse the product? On what basis can the company claim to produce the best tyres in Australia?
- Was permission obtained to use Mike and Lisa in the advertisement?
- Were Mike and Lisa paid for the use of their names?

Some students suggested there were copyright issues with the use of Mike’s and Lisa’s names, but this is not a copyright issue.

Question 13

Marks	0	1	2	Average
%	15	49	36	1.2

Students had to determine the four key steps to become online members of the group. One mark was awarded for the key processes:

- go to website
- select membership
- fill in details, including password
- select 'join up'.

The second mark was awarded for using instructional language – that is, keeping the text brief and to the point and not using pronouns (for example, 'Go to the website' rather than 'You go to the website'). Instructions did not have to be numbered or bulleted, but answers that used these devices were generally clearer and better able to articulate the 4 key steps.

Question 14

Marks	0	1	2	Average
%	47	24	29	0.8

The text in this question highlighted how little content web users read (20–28% according to web expert Jakob Nielsen). There are many ways to assist users to read more on your website, and students had to briefly describe two of these techniques.

Possible techniques included:

- use the words your users use. By using words that your users use, you will help them understand the copy
- put key information first. Use the model of the 'inverted pyramid'. Start with the content that is most important to your audience, and then provide additional details further down the page
- use first-person pronouns. This way you are speaking directly to your reader, which helps maintain their interest
- use the active voice. This is less wordy, more direct and easier to understand
- use short sentences and paragraphs. This makes it quicker and easier to read your copy
- use bulleted lists/dot points and numbered lists. One sentence and two bullet points are easier to read than three sentences
- use clear headlines and subheadings. This helps your reader locate the information they require
- use images, diagrams or multimedia
- use white space. Using white space allows you to reduce confusion by visually separating information
- use sans serif fonts. These are easier to read onscreen than fonts with serifs
- test your content for readability levels. This means you can check that the content will be understood by the average educational level of your target audience.

Some students misunderstood the question and tried to explain how the quote could be rewritten and talked about appropriate writing styles. Students should carefully read each question in the examination.

Section C – Practical task

Most students completed this section of the examination. The step that students found the most difficult was step 9 in the Animation section. It appears that many students did not follow the

instructions precisely to actually edit the movie clip of *possum 2* and add the audio file; instead, they put the audio file on the timeline itself, which, if placed correctly, did work – but this wasn't what was asked. It is imperative that students read the instructions and do exactly what is asked.

Website

Step 1

Marks	0	1	Average
%	19	81	0.8

One mark was awarded for the correct linking of the CSS style sheet *style.css* to *index.html*.

Step 2

Marks	0	1	Average
%	33	67	0.7

One mark was awarded for modifying the CSS so that the background colour was black. This could be achieved a number of ways via Dreamweaver or by modifying the CSS file directly.

Most students correctly modified the CSS so that the background colour was black. When viewing the correct CSS code, it would show:

```
body{
    background-color:#000000;
}
```

It was often observed that if a student forgot to add the semicolon (;) then the background colour would remain white. This seems to have occurred when students directly edited the CSS file, as it would not occur if the CSS Designer function had been used in Dreamweaver.

Step 3

Marks	0	1	2	3	Average
%	33	6	24	38	1.7

One mark was awarded for each of the following:

- adding an h1 tag
- correctly having an Arial font, size 24 px
- specifying that the font was black.

Two main errors occurred with this step. Many times students added classes (#h1) or IDs (.h1), instead of tags. Also, students relied on the default text colour to be black, but the instructions specified that the font colour be added to the tag.

Step 4

Marks	0	1	Average
%	35	65	0.7

One mark was awarded for applying the h1 tag (or class/ID if one was mistakenly created) to the heading 'Melbourne Walking Tours' on *index.html*.

Some students wrongly applied the h1 tag to the page title instead of the heading.

Step 5

Marks	0	1	2	3	4	Average
%	12	1	9	30	48	3

One mark was awarded for each of the following:

- inserting a slogan
- using a promotional writing style
- correct word limit (maximum 11 words)
- correct spelling and grammar.

High-scoring responses promoted walking tours in some way, were a maximum of 11 words and had correct spelling and consistently correct grammar. It was acceptable not to have a full stop at the end of the sentence, as it matched the default one above; however, it was not acceptable to have common nouns capitalised or sentences that did not begin with a capital letter.

Students needed to understand that ‘fewer than 12 words’ meant that 11 words was the maximum number of words permissible.

Step 6

Marks	0	1	2	Average
%	47	28	25	0.8

One mark was awarded for adding the tag, and one mark for correct styling

Similar to Step 3, if a student created a class or ID they missed out on a mark, but if the styling was completely accurate then one mark was awarded.

Step 7

Marks	0	1	Average
%	14	86	0.9

One mark was awarded for text added to the index page.

Students had the highest rate of success for this step. Even if the text was added in the wrong section, one mark was given for copying the text from the *blogContent.txt* file.

Step 8

Marks	0	1	Average
%	75	25	0.3

One mark was awarded for text styled as per the demonstration.

Many students did not have much success with this step. Only the use of <p> tags for paragraphs achieved the desired formatting effect. Many students attempted either break tags or a combination of both. There needed to be five paragraph breaks, as per the demonstration.

Step 9

Marks	0	1	Average
%	70	30	0.3

The correct code was:

```
<a href="mailto:melbournetour@gmail.com">melbournetour@gmail.com </a>
```

One mark was awarded for an email hyperlink created correctly. The hyperlink needed to appear with the correct email address.

A little under one-third of all students managed to correctly create an email hyperlink. Many tried a standard hyperlink, which failed to generate an email.

Step 10

Marks	0	1	Average
%	64	36	0.4

One mark was awarded for the horses picture being correctly formatted and saved. Both .jpg and .png were acceptable.

Many students correctly cropped the horses picture to match the example picture, but other students either resized the picture in its entirety or cropped too much or too little of the horses. The example shown should always be the students' reference.

Step 11

Marks	0	1	2	Average
%	23	35	42	1.2

The code for successful alt text was:

```

```

One mark was awarded for adding the image and one mark for appropriate alt tag text.

Most students had no problems adding the image in the correct gallery contents container; however, providing a suitable alt tag text proved difficult for most students. Examples of correct alt tag text contained descriptive words or phrases about the horses, such as:

- gorgeous white horses
- horses of the CBD
- two horses on the street.

Step 12

Marks	0	1	2	Average
%	36	12	52	1.2

One mark was awarded for working home page links and one mark for working gallery links.

Many students made one link work, but the other was not functional. Hyperlinking is a very basic skill.

Animation

Step 1

Marks	0	1	Average
%	30	70	0.7

One mark was awarded for stage colour changed to #33FFFF.

Some students did not seem able to adjust the stage colour and tried adding a 'sky' layer instead; this visually worked but was not what was required.

Step 2

Marks	0	1	Average
%	76	24	0.3

One mark was awarded for adding the *sun* movie clip to the correct layer order in the correct location.

This step proved difficult for students, in particular with finding the correct location. The sun needed to graze the side of the Rialto building as per the demonstration. It is imperative that students consult either the demonstration or the concept drawings.

Step 3

Marks	0	1	Average
%	39	61	0.6

One mark was awarded for the sun starting at frame 1 and ending at frame 150.

Just under two-thirds of students succeeded with this step – even if the sun did not end up in the correct location.

Step 4

Marks	0	1	2	Average
%	34	14	52	1.2

One mark was awarded for the *yarra* layer starting off darkened (–75% brightness), and another mark if the layer changed to 0% brightness – in other words, its normal level.

Step 5

Marks	0	1	2	Average
%	33	44	24	0.9

One mark was awarded for inserting the movie clip at the 2s mark (frame 60, 61 or 62 were equally correct) and one mark was awarded for correct drop shadow settings.

Creating a drop shadow seemed to be reasonably achievable for most students. Some created it in Photoshop, but it could be done within Flash by showing the properties of the text and then selecting a drop shadow filter. Some students failed to give a distance of 8 px, and left it at the default 4 px. A blur of between 4 px and 8 px was acceptable.

Step 6

Marks	0	1	2	3	Average
%	34	14	21	30	1.5

One mark was awarded for each of the following:

- starting position of x = 332, y = 171 and ending position of x = 300, y = 195
- the text increased in size over 3 seconds
- transparency changed from 30% alpha to 100% alpha.

Two-thirds of students managed to get at least one of these steps correct, and this was usually the increase in text size. If the transparency was changed, then it was rare for students to not start it off at 30% alpha. Occasionally students changed the brightness levels instead of the alpha.

Step 7

Marks	0	1	2	3	4	5	Average
%	42	18	19	15	5	1	1.3

One mark was awarded for each of the following:

- adding the possum to the correct position as per the demonstration
- using a motion guide to have the possum bounce in the same locations as per the demonstration, with the possum's ears leaving the stage on the last bounce
- an example of at least one squash and stretch of the possum between bounces
- size and positions – the possum had to be 50 px by 30 px at the beginning and at 355 px by 230 px at the end, with a small margin of error (± 5 px)
- proper timing – starting at the 3-second mark, and the possum's ears exiting the screen by the 5.9-second mark.

Many difficulties were encountered by students with this step. Incorrect use of motion guides was the most evident problem. Very few motion guides were curved, resulting in jerky movements of the possum. Other students used tweens instead, which rarely worked well in a visual sense and was not awarded marks as the instructions specifically asked for motion guides. Positioning of the possum initially was also a problem; the possum should not have been touching the tree trunk.

In this step the positioning of objects relative to other objects and features on backgrounds/other layers was important. Students should compare their work with the demonstration animation and use the 'frame step' buttons.

Step 8

Marks	0	1	Average
%	81	19	0.2

One mark was awarded for moving the *possum 2* movie clip to the correct position over one second.

Few students correctly achieved this step; those who were unsuccessful were unable to match their own work to the demonstration. The possum's ears had to have been below the stage until the 6.1s mark; often students had the *possum 2* movie clip move up as soon as the *possum* movie clip had moved off the stage. In fact, there was a very slight gap between the two, and achieving this is what separated higher-scoring responses from other responses.

Step 9

Marks	0	1	Average
%	90	10	0.1

One mark was awarded for editing the *possum 2* movie clip to contain *find your feet.wav* at the correct sync point.

Most students inserted the *find your feet.wav* in the timeline rather than in the movie clip. Of those who correctly added it to *possum 2*, the vast majority correctly had it as the possum's mouth moved, at roughly frame 31.

Step 10

Marks	0	1	2	Average
%	55	22	23	0.7

One mark was awarded for inserting text at keyframe 215 and one mark for a script font used for the text 'Find your feet'.

Many students did not insert the text at frame 215; often 216 was the frame used. For the text font, most students selected a script font, but there were times when fonts such as Impact and Arial were used, which were clearly not script fonts. Most errors were because a capital 'F' was not used in 'Find', or the entire sentence was in capital letters. Again, students must match what is in the demonstration to their own work without any exceptions.

Step 11

Marks	0	1	Average
%	55	45	0.5

One mark was awarded for exporting a .swf file and placing it in the animation div on the correct website page.

Most students achieved this step. Students missed out on the mark if the .swf was not in the correct div or the students exported an animated gif and placed that instead of a .swf file.