

VCE VET: Arts (Multimedia) Creative GA 2: Practical examination

GENERAL COMMENTS

Most students in 2001 were well prepared and able to effectively complete the questions relating to underpinning skills and knowledge. Students generally had a sound grasp of concepts on the structure and operation of the Internet, occupational health and safety, communication and web design. Many students were able to demonstrate their underpinning skills effectively within the examination environment in their responses to Part 5 where they were required to take pre-existing media assets and use computer software to construct and modify the assets.

A number of teachers provided feedback on the 'arts' nature of this program and the need to incorporate these skills within the examination. Industry based members of the Examination setting panel highlighted the need for a combination of design and technical skills and were mindful of these issues in setting the 2001 examination and will continue to apply this balanced approach in the future.

In designing the program for delivery within the VCE, teachers need to be mindful that the interpretation of modules at Unit 3–4 level are concerned with applied knowledge as much as applied skills.

Based on the module descriptions covered by this program, improvement is needed in demonstrating knowledge relating to the technical elements of computers and their use in multimedia development/Internet product development and delivery. There was some evidence of an emphasis on teaching basic skills to the detriment of the underpinning knowledge.

Specific areas to be improved include:

- elements of good and bad design
- consistency of interface design
- Internet operational concepts, e.g. function of domain name
- purpose and nature of copyright
- levels of interactivity for multimedia authoring.

File handling was poorly handled in many cases. Explicit instruction was provided in the question as to *where* work was to be saved, the need for *folders to be created*, and the *format in which the completed work was to be saved*. It is important that students follow file format saving instructions. A variety of software had to be used to access answers saved in incorrect file formats. *It should not be assumed that examiners in future years will accept answers submitted in incorrect file formats.*

SPECIFIC INFORMATION

Part 1

(1 mark for each correct answer)

Question	Correct response
1	C
2	A
3	C
4	A
5	C
6	C
7	D
8	B
9	A
10	A
11	A
12	D
13	B
14	D

Part 2

Short-answer format – Introduction to the Internet and Multimedia Interface Design

Question 1

1	Client Brief
2	Brainstorming
3	Concept Design
4	Design feedback
5	Design Production

Question 2

Identify and describe two elements of good design and two elements of poor design in the sample page provided.

a. Good:

- navigation grouped logically together/use of metaphor for car hire; clear branding; good positioning – design can be carried throughout a site
- text alignment in both user interface and below image
- contrast between interface (dark) and fonts (light).

b. Poor:

- image large (big download without purpose on a webpage) styles in the navigation mixed up/inconsistency in use of icons hard to read text, hard to read navigation form button inconsistent with the other links for navigate
- poor font choice
- lack of consistency (repetition) between rounded interface and square image.

Question 3

a.

Metaphors/colours for delineation/identity/bolding/hierarchical information portrayed by hierarchal font size.

b.

Consistent positioning of elements/consistent use of styles/consistent use of metaphors (an icon on one page means the same on another); vertical and horizontal alignment/consistent use of colour.

Question 4

a.

Domain name is in English language; IP address is numbers in four groups/absolute.

b.

DNS information is replicated around the world, domain name is found and the relevant IP address is proved.

Question 5

a.

Lighting/coffee cup near keyboard/wrong height chair/monitor too close/monitor too high/small desk/power point overloaded/cluttered work station/computer poorly balanced.

b.

- Move desk so that lighting is not directly from one side
- remove coffee cup – keep the workstation free of food and drink
- adjust the height of the chair
- move the monitor further back
- adjust height of monitor
- make room for the keyboard/get a bigger desk/rearrange computer and power cords/tidy up the workstation and desk.

Question 6

a.

Ownership of an item developed in a physical format

b.

Identify copyright owner, obtain permission, sign copyright agreement, put copyright information on pages.

Part 3 – Short-answer format

Section A – Introduction to Multimedia authoring

Question 1

Strengths – file size, online interactivity, progressive downloads.

Weaknesses – must download plugins, authoring tools must be purchased separately for different platforms, passive, limited colour range, file size.

Question 2

a.

Passive – viewing only, no changes to viewer's input

Interactive – design instigates audience action, page changes to include audience's input

b.

Three reasons to use adaptive: audience responses can be added to audience profile (stored in database); highest level of audience engagement; most likely to have audience return to the site because of site changes.

Section B – Introduction to Multimedia Scripting

Question 1

Image moves down the screen/moves the picture 50 pixels down.

Question 2

Makes the product easy to debug.

Makes the code easy to maintain and change.

Question 3

Set the Variable to 0.

DOWHILE the Variable < Screenwidth

Add 1 to the Variable

Set the x position of the picture to the variable

Display the picture

ENDDO

DOWHILE the Variable > 0

Subtract 1 from the Variable

Set the x position of the picture to the variable

Display the picture

ENDDO

Part 4

Section A

One mark for each relevant piece of information and one mark for each valid reason

Relevant points:

- the topic or theme or style of the main animation, so that the preloader animation can complement it
- the anticipated loading time of the main animation so the length of the preloader can be set accordingly
- the possibility of copying objects from the main animation to save development time
- the degree of complexity or realism required in the preloader animation so that practicality of it being quick loading can be determined.

Section B

Performing Arts

- what is the production timeline?
- what are the performer's needs?
- what type of audience is targeted?
- what types of performances are included in the festival?
- will the product be on the web/CD or both?
- what length of performance is to be included?

Visual Arts

- what is the production timeline?
- what range of art medium is covered by the medium?
- will the product be on the web/CD or both?
- what type of audience is targeted?
- are there any copyright issues?

Music Industry

- what is the production timeline?
- will the product be on the web/CD or both?
- what type of audience is targeted?
- are there any copyright issues?
- in what conditions will music be recorded?

Part 5

Question 1

Mockup a single HTML page showing a sample product. Use the images and text provided in folder 'abcd'.

1. *Import the prepared buttons, image and logo into a graphics editing program.*
 2. *Manipulate each button, image and logo until they fit your intended design in size and colour. Marks will be deducted for any item not manipulated. The logo should be 200 pixels in width with the height proportional. Save the images in the 'www' directory in a suitable format and file size for the web.*
(1 mark for manipulating each image (1 x 6); 1 mark for re-sizing the logo correctly).
 3. *Using a web-authoring program, create an HTML document in the 'www' directory. Using principles of good design layout the product page with the global navigation including the buttons. Remember to use relative paths for all files (including images and links). Include the logo, the appliance image and the product text.*
(1 mark for creating an html document correctly in the www directory; 3 marks for good design (1 x 3); grouped global navigation, readability, consistency; 3 marks for including the elements in layout (3 x 1) logo, product image, product text; 3 marks for linking elements correctly with relative paths).
 4. *Using efficient web authoring techniques enable the user to select an appliance colour from a list of 3.*
(1 mark for attempting selection mechanism; 1 mark for completing a select, choice input or drop down; 1 mark for creating a form around the selection mechanism).
 5. *Link the 'about' button to the about.htm page in the 'www' directory.*
(1 mark for the link; 1 mark for correctly linking to the about file).
 6. *Create an add to basket button.*
(1 mark for either creating the button in graphics program; 1 mark for including the button in the page successfully).
- or**
- (1 mark for creating a form field button; 1 mark for adding a form).
 7. *Save the complete file in the 'www' directory. Remember to use relative paths for images and links when creating the page.*
(1 mark for saving with all paths correct).

Question 2

Step 4

- forward player created (from two imported images)
- football created (with drawing tools)
- football arranged on layers so it is behind player's hand
- defender player is on stage (one imported image)
- goal and behind posts created (with drawing tools)
- goal umpire is on stage (one imported image)
- goal umpire and goal posts arranged on layers so he is between goals.

Step 5

Forward player's legs go through kicking motion (use imported images on keyframes).

- forward player moves forward in kicking motion (use keyframes)
- ball drops from hand to boot (should use motion between).

Step 6

- ball moves from forward player towards defender
- ball rotates as it moves.

One mark for either of:

- player drops to knees.

or

- players facial expression changes.

Step 7

- ball moves in arc over defender's head (use motion guide)
- forward player's face changes back to grin (only get this if grimaced in previous stage).

Step 8

- laugh sound inserted at appropriate stage of animation
- 'whooo' sound inserted at appropriate stage of animation.

or

- if the above is not done properly but any sound inserted.

Step 9

Note to earn any marks for this section the field umpire must be image on button

- field umpire arm position changes when move mouse over umpire button
- field umpire arm position and 'tweet' is as shown on question when mouse is clicked
- whistle sound occurs when umpire button is clicked
- goal umpire changes to arms extended when mouse is clicked (this involves jumping to extra set of frames which contain imported image).