2010 Assessment Report

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

2010   VCE VET Interactive Digital Media GA 2: Examination

GENERAL COMMENTS

The 2010 VCE VET Interactive Digital Media examination was the first to be based on the new VCE VET program. The program consists of six competencies:

- 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.

Overall, results suggested that the majority of students had successfully grasped and were able to demonstrate the fundamentals of the six competencies. Students demonstrated variation in knowledge and understanding in responses to questions based on exploring and applying the creative design process to 2D forms and preparing video assets.

Students must ensure that the practical components remain within the constraints of the storyboard provided. Many students interpreted the instructions too loosely and failed to gain many of the marks available. Students are reminded that the storyboard incorporates the directions from the client, that these directions are fixed and there is no latitude in these matters.

The more successful responses incorporated specific details to answer the questions asked. It was evident that many students had consulted previous Assessment Reports and used the advice provided to prepare for the examination. It is good examination preparation to practise by using past examination questions; however, students must also be able to adapt their knowledge to questions that ask for information in different ways or with a different emphasis. Students and teachers should note that, with the introduction of a new VCE VET program, previous years' examination papers are not necessarily a guide to the current VCE examination in the study.

Exemplary examination performance is the result of a combination of factors: consistent work both in and out of class; coverage of the units of competence; practising writing responses regularly and carefully considering feedback from teachers; and an emphasis on the development of examination skills such as time management and targeting responses to address the questions being asked. Students need to see the examination as an opportunity to demonstrate their knowledge and understanding, and should be prepared to write specific, detailed responses.

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	26	30	30	14	
2	7	13	66	14	Students were presented with the word 'sunrise' with a sun graphic representing the dot above the letter 'i'. They then needed to choose the word that best described this. Most students choose 'symbol' (option C), perhaps as the dot above the 'i' looked like a sun. However, as analogy means 'similarity in some respects between things that are otherwise dissimilar' this was the correct choice, as while both elements in the image represent the sun, one is text and the other graphic.
3	13	4	12	71	
4	35	6	6	53	
5	41	3	25	31	
6	16	21	24	39	
7	14	23	21	42	

Question	% A	% B	% C	% D	Comments
8	86	4	6	3	
9	2	21	75	2	
10	5	13	51	31	
11	4	34	46	17	
12	15	60	9	16	
13	27	16	44	13	Students were presented with a visual image composed of a series of tiny coloured dots and asked to explain how this image was created. The majority of students chose 'pixelisation' (option C); however, a closer study of the image shows that it is composed of tiny coloured dots and is not a low resolution image where the pixels have become apparent. The correct answer therefore was dithering (option A), as this is defined as the process of representing intermediate colours by patterns of tiny dots that combine to simulate the desired colour.
14	41	41	8	9	
15	2	4	81	13	
16	13	13	13	61	
17	48	12	25	15	
18	7	8	29	56	
19	5	50	36	9	
20	31	8	14	47	

Students need to be familiar with answering questions about provided stimulus material and prepare themselves appropriately, as some students struggled with questions of this nature. This was particularly evident in questions regarding elements of design and HTML coding. To deal with these questions appropriately students need to have a firm grounding in design principles and a thorough knowledge of the facts and definitions surrounding them as they are applied in practical situations.

Section B – Short Answer
Question 1

Marks	0	1	Average
%	83	17	0.2

One of:
- all ideas are up for discussion
- no idea should be rejected
- if you respond negatively, it can stifle creativity, discourage participation or not be in the spirit of a brainstorm.

Many students overlooked the aim of brainstorming – to attempt to arrive at as many solutions as possible without critical judgments as to their relative merits. Such 'filters' are applied after the brainstorming process is complete.

An appropriate response would have been: I would write down the idea, perhaps try to highlight the good parts of the person's idea without criticising them, then ask for further suggestions. As during brainstorming, no idea is rejected out of hand.

Question 2

Marks	0	1	2	Average
%	13	33	54	1.4

Students needed to identify and explain two positive aspects of the design, including:
- the green colour links to the environment and recycling
- the circular pattern of the arrows symbolises recycling well
- the triangle is dynamic in shape – a call for action.

Student responses could have included reference to De Bono's Six Hats – good points judgment (yellow hat), logic applied to identifying benefits, seeking harmony. To score full marks, the answer needed to refer to a visual element of the design and be linked to the yellow-hat perspective.

Appropriate answers would have been: 'The colour chosen is very good for its purpose as recycling promotes environmental benefits and the colour green represents this effectively' and 'The design is simple and therefore easy to recognise and remember. The arrows promote a circular pattern and are enclosed in a triangle, which means that it can be associated with recycling and increases the symbol's ability to promote its issue'.

Question 3

Marks	0	1	2	Average
%	15	42	43	**1.3**

This question asked students to select which logo would be the most suitable for the playgroup and explain their answer.

An appropriate response would have been: 'Logo A is more suitable because it is in a rounded font, which gives a more friendly and informal feel; this would better suit a playgroup. Logo B has a harsh look because the edges of the font are jagged and this would not suit the target audience. It looks more like a formal, industrial logo'.

Question 4

Students were asked to identify the layout technique and provide two benefits of using the technique.

Questions 4a. and 4b were not linked; if students provided an incorrect answer for 4a. they could still be awarded a mark for 4b.

Question 4a.

Marks	0	1	Average
%	92	8	**0.1**

- utilise a grid
- table application

Cascading Style Sheets (CSS) was only accepted if the answer explained the use of table or grid.

Many students struggled to identify the technique used.

Question 4b.

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

Students needed to include two of the following distinct benefits:
- consistency
- balance
- uniformity
- easier to find information
- easier to produce
- saves time/money.

Many students struggled to list two distinct benefits of using the technique. Some students gave only a single benefit or simply rephrased the first benefit as the second.

Question 5

Marks	0	1	Average
%	67	33	**0.4**

The answer needed to refer to:
- the use of conflicting typefaces
- the two typefaces are similar but they are not the same. This causes some confusion visually
- similar typefaces of this nature are not visually balanced.

Students were provided with text employing two typefaces. They were asked to explain why the use of the two typefaces was not suitable. Many students were unable to answer this question correctly. Instead, they discussed either the size of the font or the closeness of the heading to the body of the text.

An appropriate answer would have been: 'The use of two typefaces is not suitable in this text because they look too much alike, and this can distract the audience'.

Question 6

Marks	0	1	2	Average
%	35	50	15	**0.8**

One mark each was awarded for identifying a relevant aspect and for explaining the purpose of the drafting process, including:
- classifying, structuring and sequencing content so that it is easy to read or navigate
- applying presentation techniques to enhance readability
- proofreading and conducting readability tests to remove errors and ensure that content is accessible by the target audience.

Question 7

Marks	0	1	2	Average
%	10	55	35	**1.3**

One mark was awarded for reference to the sale of Teddy Bears or to the purpose of the charity. To gain the second mark, captions needed to be written in a promotional tone.

It was evident that many students do not understand the nature of a caption and wrote too much content, including promotional material outlining the purpose of the charity.

An appropriate answer would have been: 'Buy a Teddy Bear to help those in need and you too can have a new best friend!'

Question 8

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

Writing in passive voice involves the action of the verb being carried out upon the subject; for example, the guitar was played by the young man.

Many students struggled with this question and wrote their answers in active voice. Students need to know that the subject in a sentence written in the active voice becomes the object in a sentence written in the passive voice.

Question 9

Marks	0	1	2	Average
%	67	25	8	**0.4**

One mark (to a maximum of two) was awarded for each method outlined to help overcome the variations between delivery capabilities, including:
- video available in different file sizes
- online web-based using buffering
- video available in different codecs
- video available in different codec settings/high–lower compression settings.

Different formats were not accepted. Students needed to demonstrate understanding of the concepts involved by referring directly to codecs.

Question 10a.

Marks	0	1	Average
%	77	23	**0.3**

A web designer would include Cascading Style Sheet (CSS) styles in the head of the web page rather than in an external style sheet file:
- because the CSS style relates to content only in the webpage itself
- to override styles set in an external style sheet.

An appropriate answer would have been: 'This CSS style may only be required for formatting on a single page, and therefore does not need to be included in the external style sheet'.

Question 10b.

Marks	0	1	Average
%	56	44	**0.5**

Cascading Style Sheets code could be located:
- in an html object's code
- within the body tags
- in the webpage itself
- inline.

An appropriate response would have been: 'It can be included as inline CSS – this applies directly and specifically to the chosen content'.

Question 11

Marks	0	1	2	Average
%	27	55	18	**0.9**

The use of a file-naming convention is important in a large video, web or animation production:
- to prevent version control issues, thereby preventing overwriting
- to make it obvious as to the file's contents and therefore easier to locate the specific file required
- so that each file is unique.

An appropriate response would have been: 'This makes files much easier to locate and organise. In a large-scale production, multiple team members would be involved and this enables them to name files in such a manner with which everyone on the team is familiar so that the content of each file is readily identifiable to all team members'.

Question 12a.

Marks	0	1	2	Average
%	38	42	19	**0.8**

A streaming video is a video that is:
- sent over the Internet and viewed in real time
- played as it is being viewed, instead of being downloaded and played back.

Question 12b.

Marks	0	1	2	Average
%	39	41	20	**0.8**

Benefits of streaming video include:
- it takes up little or no disk space
- it enables replay, rewind and fast forward
- the video starts playing sooner than it would using other approaches
- streaming uses less of the client's memory and disk space because the clients do not need to download the entire file
- it makes more efficient use of network resources because only the parts of the video that are viewed are sent to the client
- it provides more secure delivery of media because media does not get saved to the client's cache when it is streamed

- it provides better tracking, reporting and logging ability. These are important features for industries such as video ad serving
- live video and audio can be delivered or recorded, or video can be captured from a client's webcam or digital video camera
- it enables multiway and multiuser streaming for creating video chat, video messaging and video conferencing applications.

Question 13a.

Marks	0	1	2	Average
%	57	29	14	**0.6**

MP3 is not the best format because:
- the quality degrades as data is lost when audio files are converted to MP3
- the data lost in conversion to MP3 cannot be reversed.

An appropriate response would have been: 'As MP3 file formats compress audio they lose data, and therefore the quality of the sound is reduced. When referring back to this audio at a later date and using it in other projects, the audio quality cannot be restored'.

13b.

Marks	0	1	Average
%	87	13	**0.2**

Students need to identify that the chosen codec should be lossless so that the quality of the audio is not permanently reduced.

An appropriate answer would have been: 'A codec that uses lossless compression so no data is lost and the quality of the sound is retained'.

Question 14

Marks	0	1	2	Average
%	34	42	24	**0.9**

Flash (two of):
- enables tweening
- edit one, edit all
- helps to keep the file size down
- keeps the main timeline smaller and more manageable
- they are scriptable
- can have nine-slice scaling applied to them
- can apply filters or effects to them
- mini movies – provide ability to create animations inside animations
- as an instance can be used and reused and individually edited in the main timeline
- able to be tweened rather than frame by frame.

Director (two of):
- enables tweening
- can be film loops, mini movies – provide ability to create animations inside animations
- edit one, edit all
- helps to keep the file size down
- can be used and reused and individually edited in the main timeline.

An appropriate answer would have been: 'Reusing the same symbols decreases the file size of an animation. It also enables animation techniques such as motion tweening, which can both look more effective and save time while animating'.

Question 15

Marks	0	1	2	Average
%	40	27	33	1

Students needed to identify that this process involved movement to a different point of view or way of viewing the same scene. This process could be used to show events from a character's perspective and therefore enable the audience to feel an emotional connection to the character or to maintain viewer interest.

An appropriate answer would have been: 'If a man was standing on top of a building, you could show the point of view from the bottom of the building looking up, or the point of view from the top of the building as if the camera was the man looking down. Using different points of view increases viewer interest in an animation because the same perspective is not always shown'.

Section C – Practical Task

Many students performed exceptionally well in the practical component of the examination; however, the difference between the performance of the more successful and the less successful students was quite marked. This was particularly evident in the use of CSS, where it appeared that students either knew how to use this aspect or had little idea. Many students missed out on many of the available marks as they did not pay enough attention to the details of the question. Students must ensure that they create and insert a range of assets in both the web pages and the animation as directed by the design guide supplied. 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.

Step 1 – Link external CSS file

Marks	0	1	Average
%	36	64	0.7

One mark was awarded if the file *formatting.css* was linked correctly to the *product page.html.*

Step 2 – Navigation

Marks	0	1	2	Average
%	30	53	17	0.9

One mark was awarded for both links working correctly and one mark for the links being styled and/positioned correctly on both pages.

Step 3 – Add the images to pages as per the design guide

Marks	0	1	2	3	4	Average
%	23	22	29	21	5	1.7

One mark was awarded for each of the following:
- resampling *fauna.tif* to 240 by 360 pixels
- ensuring the file was between 20 KB and 30 KB
- adding both pictures to the pages as per the design guide
- both pages being suitable for the web.

Step 4 – Create and add content
Index page

Marks	0	1	2	3	4	5	Average
%	23	10	13	19	25	10	2.4

One mark was awarded for each of the following:
- a promotional heading
- text being rewritten in a promotional way
- including three or more benefits.

Product page
One mark was awarded for each of the following:
- text including copied text and heading
- text including four correct ingredients in an unordered list and the heading 'ZAP ingredients include:'.

The following are examples of good responses.

ZAP! THE BUGS ARE GONE!

Zap is the new craze with all bug killers! It is designed to work the way nature intended, by killing bugs with plant based ingredients. Zap's ecofriendly toxins will work against mosquitoes, flies, spiders and cockroaches, whilst leaving a pleasant fragrant smell in your home. Dr. Murray recommends you use it to help reduce your impact on the environment, significantly reducing the chemical build up within the home. Try it today!

ZAP away those pesky bugs today!

How do you know ZAP is for you? Zap's essential oil insecticides are suited for safe and efficient use in the house. It targets the mosquitoes , flies, spiders and cockroaches making your life a misery. Zap's insecticides will not only eliminate those vermin but leave your home smelling like you've just treated yourself to some aromatherapy. Zap is a wise choice that favours the environment by not polluting the air or harm your family.

Step 5 – Format pages

Marks	0	1	2	3	4	5	6	7	8	Average
%	29	7	10	9	9	10	12	6	8	**3.1**

Two marks each were awarded for:
- correct colour – CSS altered in body tag
- style altered and links correct colour – #060
- style created in external style sheet
- style applied correctly.

Step 6 – Create the animation
Step 6.1

Marks	0	1	2	3	Average
%	23	12	25	41	**1.9**

One mark each was awarded for:
- animation size set (480 by 180 pixels) and file named correctly
- background colour set – 255, 255, 204
- frame rate – 15 fps.

Step 6.2

Marks	0	1	Average
%	74	26	**0.3**

All of:
- a black border is created – consistent thickness and no white spaces showing on the edges of the stage
- all nominated files imported.

Step 6.3

Marks	0	1	Average
%	20	80	**0.8**

All files imported to library – *bug.png*, *spray_can.png* and *path.png*

Step 6.4

Marks	0	1	2	3	4	Average
%	28	18	20	19	14	**1.7**

All of:
- the bug follows the path as illustrated
- the orientation of the bug to the path is as per the sample animation
- the bug's path is not visible when the animation plays
- the timing of the bug is correct as per the storyboard.

Step 6.5

Marks	0	1	2	3	4	Average
%	48	10	13	15	13	**1.4**

One mark each was awarded for:
- creating the shape of the Zap spray
- the spray being a semi-transparent green colour
- the spray animates smoothly, going from small to large
- the timing is correct as per the storyboard.

Step 6.6

Marks	0	1	2	3	Average
%	36	9	19	37	**1.6**

One mark was awarded for each of:
- create the 'NO CONTEST!' text object
- text is Arial or Helvetica **and** sans serif
- text is 40 point **and** colour #003300.

Step 6.7

Marks	0	1	2	3	Average
%	41	34	16	9	**0.9**

One mark each was awarded for:
- appropriate layering
- the timing (total frames) of the animation followed that of the storyboard or was within 10 per cent
- the animation plays once only and stops at the last frame.

Step 6.8

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

One mark each was awarded for:
- the banner being added to the web page
- placed as per the design guide – under the links, above the text and the picture.