



GENERAL COMMENTS

Overall, responses to the 2008 Multimedia examination showed that many students understood the key knowledge and applied it appropriately to the questions asked. This deeper understanding was particularly apparent in responses to questions concerning 'Apply principles of visual design and communication to the development of a multimedia product', 'Create 2D digital animation' and 'Create web pages with multimedia'. It was clear that many students had referred to previous examinations and comments in past Assessment Reports as responses to questions based on 'Write content and/or copy for the web' showed that students had an improved capacity to write for a specific purpose and audience. However, as in previous years, a significant proportion of students had difficulties with questions pertaining to 'Develop a multimedia script'; the polarised nature of their responses continues to be an area of concern. Students need to be able to demonstrate the structure and logic of scripting.

The better performing students were able to recognise that examination questions generally have two components; that is, they ask for particular information and they require the information to be presented in a particular way. For example, Question 5 in Section B asked students to 'identify' and 'describe' two ways a picture could be redrawn using the design principle of unity. The word 'identify' requires a particular point to be stated or listed, while 'describe' requires students to give a detailed explanation of the proposed changes and some justification as to why the changes are required. Students who had studied all of the required areas were able to draw on specific details from the question while ensuring that they addressed the specifics of the question to provide detailed and relevant answers. Constant practise answering questions under examination conditions should develop this skill.

It was pleasing to note that there were fewer students who attempted only a single element of the practical components. Of these practical components student performance was strongest on the web page element, with the student cohort consistently demonstrating well developed skill sets in this area. While basic animation techniques are improving, it is important that the animation remains within the constraints of the storyboard provided. Many students demonstrated too much creativity in this area and did not gain all available marks. Students must remember that the storyboard incorporates the instructions from the client, that these instructions are fixed and there is no latitude in these matters.

As in past years, it is essential that teachers continue to emphasise the importance of completing and saving work in the required or most appropriate file format. This continues to be a problem for a significant minority of students and is a clear breach of conventions or instructions from the 'client'. Students should not assume that components of questions saved in inappropriate file formats will be opened and assessed.

SPECIFIC INFORMATION

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
1	54	32	3	10
2	8	82	6	4
3	42	29	17	12
4	16	3	47	34
5	74	20	3	3
6	16	6	7	71
7	17	54	7	22
8	78	4	11	7
9	62	19	8	10
10	5	45	17	33
11	0	0	99	0
12	89	0	10	1
13	5	5	5	86
14	61	30	9	1



Question	% A	% B	% C	% D
15	8	7	14	71
16	24	28	27	21
17	14	11	61	13
18	29	1	69	1
19	6	66	8	20
20	43	28	14	15

Section B – Short answer questions

For each question, an outline answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

Question 1

Marks	0	1	2	Average
%	4	44	51	1.5

Question 1a.

The answer was 'microsoft', however 'www.microsoft.com' was also accepted.

Question 1b.

The answer was 'help', however 'help.htm' was also accepted

A surprising number of students experienced difficulty with this part of the question. The most common incorrect response was 'helpfile'. Clearly students were influenced by the use of 'file' as part of the name. Students should be very familiar with the elements of a URL.

Question 2

Marks	0	1	2	Average
%	11	61	28	1.2

Students needed to make two separate points about the navigation system in the second example relative to the first, for instance:

- the navigation being placed in standard position on each page will save users time in having to search
- the links look like buttons so the navigation system is more intuitive
- improved readability due to the size and contrast with the background of the navigation tools.

Question 3

Marks	0	1	2	Average
%	13	58	30	1.2

The scenario in this question stated that students wished to create a web page with content that could only be accessed with the latest Flash Player and that not all users would have the plug in. Students needed to identify two distinct ways in which they would take this into account when developing their site, for example:

- provide alternative content – that is, provide the content in text and images as an alternative
- provide links to download the latest plug in or automatically detect the plug in on the user's browser and automatically link to the download.

It was insufficient to simply make a statement on the web page that the web content could only be viewed by using the latest Flash Player.

Question 4

Marks	0	1	2	Average
%	44	28	27	0.8

Question 4a.

Students needed to clearly state that increasing the leading will increase the space between the lines.

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Question 4b.

In identifying the benefit, students needed to clearly show that this would improve the readability of the text on the page.

Question 5

Marks	0	1	2	3	4	Average
%	19	28	39	9	5	1.6

Students were required to describe two ways in which the design principle of 'unity' could be applied to redraw the picture and improve the way that the objects in the picture are linked together. One mark was awarded for correctly identifying the method to achieve unity and one mark for correctly describing how it could be applied. Appropriate answers included:

- proximity – objects can be moved closer together
- repetition – objects can be recoloured or redrawn to achieve greater repetition of colour, shape or size
- continuation – objects can be arranged so that the curves and lines of one object flow into those of the next or are aligned in the same direction.

Some students were able to gain both marks by providing detailed descriptions of their proposed changes.

Question 6

Marks	0	1	2	3	Average
%	21	19	42	19	1.6

Question 6a.

Storyboard

Question 6b.

Appropriate answers included any one of:

- to have the production approved by the client
- to have a blueprint for production, identify resource requirements
- to coordinate production, sequence/order of events or indicate the time required for production.

Question 7

Marks	0	1	2	Average
%	25	37	38	1.1

Question 7a.

Appropriate answers included any one of:

- easing in/out
- non-rigid animation
- squash and stretch.

Question 7b.

Appropriate answers included any one of:

- slowing down or speeding up at these points makes the animation more realistic
- squash or stretch/non-rigid animation makes the animation more interesting.

Question 8

Marks	0	1	2	Average
%	55	30	15	0.6

Students were awarded one mark if they were able to identify one method for debugging their code.

Appropriate answers included any one of:

- trace
- break points
- watches
- desk checking
- test cases
- utilising in-built/automatic code checks in the software, for example, syntax check.

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The second mark was awarded if students were able to satisfactorily describe the debugging method. For example, trace – following the value of a variable as the program executes.

Question 9

Marks	0	1	2	3	4	5	6	Average
%	28	6	11	14	18	20	3	2.6

Students were provided with the following pseudocode.

```
Declare variables Average_temp, max_temp, min_temp
```

```
Find_average_temp
```

```
    Average_temp = (max_temp + min_temp) / 2
```

```
END
```

Question 9a.

Students were required to add to the pseudocode so that it finds the difference between the maximum and minimum temperature. One mark was awarded for the declaration of the new variable and one mark for the new code line to calculate the difference in temperature.

The following is an example of a good response.

```
Find_average_temp
```

```
    Average_temp = (max_temp + min_temp) / 2
```

```
    Difference_in_temp = max_temp - min_temp
```

```
END
```

Question 9b.

Students were then required to add to the pseudocode so that a sound would be played if the difference between the maximum temperature and minimum temperature was greater than 20.

The following is an example of a good response.

```
Find_average_temp
```

```
    Average_temp = (max_temp + min_temp) / 2
```

```
    Difference_in_temp = max_temp - min_temp
```

```
    If Difference_in_temp is greater than 20
```

```
        Make a beep
```

```
    EndIf
```

```
END
```

One mark was awarded for each of the following:

- the 'If' statement with the test was correct
- the action – playing a sound following the test
- for an end 'If' statement
- efficiency (that is, a reused variable).

Question 10

Marks	0	1	2	3	Average
%	4	13	43	40	2.2

One mark was awarded for each of the following:

- a rewritten paragraph that was error free
- the paragraph covered all areas
- written in active, promotional language.

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The following are examples of good answers.

Introducing the Kitchenmaid - T1 Toaster

You will love the sleek lines of the T1 Toaster. It's a breeze to clean. Not only rugged and built to last, this toaster will look great in your kitchen in one of five fabulous colours.

OR

Looking for style? Looking for durability? Then look no further than the KITCHENMAID T! TOASTER. Manufactured with only the strongest plastic outer shell, this is a toaster that your grandkids could inherit! With its famous easy to clean construction and wide range of colour choices you'd be an idiot not to buy it!

Question 11

Marks	0	1	2	Average
%	59	19	22	0.6

Question 11a.

Students were awarded one mark for identifying a principle of writing for multimedia that had not been followed. Acceptable answers included:

- order, for example, an inverted pyramid
- clarity
- conciseness.

Question 11b.

Students were awarded another mark when they identified how this principle had not been followed.

The following are examples of good responses.

Clarity – the text includes too much information that is not straight to the point. It makes it difficult for the reader to understand what is being discussed and they would easily become confused.

OR

Conciseness – The sentences are too lengthy and indulge in a lot of unnecessary words. The sentences need to be made shorter and make their points more clearly.

Section C – Practical Task

Many students continue to perform exceptionally well in the practical component of the examination. However, students' ability to create and insert a range of assets as directed by the design briefs supplied and as set out in the sample animation varied greatly. As a result, many students failed to earn marks that were easily attainable. It is important that products are produced in line with the design brief provided.

Create the home page

Step 1

Marks	0	1	Average
%	8	92	0.9

One mark was awarded for creating a home page named index.htm.

Step 2

Marks	0	1	Average
%	13	87	0.9

One mark was awarded for setting the background colour to #cccccc as stipulated in the style guide.

Step 3

Marks	0	1	Average
%	40	60	0.6

One mark was awarded for cropping the image building.tif to 160 x 240 pixels so that the building filled the image.

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Step 4

Marks	0	1	Average
%	31	69	

One mark was awarded for saving the image as a jpg or png file and renaming the file.

Step 5

Marks	0	1	Average
%	19	81	

One mark was awarded for adding the cropped image to the history.htm page under the heading, as per the style guide.

Design the navigation

Step 6

Marks	0	1	Average
%	79	21	

One mark was awarded for developing a working link to any one of the pages and a link back to the home page.

Step 7

Marks	0	1	Average
%	17	83	

One mark was awarded for correct placement of the navigation to the home page – left of the logo and above the content.

Link your navigation to the supplied pages

Step 8

Marks	0	1	2	Average
%	13	3	84	

One mark was awarded for each of the following:

- one working link
- three working links.

Write the content and add to the page and format

Step 9

Marks	0	1	2	Average
%	48	33	19	

One mark was awarded for the inclusion of one line that reflected the content of paragraph 4.

Step 10

Marks	0	1	2	3	4	Average
%	30	12	22	30	6	

One mark was awarded for content that was promotional in tone.

The following is an example of a good response.

In order to remain consistent with our original goals we ensure that the shows always include a mix of live and recorded music, reviews, local bands, local artists, guest interviews, vox pops and youth news.

Step 11

Marks	0	1	Average
%	14	86	

Step 12

Marks	0	1	2	Average
%	81	7	12	

One mark was awarded for each of the following:

- a lead-in statement for a paragraph or dot points

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- one relevant point mentioned
- three relevant points mentioned
- written in the student's own words and in active voice.

Following are examples of good responses.

Youth Radio was started 3 years ago, by a group of youth activists and musicians. It is a collaborative program that wanted to give 'voice' to both the issues concerning young people, provide local bands with a platform to raise their profile and just to play the music of local musicians that they liked and that wasn't getting an airing on the mainstream radio stations.

These three issues have become our clear mission since the program commenced.

OR

Live Music. Local Bands. It's all here at 103.4 YRR!

Our Mission Is To:

- Give voice to the issues affecting young people
- Give our communities young performers a platform to reach for the stars
- Support the development of local talent

One mark was awarded for each of the following:

- the heading was appropriately formatted
- the body was appropriately formatted.

Page layout

Step 13

Marks	0	1	2	Average
%	32	38	30	1

One mark was awarded for each of the following:

- layout as per the design guide
- sizing as per the design guide.

Animation – Creating the animated logo

Step 14

Marks	0	1	Average
%	28	72	0.7

One mark was awarded for creating an animation logo.dir or logo fla.

Step 15

Marks	0	1	2	Average
%	15	17	68	1.5

One mark was awarded for setting the size of the animation to 240 x 120 and setting the background colour of the animation to #cccccc.

Step 16

Marks	0	1	2	3	4	Average
%	9	5	30	40	16	2.5

One mark was awarded for each of the following:

- creating the logo elements – Y + RR
- flipping the R as per the sample
- the font and colour (sans serif, bold, #cc3300)
- positioning the elements relative to each other as per the sample animation.

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Step 17

Marks	0	1	2	Average
%	57	35	8	0.5

One mark was awarded for creating the slogan '103.4 Youth Radio' to match the demonstration in each of the following areas:

- correct font and colour
- correct position of the tag line relative to the logo.

Step 18

Marks	0	1	2	Average
%	29	24	46	1.2

One mark was awarded for each of the following:

- creating a white rectangle
- rounded corners.

Step 19

Marks	0	1	2	3	4	5	6	7	Average
%	12	2	3	11	15	20	26	11	4.3

One mark was awarded for each of the following:

- if the Y started from the left
- for one rotation
- if the Y correctly resized
- for anticlockwise
- the RR moved in from the right
- '103.4' moved up from the bottom
- if the animation was as per the demonstration, a smooth animation and positioning in the viewing window.

Step 20

Marks	0	1	Average
%	61	39	0.4

One mark was awarded if the timing of the animation was as per the storyboard at three seconds and five seconds.

Step 21

Marks	0	1	Average
%	31	69	0.7

One mark was awarded for a logo that played in the website.