2005 Assessment Report

2005   Multimedia GA 2: Computer-based examination

GENERAL COMMENTS

The 2005 students were the second cohort to undertake the Multimedia exam based on CUF30601 Certificate III in Multimedia.

Overall, students demonstrated a well-developed understanding of the fundamental concept areas 'Apply principles of visual design and communication to the development of a multimedia product', 'Create 2D digital animation' and 'Create web pages with multimedia'. However, some students encountered difficulties with questions pertaining to the newer areas of the program, namely 'Develop a multimedia script' and 'Write content and/or copy for the web'.

Students often answered questions without taking the needs of the client or the nature of the product/service into consideration. Students who scored well consistently demonstrated an understanding of audience/client needs in conjunction with the relevant, broader concepts in their responses.

Students' responses to Questions 8 and 9 demonstrated that the level and depth of understanding of the role of algorithms and the logic of scripting continued to vary greatly.

Students need to be aware of the connection between good examination technique and high-scoring performances. This includes the need to read questions accurately for meaning and to use good time management skills.

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	77	0	0	23
2	8	53	36	2
3	9	9	69	13
4	5	8	39	48
5	68	11	13	8
6	4	1	42	53
7	0	89	2	9
8	7	22	3	68
9	10	4	61	24
10	54	5	39	3
11	9	76	1	14
12	96	2	2	0
13	8	70	3	19
14	74	8	3	16
15	8	19	18	54
16	6	22	69	2
17	18	78	1	3
18	6	24	57	13
19	16	67	14	3
20	9	9	23	59

Section B – Short-answer questions

Question 1

Marks	0	1	2	Average
%	36	33	32	**1.0**

Acceptable answers included:
- large font for ease of reading
- contrast to increase readability of text
- large buttons to make navigation simpler.

It was not enough to simply list features such as 'easy to use' or 'easy to read' – the feature had to be described sufficiently to indicate how it would benefit the final product.

Question 2

Marks	0	1	2	Average
%	23	28	49	**1.3**

2a.

The branching from 'Products' to 'Regular' and 'Heavy Duty' is linear, as is 'Services' to 'Domestic' and 'Commercial'. These should have equitable branching and access, as in diagram B.

2b.

'Introduction' is at a higher level than 'Products', 'Services', 'About Us' and 'Contact Us'.

Question 3

Marks	0	1	2	Average
%	14	38	48	**1.4**

Students had to explain how the design element chosen (line, colour, texture, form, shape or tone) had been used on the page in relation to the product, Sunshine Holidays. For example, 'The yellow circle surrounded by blue represents the sun in the bright summer sky promised by the company's name "Sunshine Holidays"'.

Question 4

Marks	0	1	2	Average
%	12	21	67	**1.6**

4a.

gif or png

4b.

jpg or png

Question 5

Marks	0	1	2	Average
%	9	41	49	**1.4**

5a.

the second one: <img src="c:\wwwroot\images/hello.gif">

5b.

It is an absolute path rather than a relative one.

Question 6

Marks	0	1	2	Average
%	8	25	67	**1.6**

6a.

motion tweening/tweening/inbetweening

6b.

Reposition the ball along the desired path through either:
- frame by frame animation
- the use of a loop in ActionScript
- the use of keyframes.

Question 7

Marks	0	1	2	3	Average
%	24	24	40	12	**1.4**

7a.

A symbol/cast member is an object that is stored in the library/cast of the movie. Instances of that symbol/cast member are referenced copies of the object. Instances/sprites can be inserted into the movie by dragging them from the library/cast.

7b.
Advantages included:
- makes the movie/file size smaller
- saves time in not drawing the symbol/sprite again.

Students often struggled to correctly answer part a. but had much greater success with part b.

Question 8

Marks	0	1	2	Average
%	25	46	28	**1.1**

One mark (up to a total of two) was awarded for each correct reason. Reasons include:
- allows you to break the task into smaller ones that can then be easily coded
- allows you to estimate the amount of time required to write the script
- allows you to test your formula
- communicates requirements of the script or program to others before coding.

Although students were generally able to identify one reason for completing algorithms, most struggled to come up with a second reason and tended to reword the first.

Question 9
9a.

Marks	0	1	Average
%	43	57	**0.6**

your licence fee is $200 (for all three scripting languages)

9b–c.

Marks	0	1	2	3	4	5	6	Average
%	23	6	13	13	20	20	5	**2.8**

9b.
The state does not equal 'Victoria' and 'ageinyears' is greater than the minimum age, so the else statement (in which the license fee is set to $200) will execute.

This was correct for all three scripting languages. One mark was awarded for the state comparison, and one mark for the age comparison.

9c.
Line 7 for Lingo, or line 8 for JavaScript and ActionScript.

Elseif (state = = "South Australia")
       {
             licensefee = 300;
       }

One mark was given for 'elseif', one mark for the comparison with state South Australia, one mark for assigning 'licensefee = 300' within the comparison with South Australia and one mark for setting the script in the correct line.

Students' answers tended to fall into three categories: those that gave no response or were clearly a guess; those that identified the need for a further 'if' statement and the link between the state being South Australia and the licensefee being 300; and those that correctly structured the 'elseif'.

Question 10

Marks	0	1	2	3	Average
%	3	3	61	34	**2.3**

An example of a good answer to this question was, 'Go nutty, go soft, go wild over soft maple syrup tasting chocolate and nuts; the wild new Poffle Bar!'

One mark was awarded for correct length (20 words or less); one mark if the statement contained all the critical information; and one mark if the sentence fulfilled the purpose of promoting the product – creating a 'wow' factor.

Most students scored two marks but many struggled to create the correct 'feel' given the need to create a promotional statement.

Question 11

Marks	0	1	Average
%	11	89	**0.9**

Possible sources included:
- libraries
- book stores
- TV
- encyclopaedias
- CD ROMs
- parents and family members
- research papers.

Students had to provide three examples to gain the mark.

Question 12

Marks	0	1	2	Average
%	19	41	40	**1.2**

Possible answers included:
- sentences are too long
- too big a block of text
- too many words
- too much jargon/unnecessary technical words
- no clear direction to the argument
- doesn't follow the inverted pyramid style of writing
- mixed active and passive voice
- too many ideas presented in one paragraph, often in one sentence.

One mark (up to a total of two) was awarded for each correct identification of an issue.

Many students listed one of the two points but failed to identify a second, either by repeating the first or digressing into a discussion of content rather than targeting the writing style or structure.

Section C – Practical multimedia tasks
Many students performed exceptionally well in the practical section.

The web page creation was particularly well done by most students, although some experienced difficulty writing content in the appropriate style and formatting it in the style of pre-existing pages. Some students continued to fail to save their files under the correct name and/or location, indicating either an inability to read the instructions carefully or a degree of carelessness that would not be tolerated in a work place.

Two major areas of concern were the number of students who were unable to:
- use the provided design briefs/sketches and demonstrations to shape and structure their responses
- complete or, in a few instances, begin a task such as the web page. Given that students should have already demonstrated the required competencies prior to the examination, this seems to be a matter of time management and teachers must address the deficiency in students' examination technique.

Many students experienced difficulty with the animation. The inability to create a smooth animation and/or one in which the various parts move in synchronisation was fairly widespread. The use of paths and animation guides should be well known to students working at this level.

Task One – Website
Step 1

Marks	0	1	2	Average
%	9	18	74	**1.7**

One mark was awarded for placing the MM Circus logo into the banner, and one mark for the correct placement, as per the diagram.

Most students did not experience any difficulty complying with these instructions.

Step 2

Marks	0	1	2	Average
%	18	30	52	**1.4**

One mark was awarded for changing the resolution to the specified 96 pixels per inch, and one mark for a correctly sized image, as per the sample provided.

Most students satisfactorily changed the resolution; however, a significant number of students failed to earn the second mark by changing the image dimensions as per the sample provided.

Step 3

Marks	0	1	2	Average
%	9	13	78	**1.7**

One mark was awarded for saving in an appropriate format (gif, jpg, or png), and one mark if the quality of the image was retained.

Step 4

Marks	0	1	2	Average
%	14	7	79	**1.7**

One mark was awarded for inserting the image into the supplied template, and one mark for the correct placement of the banner in the page.

Step 5

Marks	0	1	2	Average
%	10	7	83	**1.8**

One mark was awarded for placing buttons on the page, and one mark if the buttons were in order as per the design sketch.

Step 6

Marks	0	1	Average
%	11	89	**0.9**

One mark was awarded for the correct placement of the bottom of the tent, as per the design sketch.

Step 7

Marks	0	1	Average
%	37	63	**0.7**

One mark was awarded for correctly aligning all images.

Some students experienced difficulty with this element as they had stretched the images while inserting them.

Step 8

Marks	0	1	Average
%	65	35	**0.4**

One mark was awarded for providing a heading formatted to match the sample pages – italics, bold and serif.

Many students failed to score this mark as they addressed only two of the three required areas.

Step 9

Marks	0	1	2	Average
%	28	8	64	**1.4**

One mark was awarded for using each of the two required Hexadecimal values in formatting the text.

Step 10

Marks	0	1	Average
%	26	74	**0.8**

One mark was awarded for creating the new page.

Step 11

Marks	0	1	2	Average
%	33	41	26	**1.0**

One mark was awarded for providing a paragraph that was relevant, made sense and was a suitable length (no more than five lines). The second mark was awarded if the paragraph captured the tone of the spruiker/ringmaster by using suitable adjectives and superlatives.

For example, 'Step right up. Step right up. The multimedia circus is in town. You'll be amazed at the new way of seeing old tricks. State of the art entertainment systems allow you to get up close and interactive with animals and death defying stunts of skill and grace. Come one, come all and be blown away by the sights and sounds of the amazing MM Circus.'

Most students wrote a paragraph and gained the first mark. However, fewer scored the second as they didn't use their content and copy skills to write a paragraph that matched the product.

Step 12

Marks	0	1	2	3	4	Average
%	25	16	44	3	13	**1.7**

One mark was awarded for including attractions from the article, one mark for displaying the attractions in a bulleted list, one mark for including both traditional and interactive attractions and one mark for the completing all requirements of the step accurately using a consistent format/style.

The majority of students were able to gain the first two marks. Some students made up attractions rather than using ones in the article, as stated in the preamble. This highlights the need to read questions carefully. Many students did not include both traditional and interactive attractions in their list (which was important in order to highlight what was unique about this circus), and therefore failed to score the last two marks.

Step 13

Marks	0	1	2	Average
%	21	6	73	**1.5**

One mark was awarded if at least one of the links to the other pages worked, and a second mark was given if all three links worked.

Task Two – Animation
Step 1

Marks	0	1	2	Average
%	9	51	40	**1.3**

One mark was awarded for creating two correctly coloured balls, and one mark for using shading to imply the three dimensional nature; that is, for correct form.

Most students created two correctly coloured circles, but many failed to make them look like balls as per the demonstration.

Step 2

Marks	0	1	Average
%	6	94	**1.0**

One mark was awarded for importing the left and right arms and the body.

Step 3

Marks	0	1	2	3	Average
%	6	6	23	65	**2.5**

One mark was awarded for the correct use of layers, one mark for the correct construction of the juggler and one mark for correctly ordering the layers (body on top).

Step 4

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

One mark was awarded if the balls started in the correct hands (green ball in left hand, blue ball in right hand).

Many students were not awarded this mark as they had the coloured balls in the wrong hands; that is, the green ball was on their left rather than the juggler's left (as shown in the demonstration).

Step 5

Marks	0	1	2	3	4	Average
%	18	11	20	27	24	**2.3**

One mark was awarded for the balls moving correctly from hand to hand, above the juggler's hat; one mark if they followed an arc; one mark for smooth animation; and one mark for the balls moving back to the original hands correctly (that is, the action repeated in reverse).

Most students were able to get the balls to move from one hand to the other correctly and to return; however, many students struggled to create smooth animations that followed an arc.

Step 6

Marks	0	1	2	3	4	Average
%	15	16	19	22	27	**2.3**

One mark was awarded for animating the arm, one mark for the ball starting in the hand and moving up with the hand, one mark for the catch and release (the ball had to move up with the hand), and one mark for the animation of the arm being smooth/realistic (the shoulder did not move and the elbow bent).

Many students experienced difficulty synchronising the movement of the balls and hands and therefore lost these marks. Some students animated the balls as movie clips rather than moving the balls onto the stage, which invariably resulted in inaccurate and out-of-sync animations.

Step 7

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

One mark was awarded for creating a full animation cycle that ran for between one and three seconds.