2012   VCE VET Interactive Digital Media GA 2: Examination

GENERAL COMMENTS

The 2012 VCE VET Interactive Digital Media examination was based on the VCE VET program. The program consists of the following 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

Some students did not attempt all questions presented on the examination. Students must plan their time carefully in order to maximise their score. Students are advised to read every question carefully, as some responses did not provide all the information required.

Students performed quite well in the practical components, although many students ignored instructions contained within the task.

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	0	76	19	4
2	92	3	4	1
3	12	9	50	29
4	19	55	7	19
5	10	72	13	5
6	46	28	4	23
7	3	72	12	13
8	6	16	4	74
9	96	0	1	3
10	2	36	56	6
11	1	24	23	51
12	17	28	37	18
13	9	13	40	38
14	5	21	4	70
15	23	8	9	60
16	21	45	3	31
17	0	97	1	1
18	2	6	83	9
19	41	7	35	16
20	69	18	5	7

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Section B – Short–answer questions

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Question 1a.

Marks	0	1	Average
%	52	48	**0.5**

Question 1b.

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

Possible answers could have been

- Risk: Back strain from long periods of sitting
  Solution: Ergonomic chair, taking regular breaks, correct height of desk and chair
- Risk: RSI, arm strain, hand/finger problems from prolonged use of keyboard
  Solution: Ergonomic keyboard, regular breaks, hand exercises, correct height of desk, wrist support.

The risk and the solution needed to be linked.

Question 2a.

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

The file should be in GIF or PNG format.

Question 2b.

Marks	0	1	Average
%	62	38	**0.4**

For either format

- smaller file size
- able to include transparency.

For GIF format, a possible response could have been: A GIF is a smaller file size, able to include transparency or vector – scalability/ease of scaling.

Question 3

Marks	0	1	2	Average
%	35	27	38	**1.1**

Factors to consider included (two of)

- level of education
- income level
- literacy level
- age/gender.
-

Question 4a.

Marks	0	1	Average
%	16	84	0.9

One of

- the purpose of experimentation was to explore as full a range of options as possible
- experimenting leads to other potential solutions
- experimenting challenges a range of ideas.

Question 4b.

Marks	0	1	Average
%	33	67	**0.7**

A possible response to test the results of the experimentation would be to seek and obtain feedback from others about the success in communicating the concept or idea.

Question 5a.

Marks	0	1	Average
%	70	30	**0.3**

An animatic is an animated storyboard or a short animation that previews the concept.

Question 5b.

Marks	0	1	Average
%	81	19	**0.2**

An element or technique that can be used in an animatic to help convey its purpose would be added effects; for example, sound, narration, minor animation or movement.

Question 6a.

Marks	0	1	Average
%	64	36	**0.4**

Question 6b.

Marks	0	1	Average
%	84	16	**0.2**

Students were required to identify a source of information for the 2-D poster and explain how it could be used. A possible answer could have been: Researched the Victorian Writers' Centre for inspiration and ideas, or researched typography books to develop a handwritten feel and to reinforce the idea of writing.

Question 7

Marks	0	1	2	Average
%	4	53	43	**1.4**

Designers might initially use pencils
- to start ideas
- to draw design concepts
- to present ideas quickly and alter them easily
- as less time is spent with pencils to generate and present ideas effectively.

Question 8

Marks	0	1	2	Average
%	8	40	52	**1.5**

Other than the default 'blue underlined' hyperlink style, students had to name two ways in which you could tell the user to click on something to go to another page, for example
- button images
- roll-over images
- 'click here' text
- animated SWF buttons
- change in link colour, font, size, bolding.

Question 9a.

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

A template file is a single page that is created on which to base the rest of the website design. The template can contain all elements needed in each page, without having to create individual pages and ensure they are all identical.

Question 9b.

Marks	0	1	2	Average
%	27	53	20	**1**

Advantages of template files include: easily updatable; time-saving; can be updated later with new colours, images and fonts; can be used quickly to create multiple files at once.

Question 10

Marks	0	1	2	Average
%	70	9	21	**0.5**

Students who were able to rewrite the html correctly earned full marks; for example,
<img src="warning.jpg width="124" height="95" alt"="A sign warning that the surface is slippery">
An answer such as 'A sign warning that the surface is slippery' or a similar answer was required for one mark.

Question 11

Marks	0	1	2	Average
%	42	47	11	**0.7**

For full marks students needed to give two relevant points that clearly identified that the task involves further work by other people; for example
- others need to proofread the work for accuracy of content
- further information may need to be found
- other members need to contribute their part and are also subject to deadlines.

Question 12

Marks	0	1	Average
%	33	67	**0.7**

Advantages of using word processing software to prepare text-based materials include
- ease of text manipulation
- automated grammar and spelling checks
- preparing for presentation readability.

Question 13

Marks	0	1	2	Average
%	16	37	47	**1.3**

Additional pieces of information that could be included in a storyboard are (two of)
- page of page number (page 1 of 5)
- scene/shot numbers
- angle/point of view/camera movement
- action description
- voiceover/dialog, special effects/music/notes/annotations
- shot duration (00:00:00 – 00:00:00).

Question 14a.

Marks	0	1	Average
%	82	18	**0.2**

Rotoscoping results in a realistic, flowing animation based on the original video footage.

Question 14b.

Marks	0	1	2	Average
%	74	12	14	**0.4**

Stages of this process include (two of)
- live footage is filmed and captured to a computer as a video file
- the video file is imported into an animation program such as Flash and placed on the timeline
- depending on the frame rate of the animation, each frame or every second frame rate is traced and coloured in.

Question 15

Marks	0	1	Average
%	83	17	**0.2**

Three of
- CD
- DVD
- games console
- internet
- kiosk
- mobile phone
- other playback devices
- video player
- mobile devices
- computers.

Section C – Practical Tasks

Many students performed exceptionally well in the practical component of the examination; however, the differences between the performance of the more successful and the less successful students was quite marked. An area in which this was particularly evident was in the use of CSS, where it appeared that students either knew how to use this aspect or were unsure. In addition, many students did not pay attention to the details of the question or the design guide provided. 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 provided. 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.

Web task
Step 1 – Set title

Marks	0	1	Average
%	38	62	**0.6**

One mark was awarded for setting the title of the page to 'Friends of Steam'.

Step 2 – Add Banner

Marks	0	1	Average
%	18	82	**0.8**

One mark was awarded for adding the banner to the top of the page by inserting *banner.jpg* into the first row in the table.

Step 3 – Headings

Marks	0	1	2	Average
%	27	38	35	**1.1**

One mark each was awarded for
- inserting the 'Who We Are' and 'What We Do' headings into the correct place in the source code
- formatting the headings with the style heading using fos.css.

Step 4 – Produce text

Marks	0	1	2	3	Average
%	14	33	41	12	**1.5**

One mark each was awarded for
- text written in a manner suitable for the target audience – like-minded people
- text using all source material
- text added in the correct place and correctly formatted

It should be noted that *fos.css* contained formatting for normal text in the body selector, so students did not need to format it if it was placed and linked correctly.

The following is an example of a high-scoring answer.

We are a group of men and women who have a passion for steam engines and steam power. Not only do we love the history, but we love building them too! We meet regularly at a small museum dedicated to these incredible steam inventions, where we have great discussions and share new finds that we add to our steam related collections.

Step 5 – Style textCell

Marks	0	1	2	Average
%	42	32	26	**0.9**

One mark each was awarded for
- text added in the correct place and formatted correctly
- a bulleted, unordered list that contained all the remaining items.

Step 6 – Compose image

Marks	0	1	2	3	4	Average
%	21	10	20	27	23	**2.2**

One mark each was awarded for
- the stamp and plan being angled and sized correctly as per the design guide
- the stamp background set to transparency
- the image added to page correctly (in right column div)
- the file saved as a .jpg file less than 100kB.

Step 7 – Add links

Marks	0	1	2	3	Average
%	40	53	5	2	**0.7**

One mark each was awarded for
- 'Want to know more?', 'Contact Us' and 'Visit our Sponsor' text being in the correct place as per the design guide
- the http link being correct
- the mailto link being correct.

Step 8 – Set background

Marks	0	1	2	3	4	Average
%	39	20	15	18	9	**1.4**

One mark each was awarded for
- the linkText style created in *fos.css*
- the linkText style applied correctly
- the colour was correct, using the css; for example, body {background: #000;}
- the rollover colour set by creating new style in *fos.css* and works correctly: a:hover {color: #ccc;}.

Animation task
Step 1 – Animation

Marks	0	1	2	3	4	Average
%	9	2	4	21	64	**3.3**

One mark each was awarded for
- an animation file *machine.fla* created
- the size of the animation set to width 320 pixels and height 520 pixels
- the frame rate of the animation set at 12 fps
- the background colour of the animation set to black.

Step 2 – Import

Marks	0	1	Average
%	13	87	0.9

One mark was awarded if the image and audio assets were imported into the Flash library.

Step 3 – Layering

Marks	0	1	2	3	Average
%	10	18	39	33	**2**

One mark each was awarded for
- correct layering
- correct component placement
- components vertically aligned.

Step 4 – Animation

Marks	0	1	2	3	4	5	Average
%	20	23	22	17	11	5	**1.9**

One mark each was awarded for
- the duration being 20 frames
- the cam rotating smoothly
- the pushrod following the cam
- the ball bouncing
- easing used to simulate realistic movement.

Step 5 – Smoke

Marks	0	1	2	3	4	Average
%	41	19	20	15	4	**1.2**

One mark each was awarded for
- creating the shape correctly with radial gradient, colour grey
- the smoke expanding
- the smoke rising out of frame
- the smoke exiting the chimney at 0.9 seconds (starts on frame 11 inside chimney, exits chimney on frame 12).

Step 6 – Audio

Marks	0	1	Average
%	30	70	**0.7**

One mark was awarded if the audio asset, *machine.wav*, was added so that it played continuously.

Step 7 – Finalise web page

Marks	0	1	2	Average
%	24	37	39	**1.2**

One mark each was awarded for
- the animation file saved as swf
- the file added to the page at the correct size.