

# 2015 VCE VET Interactive Digital Media (IDM) examination report

## General comments

In the 2015 examination, students showed a good understanding of the vocational nature of Interactive Digital Media (IDM) studies, applying theoretical knowledge to workplace scenarios. Overall, students attempted most questions and practical tasks. Students should be encouraged to ensure they devote sufficient time to fully answer Section C.

In preparation for the short-answer section of the VCE VET Interactive Digital Media (IDM) examination, students should have familiarised themselves with the six units of competency comprising the program. Students needed to develop a thorough understanding not only of the italicised terms in the performance criteria and their related details in the range statement, but also of the required skills and knowledge for each unit. Students are advised to prepare a glossary of key terms throughout the year to assist in their revision for the examination.

Students needed to demonstrate their understanding by using specific, industry-related terms in answers that were both succinct and strictly relevant to the question being asked. Some students wrote overly lengthy responses, confused their answers and occasionally contradicted themselves.

CUFDIG301A – Prepare video assets was the main unit of competency in which students lacked technical knowledge. This unit is not assessed in the practical section, so a demonstration of the understanding of the required knowledge for this unit of competency is particularly relevant to the multiple-choice and short-answer sections of the examination.

Students should identify the key terms used in the examination questions. They should recognise that terms such as ‘list’, ‘explain’ and ‘compare’ are guides to the depth and nature of the response required. Mark allocation is also important in helping students respond in sufficient detail. Students should ensure that they answer all parts of a question.

Students should carefully read or view any prompt material provided at the start of a question and should respond in terms of that material, even when this is not explicitly requested.

After responding to a question, students should re-read the question and make sure they have fulfilled all of its requirements.

## Specific information

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

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

## Section A – Multiple-choice questions

Question	% A	% B	% C	% D	Comments
1	27	56	15	2	The flow chart shown is an example of visualisation.
2	9	9	81	1	
3	11	64	9	16	
4	15	75	9	1	
5	64	30	4	2	
6	44	13	41	3	
7	9	57	22	12	
8	27	24	4	46	Students need to understand the application of copyright laws to the workplace. Freelance employees will often retain copyright of the work they produce, but in most cases the employer will own the copyright of full time employees.
9	8	62	17	14	
10	21	70	6	2	
11	72	15	3	10	
12	33	34	13	20	Although the use of inline CSS is not the most efficient use of styles, students need to recognise this type of styling.
13	14	26	40	21	The use of classes and IDs is basic to an understanding of CSS. Students need to ensure that they have an understanding of the naming and syntax for both of these aspects of web design with CSS. A class is preceded by a dot, and ID by a hashtag (#).
14	5	13	8	74	
15	41	28	21	10	Kerning and leading are essential typographic techniques that students must know. Kerning is adjusting the space between individual pairs of letters. Leading refers to the space between lines of type. Students may have confused kerning and tracking (space between groups of letters/words).
16	8	11	3	78	
17	3	84	9	4	
18	2	13	9	76	
19	27	3	42	28	
20	51	13	22	13	

## Section B – Short-answer questions

### Question 1a.

Marks	0	1	Average
%	14	86	<b>0.9</b>

Accepted file formats were:

- PNG
- JPG.

Most students were able to identify an appropriate file format, although some suggested a GIF format, which would be inappropriate for a multicoloured image.

### Question 1b.

Marks	0	1	Average
%	60	40	<b>0.4</b>

Suitable answers included the following.

For JPG

- ability to optimise image for the web, i.e. relatively small file size and good quality
- ability to reproduce a wide range of colours
- ease of choosing a particular level of compression

For PNG

- the use of lossless compression and high-quality image

It was appropriate to respond with the idea that these are universal formats that are recognised by the World Wide Web Consortium and are supported by modern web browsers.

While PNG does offer the ability to save transparency, this was not required in the example referred to, where the final image exported from Photoshop did not have a transparent background.

### Question 2

Marks	0	1	2	Average
%	45	29	25	<b>0.8</b>

Suitable features of TIFF images included:

- lossless or uncompressed format retains all data, therefore it is high quality
- large file size
- closest to original raw format or PSD
- designed for print output
- alpha channels (i.e. transparency) possible
- wide range of colour space specifications.

Two distinct features were required.

**Question 3a.**

Marks	0	1	Average
%	55	45	<b>0.5</b>

In describing how the advertisement used asymmetrical balance, students needed to explain how it was not symmetrical (i.e. not identical on both sides of a centre line or was not a mirror image). However, there was a sense of balance in the design despite the uneven distribution of objects, i.e. a lighter side with a different object (the text), visually balanced the heavily weighted fruit on the right side of the composition.

**Question 3b.**

Marks	0	1	Average
%	74	26	<b>0.3</b>

The design principle used to make the strawberry stand out from the other fruit was scale or emphasis. Proportion was incorrect as proportion relates to the relative size of the parts of an object. It alters the object out of its original or natural shape, i.e. an object is said to be 'out of proportion'. For example, with proportion the leaves at the top of strawberry might be tiny and the body of the strawberry large. As the whole strawberry was enlarged, this indicated the scale principle.

Some students nominated colour as the design principle used to make the strawberry stand out, but this is a design element.

Students must ensure that they are clear on the design principles (and elements) terminology used in VET IDM.

**Question 3c.**

Marks	0	1	2	Average
%	13	26	60	<b>1.5</b>

- regal typeface
- crown
- other fruit smaller and positioned around and under strawberry, showing dominance/power of the strawberry
- strawberry, crown and important words all in red

**Question 3d.**

Marks	0	1	Average
%	24	76	<b>0.8</b>

- I will always remember my first taste of a strawberry.
- I will always remember the first time I tasted a strawberry.

Rewriting the sentence in active voice was done well by students. However, some students assumed that they needed to rewrite the sentence in a more promotional way. This was acceptable as long as it was in active voice and the meaning of the sentence was not altered.

**Question 4a.**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>Average</b>
<b>%</b>	72	28	

A 'buzzword' is defined as a stylish or trendy word or phrase, especially when occurring in a specialised field.

**Question 4b.**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>Average</b>
<b>%</b>	49	51	

Examples included: selfie, like, tweet, follow, LOL, Facebook, crowdsourcing.

The buzzword given by students needed to relate to social media. Some students used an example that related to marketing or news/general media headlines but this was not appropriate.

**Question 5**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Average</b>
<b>%</b>	21	30	33	17	

To quickly open an image in Photoshop:

- right click the file
- select 'Open With'.

Photoshop opens with the image.

Students were required to rewrite the text in an instructional style, that is, it needed to be concise and easy to follow. They also needed to express it in the second person, but without the use of the pronoun 'you' or 'your'.

Students need to understand the difference between an ordered and an unordered list, and that these terms refer to general writing techniques as well as HTML coding.

**Question 6**

<b>Marks</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Average</b>
<b>%</b>	13	59	28	

Students were required to give two clear and distinct reasons explaining why a web content writer should use a readability test before publishing a website. For example:

- to make sure the writing will be understood by the target audience
- reading onscreen is difficult, and visitors will not persist if the site is hard to read. A readability test will help check that words are not too complex and sentences are not too long in order to maintain the interest of site visitors
- using a readability test will help streamline the workflow (improve efficiency) as readability issues can be identified and fixed before publishing the site.

Some students stated that a readability test picks up spelling and grammatical errors; however, this is not the case. The image supplied was a useful guide to students in identifying the aspects that are measured by a readability test.

**Question 7a.**

Marks	0	1	Average
%	53	47	<b>0.5</b>

Some students identified that this CSS rule specified a sans serif font family.

**Question 7b.**

Marks	0	1	Average
%	68	32	<b>0.3</b>

The font family property specifies several fonts in case the web browser/user's system does not support the first font listed. It provides, in order of preference, a 'fallback' system of fonts to be used if the preceding ones are unavailable

It was not necessary to explicitly explain the rule shown, but many students found it helpful to explain their answer this way. For instance, in this example, if Arial is not available on the viewer's system, the text will be displayed in Helvetica. If Helvetica is not available, the paragraph text would display in the browser's default font.

**Question 8**

Marks	0	1	2	Average
%	8	43	48	<b>1.4</b>

Any two of the following were acceptable:

- reducing the dimensions of the images/resizing images in editing program (not HTML code)
- reducing the image resolution (to 72ppi)
- using higher levels of compression/lowering the image quality to reduce the file size
- cropping the image
- reducing colour depth
- using thumbnails to preview images
- creating a Flash (or similar) gallery.

Some students did not give two distinct techniques, and instead repeated their first point using different words. It was not acceptable to say that the viewer (in this case the client) should upgrade their computer or internet connection.

**Question 9a.**

Marks	0	1	Average
%	53	47	<b>0.5</b>

Frame 1 is a blank or empty key frame.

It was not sufficient to specify key frame without further information.

**Question 9b.**

Marks	0	1	Average
%	37	63	<b>0.7</b>

Students answered this question well. They needed to state that from frames 1 to 15, the background image or object will show on the stage. From frames 16 to 20, this object or image will disappear/not be seen.

**Question 10a.**

Marks	0	1	Average
%	38	62	<b>0.6</b>

Animation techniques that could have been used in this animation included:

- hinges/pivots
- motion paths
- rotation
- tweens and key frames
- frame by frame.

**Question 10b.**

Marks	0	1	Average
%	41	59	<b>0.6</b>

- Pivots are used to hinge the creature's head/jaw.
- A motion path is used to track the flight of the flying creature.
- Rotation is used in the movement of the head.
- Key framing is used for jaw movement.

Many students were able to describe how the technique was used in the animation.

**Question 11**

Marks	0	1	2	Average
%	46	37	17	<b>0.7</b>

When applying a cross dissolve effect to two video edits the opacity of the first edit decreases, while the opacity of the second edit increases to create the effect of the first edit merging seamlessly into the second edit. The overall length of the two edits decreases slightly as they overlap.

Students needed to address both aspects (clip opacity and length) of this question to score highly.

**Question 12a.**

Marks	0	1	Average
%	96	4	<b>0.1</b>

The required answer was http protocol.

This question was not answered well. Students are required to understand the destination of video assets. Students were not required to explain how this works.

**Question 12b.**

Marks	0	1	Average
%	82	18	<b>0.2</b>

Students needed to indicate that playback starts and the user is able to view file's content while the file is downloaded over the internet to the viewer's hard drive. It is played from the hard drive, not streamed from a server.

This question required students to describe very simple characteristics of a progressively downloaded video file. Essential characteristics were often not clearly expressed by students; for example, the clip can be viewed before it is fully downloaded and it is delivered from server and plays from the device. Students confused progressive download and streaming media techniques.

**Question 13a.**

Marks	0	1	Average
%	77	23	0.3

A codec compresses and decompresses or encodes and decodes a video file.

Many students misinterpreted this question and failed to explain the basic **function** of codecs, instead describing various characteristics of codecs. It is important that students read the question carefully and ensure that the relevant information is given.

**Question 13b.**

Marks	0	1	Average
%	59	41	0.4

This question required students to explain that raw video files are very large and need to be compressed for efficient storage/delivery of video. Only one reason was required. Other relevant reasons for using codecs were accepted, such as a description of the need to optimise video files.

A possible answer could have been: Due to the large amount of storage and bandwidth needed to record and convey raw video, codecs are used to reduce file size and to enable playback on various devices, depending on the codec used.

**Section C – Practical task**

The majority of students attempted all steps in this section. The step that students found the most difficult was Step 7 in the Animation, which was the animation of the three Citrus Lolle pops. Students must pay attention to the provided animation and storyboard to ensure correct placement, layering and timing of the animation.

Students must be conscious of the 'frame' and 'time' difference in Flash. The '2-second' mark in an animation is 'frame 21' when using 10 fps timing. Many students struggled with this technical aspect of timing and added symbols to their timelines in the incorrect frame.

Students are reminded of the importance of producing products that adhere to the requirements given in the digital concept drawings provided in order to create the package desired by the client.

**Website****Step 1**

Marks	0	1	2	Average
%	25	29	46	1.2

One mark was awarded for each of the following:

- modifying the style #nav to align right
- modifying the HTML DIV tag to be placed above the banner.



Some students were able to perform both HTML modification tasks relatively easily. These steps involved editing specific HTML attributes and were not designed to modify the page layout using CSS. Students are reminded that they must use all views within Dreamweaver to complete various tasks; for example, code view, split view and design view.

### Step 2

Marks	0	1	2	Average
%	9	19	72	1.6

One mark was awarded for each of the following:

- duplicating the file *index.html* and saving it as *madnessFunday.html*
- linking the menu item 'Funday' to *madnessFunday.html*.

### Step 3

Marks	0	1	Average
%	49	51	0.5

One mark was awarded for replacing the *lollepop.png* banner image in *madnessFunday.html* with *lollepop\_StKilda.png*.

Many students attempted this step by changing the style sheet instead of the inline style and this resulted in the change of both banners, which was not required.

### Step 4

Marks	0	1	2	3	4	5	Average
%	10	6	11	21	28	24	3.3

One mark was awarded for each of the following:

- changing the spelling error 'hapiness' to 'happiness' by running a spell check
- replacing the text in *madnessFunday.html* with the text found in *content.txt*, ensuring the text formatting was consistent with the design guide
- writing a promotional heading of five to six words that summarised the text from *content.txt*, ensuring the heading was on one line only
- creating an unordered list of a selection of the text, ensuring it had the correct spacing, as shown in the design guide
- correct paragraph and heading format, as shown in the design guide.

Many students did not check for spelling errors on the *index.html* page. The text length of the promotional heading needed to meet the word restriction and be contained to one line only. The majority of students were able to create the unordered list from the supplied text but needed to ensure that the <ul> tag, and not the <li> tag, was used.

The following is a good example of a promotional heading.

*Find the Madness with Lollepops*

### Step 5

Marks	0	1	2	3	Average
%	14	4	15	67	2.4

One mark was awarded for each of the following:

- extraction of the Luna Park facade and copying across to *mapStKildaBeach.psd*
- resizing as shown in the design guide
- positioning as shown in the design guide.

The extraction of the Luna Park facade needed to match the digital concept drawings. Some students altered the selection area and were not awarded any marks. The position of the Luna Park image was also critical and needed to match the digital concept drawings.

### Step 6

Marks	0	1	2	3	Average
%	18	10	29	43	2

One mark was awarded for each of the following:

- creation of a rectangle, colour #cadfaa with a drop shadow and correct position
- adding text 'Map of St Kilda Beach' using font Myriad Pro, size 30 pt, bold, colour red
- positioning of the text and logos in the rectangle.

When creating shapes to add to a design, students must pay attention to the supplied digital concept drawings.

### Step 7

Marks	0	1	2	3	4	Average
%	17	11	22	31	19	2.2

One mark was awarded for each of the following:

- resizing of completed *mapStKildaBeach.psd* to 330 px width × 365 px height
- saving in the appropriate file format (JPG and PNG were acceptable)
- adding completed image to *madnessFunday.html*
- adding alt tag 'Map of St Kilda Beach'.

Many students neglected to add the alt text to the image. This is an important skill that students should employ in website creation.

## Animation

### Step 1

Marks	0	1	Average
%	17	83	0.8

One mark was awarded for setting both the stage size to 330 pixels × 365 pixels and frame rate to 10 frames per second.

### Step 2

Marks	0	1	2	Average
%	44	46	10	0.7

One mark each was awarded for:

- creating and applying a 2-pixel red border in the required position
- red border appearing on the correct layer of the animation (above Citrus Lollepops) for the duration of the animation.

Many students were able to create the red border but did not check the playable demonstration to ascertain which layer the red border appeared on.

### Step 3

Marks	0	1	2	Average
%	27	34	39	1.1

One mark each was awarded for:

- creation of a blue Lolipop using the red *berry* symbol
- placement of the newly created blue Lolipop in the required position on the stage and staying on stage for the duration of the animation.

Students demonstrated different methods of making a blue Lolipop from the berry Lolipop.

Techniques included:

- applying a blue tint in Adobe Flash
- breaking apart the berry Lolipop and recolouring it to blue colours
- copying the berry artwork into Photoshop and adjusting the hue to blue.

### Step 4

Marks	0	1	2	3	Average
%	35	36	22	7	1

One mark each was awarded for:

- berry Lollopops at the correct position on frame 1 as per digital concept drawings
- animation of the berry Lollopops as per the demonstration
- animation stops at the correct time (4 seconds and remains static).

Students did not perform well in this step. Students needed to pay special attention to the playable demonstration file to see specific details like pivot points and rotation arcs.

### Step 5

Marks	0	1	Average
%	83	17	0.2

One mark was awarded for the correct placement of the *madness* symbol in the required position and applying the blue effect as per the demonstration.

The majority of students were able to successfully place the *madness* symbol in the correct position but could not replicate the blue effect as in the demonstration. Some students were able to replicate the effect in many different ways. The most common method was by applying a blue drop shadow and adding a 20-pixel blur to the effect.

### Step 6

Marks	0	1	2	3	Average
%	54	23	18	5	0.8

One mark each was awarded for:

- correctly fades in (0% opacity) and enlarges (100% opacity) as per the demonstration
- correct sizing and position at the largest point as in the demonstration
- correct timing (artwork enlarges over 2 seconds and the reduces by the 3-second mark).

Some students were unable to perform the alpha adjustment of the artwork symbol to make it fade from 0% to 100% opacity. Students are required to have the skills to undertake this task. The size of the Lollepop artwork at its largest point overlapped the red border, and the majority of students did not replicate this in their technique.

### Step 7

Marks	0	1	2	3	4	5	6	7	Average
%	55	15	12	10	4	2	1	0	1.1

One mark each was awarded for:

- animation of the left citrus Lollepop
- animation of the centre citrus Lollepop
- animation of the right citrus Lollepop
- correct start positions of the three citrus Lollepops
- correct end positions of the three citrus Lollepops
- correct layering of the three citrus Lollepops
- correct timing of the three citrus Lollepops.

It was important that students carefully followed the digital concept drawings and animation demonstration. The majority of students attempted this step. Positioning of the citrus Lollepops at the end resting points of the timeline would have given students an advantage. By placing the Lollepops where they ended later on the timeline would have allowed students to work backwards to ensure timing was correct.

When working with multiple objects that move together, the best approach is to work with one at a time and ensure that object has the correct placement, timing and layering before moving onto the next object. It is critical for students to continually refer to the digital concept drawing and the demonstration for key information such as timing, start and end positions, and animation techniques.

### Step 8

Marks	0	1	Average
%	47	53	0.5

One mark was awarded for correctly adding the exported SWF to the webpage as per the digital concept drawings.

Students who were unable to complete the full animation did not attempt to preview or export their work in progress. This is an important part of the animation process and should not be ignored.