2019 VCE VET Creative and Digital Media examination report

General comments

Students attempted to answer most questions of the 2019 VCE VET Creative and Digital Media examination, rather than leave blanks or type randomly into the answer boxes. Often students were able to score some marks even though they may not have had a perfect grasp of the question requirements.

Students are reminded that in short-answer questions that specify a certain number of points only that number will be assessed. For example, if three responses were required and five responses provided, then only the first three responses were assessed. The additional responses were disregarded even if the initial responses were incorrect and the later ones correct. This means there is no value in writing more than is necessary if a question only requires a specified number of knowledge points.

Students are encouraged to read questions carefully as some answered the first part of a question but forgot to address the second part.

It is challenging for teachers to stay current in a changing industry, and many aspects cross a number of units of competency. Designing for different digital platforms is a common theme. Many students confused design elements and principles, and it is strongly advised that these basic concepts are revised. Basic copyright fundamentals also need to be reinforced. Students need to be very familiar with a variety of creative thinking techniques.

Students generally performed well in Section C, demonstrating good skills in both the website and animation tasks. However, in building the website, some students moved files outside of their original locations after they had made all their changes, which caused problems with the display of images and even the loss of the CSS linking. Students must ensure that if they move files they do so before making their final changes.

In the animation task, many of the students who scored highly had mastered the use of zooming out, usually using camera effects to achieve this. Those who tried the more basic way of grouping and tweening were not as successful.

In both tasks, students often seemed confused about number limits. If an instruction specified ‘less than *x* …’ and students use the *x* amount, the specified limit was considered exceeded and the mark was not achieved.

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

The following table indicates the percentage of students who chose each option. The correct answer is indicated by shading.

Question	% A	% B	% C	% D	Comments
1	3	7	70	20	
2	8	25	22	45	
3	38	49	8	5	
4	57	16	2	26	Although the .tif format is used for high-quality image printing, it is a pixel-based or raster format. This means there can be distortion when the image is resized, particularly when enlarged. Vector illustrations and logos should use .eps file types, as they are mathematically based and so can be enlarged without a loss in quality.
5	2	91	3	4	
6	31	10	10	49	
7	8	18	15	59	
8	10	82	3	5	
9	65	10	7	18	
10	30	7	24	39	
11	3	51	14	31	While this colourful design did use pattern, it was to convey a sense of rhythm as it appeared to ‘dance’ across the page.
12	12	13	16	58	Morphing or shape tweening uses shape hints to control complex and unexpected changes, making the morph smoother and more predictable.
13	56	24	12	8	
14	47	16	3	33	
15	3	82	12	2	
16	47	51	1	0	
17	12	61	4	22	
18	24	11	51	14	
19	63	8	25	4	The use of ‘vw’ or viewport width is one way of achieving web designs that respond to different platforms from computers to tablets to mobile phones.
20	30	20	14	36	The movement/flick of the fox’s tail as it runs is a subtle but clear example of the animation principle of secondary action.

Section B – Short-answer questions

Question 1

Marks	0	1	2	Average
%	25	31	44	**1.2**

Many students could clearly name one or two resources that may have been used in creating the logo shown. However, each resource had to be justified or explained. This is why some students failed to gain marks.

There were many different resources that could be listed and justified. Some of these included:

- search for similar or competitors' animal-based logo to ensure yours is unique
- photographing animals to get ideas for drawing animals
- researching suitable fonts via the internet or books
- survey of the target audience/customers to determine what appeals to them
- books or illustrations that show domestic animals that a vet would treat.

Particular software types were accepted provided their use was justified.

Students would do well to use numbers or dot points (e.g. Resource 1, Resource 2) to ensure the required number of resources are being described. Students also need to re-read their answers and ensure the points made actually differ and that they are not simply repeating themselves using different words.

Question 2

Marks	0	1	2	Average
%	24	35	41	**1.2**

This sample animation showed a red circle transform to a blue square. The most suitable (meaning the most efficient and effective) animation technique to achieve this was shape tweening or morphing. Making the star move along an arc path was best done using a motion guide/path or motion tweening.

Question 3a.

Marks	0	1	Average
%	23	77	**0.8**

Students were asked to name a design principle used in the concert poster. The most popular response was contrast. Amongst other accepted responses were rhythm, repetition, movement, contrast, balance, emphasis, hierarchy, proportion and unity. However, it seems a number of students did not know the difference between design elements (the components or building blocks of design) and design principles (the way elements have been used), and cited colour or typography, both design elements.

Question 3b.

Marks	0	1	Average
%	53	47	**0.5**

This part of the question required students to discuss the way in which the design principle was used in the poster to appeal to the particular target audience; that is, new music lovers and existing

fans of classical music. General comments such as ‘the poster is eye catching’ or ‘it is easy to read’ were not specific enough. Examples of appropriate answers included:

- Contrast: The word ‘musical’ or the musician's name are designed in contrasting colours to target people who are interested in music and this artist.
- Rhythm/Repetition/Movement: The use of multiple note symbols and circle motif to attract people who are interested in music and attending this concert.

Question 4a.

Marks	0	1	Average
%	95	5	**0.1**

Many students were able to identify the problem which was the lack of a closing tag for the heading level H1. However few students went on to explain how this problem would show up on the web page, i.e. that all text, including the paragraph, would be displayed as Heading 1 text.

Question 4b.

Marks	0	1	Average
%	22	78	**0.8**

Most students were able to rewrite the line of code with the correct closing tag:

```
<h1> Rose Above Florists </h1>
```

Question 5

Marks	0	1	2	Average
%	40	34	26	**0.9**

A mark was awarded for naming a design element that was used in this poster such as tone, colour, form, shape or typography. However, some students confused design elements and principles.

The second part of the question asked how the named element related to the promotion of this company (sunglasses for kids). Higher-scoring responses referred to the use of grey scale tones to highlight the dark glasses against a white background. Other examples included:

- The use of black and white colours created a 1950s vibe when dark shades were very trendy.
- The image of boy has a sense of form in that the boy’s head ‘pops’ out from the flat background and emphasises the sunglasses.
- Shape draws your eye to the child and his head with the sunglasses on.

Question 6

Considering copyright plays a large part in most of the Units of Competency, some students clearly struggled with this question. Most students checked the copyright box and a minority discussed trademarks, with some confusing the two terms.

Question 6a.

Marks	0	1	Average
%	57	43	**0.5**

Copyright is the law that protects the rights of creators of original creative and artistic works. (Note it does not protect ideas until they are produced in a tangible way.) To score the mark, the answer needed to refer to who is protected and what is protected.

Trademark law protects something that distinguishes one trader's brand/business/goods or services from others. It could be a name, image, logo, slogan, jingle, colour, smell or shape.

Question 6b.

Marks	0	1	Average
%	66	34	**0.4**

Copyright is free and does not need to be registered in any way. The creation of the work is sufficient for copyright to apply in Australia. Some students mentioned the use of a copyright symbol but this was not essential to gain the mark.

Trademarks, however, need to be registered and there's an associated cost.

Question 6c.

Marks	0	1	Average
%	72	28	**0.3**

In general, copyright lasts for the lifetime of the creator plus 70 years. Many students were unsure of how long after the death of the creator copyright lasted.

For trademark it was sufficient to say that it is registered for a period of 10 years in Australia. (It continues indefinitely as long as you pay the renewal fees on a 10-year basis. If the trademark is not used, there may be an application to have registration removed.)

Question 7

Marks	0	1	2	Average
%	56	35	9	**0.5**

Many students had a general understanding of the difference between MovieClip and Graphic symbols. However, some students had great difficulty clearly articulating two distinct differences. This is an example of where it is helpful to signpost or number an answer (e.g. Point 1 of difference is … and the second difference is …).

A variety of differences could be described; for example:

- MovieClip symbols have their own internal timeline, whereas graphic symbols are animated on the main timeline.
- Graphic symbol animations can be viewed by scrubbing the controller/playhead along the timeline, whereas MovieClips cannot.
- MovieClips can have filter effects applied to them, whereas Graphic symbols cannot.
- Graphic symbols are slightly smaller in memory size than a MovieClip.
- MovieClips can be controlled using ActionScript code but Graphic symbols cannot.
- MovieClips are very efficient for repetitive animation used throughout an animation, such as wheels turning. However, a Graphic clip is efficient as a reusable static symbol, e.g. a brick in a wall, but not as a recurring animated resource.

Question 8

Marks	0	1	2	Average
%	19	30	51	**1.4**

This question required some explanation from students. They were required to suggest two distinct ways in which the flower image could be worked into a logo and to explain how each would make the logo appropriate for the business. Each suggestion was worth one mark. If students merely described a logo idea incorporating the image without reference to the florist business then a mark was not awarded.

Possible responses included the following.

- This image could be used by working the text of the business name ‘Rose Above’ into the petals of the rose to show it is a business involved in flowers.
- The pink colours of the rose image could be used as the scheme for the florist logo as this represents the beautiful shades you would find in the florist shop.
- The rose image could be resized and used to replace the letters ‘o’ in the words ‘Rose Above’, reminding people it is a florist shop.

Question 9

Marks	0	1	2	Average
%	60	27	13	**0.6**

To achieve each mark, students had to write the CSS code for making a class red and also for making a class bold.

Students had to write the CSS code in the correct syntax and include CSS class, CSS property and the CSS value: .red {color:red;} or .red {color:#ff0000;} or .red {color:#f00;}.

Some students only achieved one mark because they did not answer the second part of the question: .bold {font-weight: bold ;} or .bold {font-weight: 600 ;}.

Question 10

Marks	0	1	2	3	Average
%	12	18	44	26	**1.9**

To achieve three marks, students had to name a creative thinking technique, briefly describe how it is done and relate it to the task of creating a logo for a client. Many techniques were mentioned by students including de Bono's Six Thinking Hats, mind mapping, brainstorming and SCAMPER. Descriptions of techniques did not have to be detailed in terms of answer length.

Question 11a.

Marks	0	1	Average
%	21	79	**0.8**

Both parts of this question were generally well answered. Traditional techniques that could be seen included: sketching or hand-drawing, annotating, using pencils, ruler, markers, watercolour, paints, gouache, paintbrushes, ink, paper, fine liners etc.

Question 11b.

Marks	0	1	Average
%	24	76	**0.8**

Reasons for using the traditional method included:

- quick and easy
- easy to change
- more efficient
- cheaper than digital
- more free-flowing and intuitive
- better able to discuss ideas with client and others on the team
- able to annotate easily.

Question 12

Marks	0	1	2	Average
%	25	26	49	**1.3**

The code given would add the following style to the web page:

- heading level 1 would have a red-coloured background, be underlined and have a 14 pixel font size
- paragraph text would display as black or #000000 colour, with a sans-serif font size of 10 pixels.

All this information was required to obtain one mark for each description. Some students forgot to describe the second part of the question or did not notice the heading text had a red background.

Question 13

Marks	0	1	2	Average
%	20	33	47	**1.3**

Students could choose any of the banners – no marks were awarded for their choice – and two marks were awarded for describing two features of the design that would appeal to the target audience (female, well-to-do, online fashion shoppers) or explaining why other designs did not suit this audience. Possible responses included:

- Design 1 features a hot pink colour that is likely to appeal to females shopping for trendy fashion, and the textured background looks elegant, reminding shoppers of the textiles used and would appeal to fashion shoppers.
- Design 2 has an elegant font that would appeal to wealthier women looking for sophisticated fashion, whereas Design 3 is a big and bold font, more suited to boy's computer games than this target audience.

It was not acceptable to say, for example, 'this design is clear and easy to read', unless it was related to appealing to online shoppers.

Question 14

Marks	0	1	2	Average
%	12	15	73	**1.6**

In general this question was well answered, and even though a promotional tone was not required, many students provided zippy, appealing captions. Two marks were awarded for using the active voice (subject before the verb), in the first person (singular or plural, such as I, me, my, our, us, we), and between six and 12 words. If students only included two of these aspects, one mark was awarded.

Examples included the following.

- I'm starving and I want my fish dinner now!
- I want a snack of fish right now!
- I see that fish, I want that fish … I ate that fish!
- My fresh fish dinner looks delicious!
- We cats love our little red fishies!

Section C – Practical task

Website

Step 1

Marks	0	1	2	Average
%	24	3	73	**1.5**

One mark was awarded for the correct linking of the CSS style sheet *style.css* to *index.html*, and a second mark for linking it to *tickets.html.*

Step 2

Marks	0	1	2	Average
%	12	30	58	**1.5**

Students were tested on their ability to both solve a problem and to match what they see in the design brief. Some students saw that they needed to create a black background and set it as the first layer. The challenge was to scale the tent so that the edges and top of the tent were not cut off, and that the text was placed appropriately. If the 'B' in 'BIG' and the 'R' in 'CIRCUS' were not on the doorframe of the tent, a mark was deducted.

Step 3

Marks	0	1	Average
%	53	47	**0.5**

This step proved difficult for most students, but some were creative in trying to replicate the stars. It appeared that most modern versions of Photoshop lacked any type of brush that even remotely resembled a star. Some students simply hand-drew stars, created dots with a large glow radius or applied variations of these. If there were between seven and 12 stars, with none placed inside the door of the tent, a mark was awarded. No marks were awarded for what looked like paint splatters.

Step 4

Marks	0	1	2	Average
%	18	48	33	**1.2**

Students needed to save their picture as a .jpg or .png image for one mark. Adding it to the correct CSS location was essential – often the image was in the wrong location and/or appeared in various incorrect locations. A correct CSS code example is shown below.

```
#background{
     background-repeat: no-repeat;
     background-position: center 130px;
     background-color: #000;
     background-image: url("../circus.jpg");
     }
```

Step 5

Marks	0	1	2	3	Average
%	29	19	24	28	**1.5**

One mark was awarded for resizing the .tiff image to 800 px wide and 680 px high. For it to appear as it does in the guide, the image had to be saved as a .png to maintain the appearance of the rings around the silhouette of the tightrope walker. Some students wrongly saved it as a .jpg and a very small number as a .gif.

One mark was awarded for saving the picture, regardless of its file type, to the div #walker in HTML. Some students saved it outside this div, and therefore it did not appear over the top of the circus tent image.

One mark was awarded for creating an acceptable ALT tag. This was not done well, as many students simply left it blank or used ‘walker’ as the ALT tag. The purpose of an ALT tag is to *describe* the picture. ‘Tightrope walker’ was the bare minimum accepted. ‘A man walking a tightrope’ was an excellent example.

Step 6

Marks	0	1	2	3	Average
%	27	14	27	31	**1.6**

One mark was obtained by cutting and pasting the text from the *circus.txt* file to the correct location under .

One mark was obtained by formatting the heading in a H3 tag. Most students could do this. Sometimes a student did not provide the </H3> closing tag, meaning that the rest of the text was also in H3 and therefore lost a mark.

One mark was awarded for correctly formatting an unordered list. The HTML coding needed to start with <ul> and then have <li> around each text line, and end with . Students who forgot to use the tag did not lose a mark as it did not affect the appearance of the list and bullet points.

Step 7a.

Marks	0	1	2	Average
%	37	20	43	**1.1**

One mark was awarded for applying a H2 tag to the heading in *tickets.html*, which almost all students did without difficulty.

In order to gain a mark for correctly formatting the H2 text, a change in the CSS file was required. However, the exam instructions erroneously had the colour as *#cf0*, when it should have been *#fc0*. Some students realised that *#cf0* produced a lime green colour, and correctly changed it to *#fc0*. Either colour was accepted. Any font group that contained Arial was acceptable, but most students simply had Arial as the font. Some students typed in 'Ariel', which did not display correctly, and therefore lost a mark.

Step 7b.

Marks	0	1	2	Average
%	37	8	55	**1.2**

For one mark this step required text of less than 20 words that was instructional in nature. The vast majority of students were well under the word limit, however, some used 20 and even 21 words. Almost all students could provide instructions on how to order the tickets. Some students observed that the demonstration had actual instructional text, and they copied it. This was accepted, as it was instructional in nature.

Step 8

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

One mark was achieved by inserting a correct hyperlink, but this proved to be a challenge for most students.

An example of correct coding is as follows.

```
<p>For further information, please email us at <a
href="mailto:contactus@thebigcircus.com.au">contactus@thebigcircus
.com.au</a></p>
```

Step 9

Marks	0	1	Average
%	75	25	**0.3**

This step seemed challenging at first, as using forms is not commonly encountered. However, students could deduce that by changing <input type="submit"> to <input type="reset">, and testing it in a browser, it would indeed reset information (a name, address etc.) that the student may have filled in to test the reset function. Not many students attempted this step, but those who did were usually successful.

Step 10

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

Linking websites is a core function of web design, yet not many students did this successfully. It was acceptable if only one link per page was done, but it had to link to the corresponding page to gain a mark.

Animation

Step 1

Marks	0	1	Average
%	24	76	**0.8**

Adjusting the dimensions and frames per second rate is an almost guaranteed requirement, yet some students failed to do this. This sets off a chain reaction of problems later on; however, the latest versions of Animate now assist students with interval timings in the timeline.

Step 2

Marks	0	1	2	Average
%	44	20	37	**1.0**

To obtain two marks the trapeze girl needed to swing back and forth five and a half times in an arc, over the 11 seconds. Most students made sure the pivot point was set to the top of the graphic so that she swung convincingly, and used classic tweens to swing back and forth. If the timing was out, or the girl's head was not within the large orange stripe of the tent background, the student gained no marks or only one mark.

Step 3

Marks	0	1	Average
%	50	50	**0.5**

The tightrope needed to be a curved line of 2 px. thickness and layered correctly so that it was in *front* of the trapeze girl. Most students did this successfully, but it appears some didn't know how to utilise lines and instead drew a shape, or didn't know how to change the colour and drew lines that weren't black. If the line was not smooth, the mark was also not awarded.

Step 4

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

Placing the cannon in the correct dimensions was very frequent. If the dimensions adjustment wasn't completed in Step 1, students had to rely on a visual placement as the examination dimensions depended on Step 1 being done correctly.

Step 5

Marks	0	1	Average
%	40	60	**0.6**

The placement of the cannonball man was generally good, however, some students had him either too far in or too far out. If the helmet was touching the cannon, or too much blue shirt was visible, the mark was not awarded.

Step 6

Marks	0	1	2	Average
%	73	7	19	**0.5**

Creating a zoom was very challenging for most students. Students who scored both marks typically used the camera controls in Animate. Some attempted to do a classic tween but it had various and usually unpredictable side effects.

Step 7

Marks	0	1	2	Average
%	42	23	34	**0.9**

This was a tricky step, as the muzzle flash object was a MovieClip and, unless the student changed the instance from a MovieClip to a Graphic, it was only obvious once tested. Students who scored highly were able to deduce what the solution may be. Students usually placed the flash within the confines of the cannon mouth, but often had the layer order wrong so that the flash was on top of the cannon rather than underneath it.

Step 8

Marks	0	1	2	Average
%	35	20	45	**1.1**

Importing the sound was generally successful, but students often failed to have it start at frame 25. When looking at the orange sound wave, coincidentally there was a one-frame gap between the start and the actual sound wave 'appearing'. It seemed like students thought that the sound itself needed to be heard/start on frame 25, and therefore made the sound clip start one frame earlier on frame 24 – they lost a mark as a result.

Students must follow specific instructions on the design brief.

Step 9

This was the lengthiest step of the whole practical section; however, it was broken down into four distinct sub-steps to make it easier to follow.

Step 9a.

Marks	0	1	2	Average
%	44	26	30	**0.9**

If the man started earlier or later than one second, the mark was lost. The blue pants of the man should not have been on stage by frame 90.

Animating motion along an arc was generally done correctly. Many students have mastered the use of a motion tween. It was possible to do this with classic tweens but this would have been time-consuming and often too jerky to be awarded a mark.

Step 9b.

Marks	0	1	Average
%	76	24	**0.3**

Applying a satisfactory ease-out of 100 was rare. Occasionally an ease-*in* was applied, which was not what was required.

Step 9c.

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

Sometimes the blur was applied on frame 1, so no mark was awarded.

Step 9d.

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

It was extremely rare to see the blur not taken down by frame 48, but it depended on a blur being initiated in Step 9c.

Step 10a.

Marks	0	1	Average
%	61	39	**0.4**

Most students could swap the still graphic with the walk_loop graphic, but occasionally it was done on frame 1, which subsequently resulted in loss of the mark in Step 10b.

Step 10b.

Marks	0	1	Average
%	66	34	**0.4**

The swapping needed to happen on frame 48/2 sec mark, and follow the tightrope reasonably well. The mark was awarded if his feet were on or very close to the line for at least 75% of the journey across.

Step 11

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

Not many students exported the .swf file and placed it in the correct placeholder on the *tickets.html* page. A few students seemed unable to control what *type* of file is published, generating enormous .mov video files that were typically over 300 Mb in size.