



2003 VCE VET Arts (Interactive Multimedia) GA 2: Computer-based examination

Teachers should note that the comments made in this report are relevant for the 2203AGB Certificate II in Arts (Interactive Multimedia). For scored assessment in 2004, teachers are referred to the VCE VET Multimedia Assessment Guide published in November 2003.

Introduction

Student results in the 2003 November examination showed an overall improvement, particularly in the practical questions. Although it is acknowledged that the move to the training package based program for 2004 will result in new competencies being examined, many issues identified in this report transcend the specific content changes.

GENERAL COMMENTS

Teachers and students will have observed the continuing theme of the examination based around the needs of the audience/client. In the short-answer section particularly, those students who obtained maximum marks have been able to take their underpinning skills and knowledge and link it to the needs of the client as identified in the questions.

A general trend was students' failure to clearly identify the differences between products developed for CD-ROM distribution/usage as opposed to those developed for online web distribution/usage. It is not possible to identify whether those students who scored poorly misread the question (and failed to observe the distribution medium) or had not taken on board the information provided in class. It is clear that students need to carefully read the question to ensure they are answering within the appropriate context.

An increasing number of students were able to complete all elements of the practical section and gain maximum marks.

A significant barrier for many students who scored poorly in part five was their inappropriate selection of development tools. Given the web development questions specific instructions, it was not appropriate to complete the site in Photoshop or Director, or exclusively in Flash.

It is important that the teaching program highlight the importance of completing and saving work in the required file format. Further, students should not assume that individual components of questions saved in inappropriate file formats would be opened in the marking process.

SPECIFIC INFORMATION

Part 1 – Multiple choice

This table indicates the approximate percentage of students choosing each distractor. The correct answer is the shaded alternative.

Question	A	B	C	D
1	17	30	52	1
2	27	62	1	10
3	20	60	10	10
4	3	22	3	72
5	9	73	9	9
6	6	56	1	37
7	33	2	53	12
8	5	39	13	43
9	16	76	6	2
10	40	1	58	1

Part 2 – Short answer

Introduction to the Internet and multimedia interface design

Question 1

Marks	0	1	2	3	Average
%	37	24	21	18	1.16

One point was required for each Internet tool. Suitable answers included:

1. An FTP client allows files to be transferred via File Transfer Protocol from the user's machine to an FTP server or from an FTP server to the users' machine.
2. A Newsgroup Client allows users to search, list, read and write messages to newsgroups on a newsgroup server.
3. Conferencing software allows users to communicate in real-time using audio and video over the Internet. Many of these programs allow users to conduct meetings with groups of people.

Some students were able to describe what each client type was but did not give advantages of using them. Answers often tended to indicate a general theoretical knowledge of the clients rather than describing the advantage of their use.

Question 2

a

Marks	0	1	2	Average
%	31	17	52	1.17

Acceptable answers included Dialup and Broadband (such as ADSL cable and satellite) or protocols that may be used (such as FTP and SLIP).

There was some confusion between an Internet presence (such as a website and e-commerce) and the actual method of connection of the business to the Internet.

b

Marks	0	1	2	Average
%	38	30	32	0.93

Some students talked about the advantages of networking within the business rather than Internet access. Discussion of the use of wireless networking in particular was quite common; however, this was rarely tied to some connection with an ISP.

The feature needed to be consistent with the answer provided in Question 2a. Acceptable answers included:

- speed of access – for business to business communication
- always on – client access
- bandwidth – allowing timely distribution of text and images.

Question 3

a

Marks	0	1	Average
%	37	63	0.63

Some students confused different browsers with different operating systems. Others talked about plug-ins, and whilst this has effects on webpage rendering, this response did not address the question.

Acceptable answers included:

- different versions of web browsers interpret HTML in different ways
- some HTML tags are ignored in certain browsers
- the most common browsers Netscape and IE support different standards
- cascading style sheets that can control layout and appearance is not fully supported by some browsers
- available fonts.

b

Marks	0	1	Average
%	44	56	0.56

Many users mentioned the importance of testing, however failed to explain how to fix the problem as required in the question.

Question 4

a–b

Marks	0	1	2	Average
%	2	4	94	1.87

B. This question was answered well, although many answers to Question 4b spoke about general posture rather than keyboard height specifically.

c–d

Marks	0	1	2	Average
%	28	7	65	1.28

A or B. Part (b) required students to justify why their answer was appropriate. Many students answered this in general terms and did not make specific comparisons between a correct answer and an incorrect answer.

Question 5

a–c

Marks	0	1	2	3	Average
%	12	21	33	34	1.78

a

Some students confused the role of client sign off with client briefing. Acceptable answers included:

- client gives the ok to go to final production
- client approves the storyboard describing the navigation.

b

As the fictitious role of the student was that of interface designer, some students thought that they were only involved in interface design and that implementation involved designing the interface rather than the actual creation of the product.

Acceptable answers included:

- develop a working model for the production
- develop alpha product
- develop beta
- test with end users and client.

c

Generally done well although some students talked about uploading websites, and not all understood the mass production aspect of manufacturing CD-ROMs. Acceptable answers included:

- burn final CD-ROM
- produce final product.

Question 6

a

Marks	0	1	Average
%	64	36	0.36

A

b

Marks	0	1	2	Average
%	64	10	26	0.65

Many students confused this CD-ROM question with a navigation scheme for a website. Acceptable answers included:

- the reader can click the reference as they read it in context
- they would forget the context of the link if they have to read first
- easy to follow main idea of passage
- link arrangements help users recognise key info.

Part 3

Section A

Question 1 (Available marks 1)

Acceptable answers were gif, jpeg, png, animated gif or fla.

Question 2

a (Available marks 1)

There is no scope for the user to have any impact on the ball.

b (Available marks 1)

Acceptable answers included:

- place an object on the stage which can be used to stop/start the ball
- set up a tool to control the ball.

Question 3 (Available marks 2)

A range of authoring packages was acceptable. It was important to link the advantages to the defined audience of Year 10 students. Two points were required for 2 marks. Acceptable answers included:

- ease of use
- animation features
- easy/quick learning curve for simple products
- good graphics and creation tools
- will run on low specification computers used in class
- good on-board tutorial.

OR

Section B

Question 1 (Available marks 1)

One mark was awarded for an answer that described the manipulation of the `._x` or the `._y` properties. These are increased or decreased therefore changing the position of the ball.

Question 2 (Available marks 2)

One mark was awarded for each of the following points:

- the conditional construct was either one of the if statements
- the purpose is to change the direction of the ball when it reaches the edge of the screen.

No marks were allocated if the answer referred to the loop because that is not a conditional construct (the loop is endless).

Question 3 (Available marks 2)

Two marks were allocated when the script contained the following elements:

- create an object (button) which when clicked invokes a script
- the script will direct movie to a frame containing stop command.

Part 4

Section A

Question 1 (Available marks 1)

Object orientated animation is characterised by placing an object in a frame, and using an object pathway or key frames for the computer to create the position sequence.

Frame by Frame involves the individual creating individual frames (with the animated item moved to a different position in each frame) and the illusion of movement is created when the frames are played.

Question 2 (Available marks 2)

One mark was awarded for the description of the alpha channel being a portion of each pixel's data that is reserved for transparency information. A further mark was awarded for its use being linked to fade in and fade out.

Question 3

3a. (Available marks 1)

Simple transitions include fade, wipe and cross fade.

3b. (Available marks 1)

One mark was allocated when the answer described the placement of two pieces of animation and the insertion of the transition between them.

OR

Section B

Question 1 (Available marks 1)

One mark was allocated for a prototype that was reasonable for the selected industry.

Question 2 (Available marks 2)

One mark was allocated for each of two identified market needs. These included:

- marketing tool for visual arts
- music video clip on CD-ROM.

Question 3 (Available marks 2)

One mark was given for the justification of the industry hardware, e.g. scanner or music/audio related hardware. Another mark was given for the justification of industry software, e.g. Photoshop for image manipulation or audio editing software.

Part 5 – Practical tasks

Task 1

The approach of listing the tasks students are to complete in the web based question has enabled them to more effectively develop their response.

Generally, students took a safe approach constructing three individual pages. Students must recognise the inherent risks of choosing a more complex solution. For example, a frames based approach met the requirements of the questions; however, in the time available the frames based solution was often either not completed or not tested to ensure it was operational.

A high number of students did not name the homepage as required – index.htm. Correct naming was a simple way to ensure 1 mark.

Generally, students were able to resize the images to the required size of 100 x 100 pixels, save in the gif format, and add them to the homepage. There was little trouble in adding text.txt to the homepage.

Most students gained full marks for creating the two required sub-pages.

Although many students were able to link each thumbnail to the sub-page, those students who failed to gain marks either:

- did not make the thumbnail a hyper link
- or
- made a text hyperlink (clearly ignoring the question instruction).

Most students were able to colourise the logo, but a significant minority did not save in gif (e.g. they saved in jpeg) or did not create a transparent background.

Those students who completed and saved their work in Adobe Photoshop, Macromedia Director or exclusively in Macromedia Flash were unable to gain marks for sub-pages linked to the homepage, or demonstrating relative links were operational. A common error was for students to place the image/link on the page, but not create absolute links.

Most students were able to successfully colourise the homepage to the required hexadecimal value.

Task 2

Students were able to create the background, but many failed to ensure that the beach was clearly sand or pebble. Students used a range of solutions including drawn on rocks, cross hatched texture and Adobe Photoshop manipulation tools.

The three coloured ball was generally prepared without problems.

Students must take account of the clients' instructions for the animation run time.

The boat sailing across the horizon from left to right was well executed.

The rolling ball element cost marks when the following elements were not completed appropriately:

- the ball rolls – the colours would move to contribute to the illusion of movement
- the shadow was required to move with the ball all the way to the umbrella
- the ball got smaller as it moved away. Note the client's instruction – it should not move parallel to the viewer (and hence stay the same size) nor move towards the viewer (and hence get larger).

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