



2011 VCE VET Interactive Digital Media GA 2: Examination

GENERAL COMMENTS

The *VCE VET Interactive Digital Media Program Booklet* (effective from 2010) and other relevant documents are available on the VCE VET Interactive Digital Media program page of the VCAA website. It is important that students are familiar with the requirements outlined in these documents, as well as the individual units of competency that make up the Unit 3–4 program.

The standard of many student responses was very good. Many responses showed a well-developed understanding of the required knowledge and demonstrated the high-level skills required in VCE VET Interactive Digital Media. Most students attempted all questions on the examination. However, some students provided responses that did not address the question properly, or failed to attempt some short answer questions or one aspect of the practical component.

Students must use the 15 minutes of reading time to read each question carefully, think about their responses to the short answer questions and develop a plan for the practical aspects of the examination. Writing time should also be managed appropriately. Students should spend an appropriate amount of time on each question. Students must realise that a one-sentence response to an ‘identify and explain’ type of question will rarely demonstrate the required level of understanding for such a question or address both parts of the question.

SPECIFIC INFORMATION

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	% No Answer
1	8	90	1	1	0
2	68	3	24	5	0
3	3	41	22	33	1
4	33	18	34	15	1
5	19	70	1	11	0
6	16	1	83	0	0
7	56	14	24	7	0
8	45	3	3	48	1
9	1	25	53	20	0
10	30	58	8	5	0
11	5	10	72	13	0
12	29	32	15	25	0
13	26	20	21	33	0
14	97	1	0	1	0
15	54	14	16	16	0
16	35	16	16	33	0
17	12	9	14	65	0
18	5	91	3	1	0
19	7	50	39	3	0
20	56	38	1	5	0

Section B – Short answer questions

Question 1

Marks	0	1	2	Average
%	18	16	65	1.5

Students were required to provide two different sources, such as:

- personal observation
- art and design work

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- books
- web-based resources.

Most students addressed this question very well; however, some students simply wrote one point and reworded it as their second point.

Question 2

Marks	0	1	2	Average
%	46	12	42	1

In order to earn full marks, students needed to identify the design component (line, shape, colour, text, positioning) and relate it to the logo. Many students gave very good answers, such as 'The red is an active turbo colour' or 'The lean on the fonts indicates speed'.

Question 3a.

Marks	0	1	Average
%	72	28	0.3

Students needed to identify a design component (logo, water, shell, footprint, sand texture, etc.) and explain how a visual property of that component communicates the theme of 'all natural'. For example, the informal shapes of the water's edge, shells and footprint all indicate a natural phenomenon.

Many students struggled with this question, with many simply identifying an aspect of the website such as the shape of the logo, without giving an associated explanation and therefore failed to fully address the requirements of the question.

Question 3b.

Marks	0	1	Average
%	80	20	0.2

An appropriate answer could have been: The layout of the pictures and accompanying text are in a square shape that helps emphasise the content.

Question 4a.

Marks	0	1	Average
%	60	40	0.4

Students needed to identify the aspect of serif fonts that changes the shape of the lettering and thereby causes problems with either the display on computer monitors or overall readability.

An appropriate answer could have been: Due to a computer monitor's large pixel size, the actual serifs are hard to display, especially at smaller sizes.

Question 4b.

Marks	0	1	Average
%	34	66	0.7

Answers needed to be a typeface in common usage; for example, Arial, Helvetica or Verdana.

Question 5a.

Marks	0	1	Average
%	57	43	0.5

The histogram is used to adjust the amount of colour that is in the picture, from black to white.

Many students struggled with this question. The most common mistake was to describe the image rather than explain what the histogram is used for. This emphasises the need to read questions carefully before attempting to answer them.

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Question 5b.

Marks	0	1	Average
%	79	21	0.2

The histogram indicates that the image is lacking dark colours or has an excessive amount of white/light colours.

Question 6a.

Marks	0	1	Average
%	26	74	0.8

Many students correctly recognised that the owners of these houses, and therefore potential customers, would tend to be older and have money to spend on their homes. However, some students simply made statements about the owners, namely that they would be collectors of antiques or owners of period homes, and therefore failed to earn the mark.

Question 6b.

Marks	0	1	Average
%	81	19	0.2

As the target audience is generally older and more conservative, formal writing would be most effective.

Question 7

Marks	0	1	2	Average
%	35	43	22	0.9

Answers needed to refer to two of the following:

- talk directly to the reader instead of referring to 'students'; for example, use 'If you ...'
- the paragraph is too long; use two or more short sentences instead
- do not use clichés or jargon such as 'muscle pumping' and 'cutting edge'
- identify the acronym when it is first used
- use dot points for listing activities/have a smaller list.

A common mistake was to correctly identify one way in which the paragraph could be improved but then not provide a second. Some students rewrote the paragraph, despite the instruction in the question not to do so.

Question 8

The majority of students were able to satisfactorily answer part a., but many students struggled with part b.

Question 8a.

Marks	0	1	Average
%	33	67	0.7

Answers needed to refer to one of the following:

- go through site and make sure all links, images and layout are working
- check that the website works on different browsers.

Question 8b.

Marks	0	1	Average
%	83	17	0.2

Answers needed to refer to one of the following:

- validate using validation software
- check that the code complies with the current standard.

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Question 9

The majority of students were able to answer part a. satisfactorily, but many students struggled with part b. The most common error involved students identifying a navigational aid but failing to explain how it would improve the usability of the web page.

Question 9a.

Marks	0	1	Average
%	8	92	

A hyperlink

Question 9b.

Marks	0	1	Average
%	78	22	

Include highlighting (in the main navigation panel) that would quickly tell the user where in the website this web page is.

Question 10

Marks	0	1	2	Average
%	40	38	21	

Lossless compression does not discard data or alter the original quality or file size, whereas lossy compression discards data and therefore alters the picture quality and file size.

In order to gain full marks students needed to compare the loss/discarding of data and the consequential effect on quality and/or file size. Many students simply talked about the two compression types altering the picture quality and therefore only scored one of the two marks.

Question 11

Marks	0	1	2	Average
%	32	42	27	

Answers needed to refer to two of the following:

- information relating to what section of the project the content belongs to
- modification date
- numerical ordering of the file.

Question 12a.

Marks	0	1	Average
%	93	7	

A video frame with a complete image

Question 12b.

Marks	0	1	Average
%	62	38	

A keyframe is usually generated on transitions/scene changes/camera changes/cuts/edits.

Question 13a.

Marks	0	1	2	Average
%	16	68	15	

Tweening – the position of the ball is calculated automatically by the software between two keyframes.

Question 13b.

Marks	0	1	2	Average
%	38	38	24	

Transform – squash the ball when it hits the ground using the transformation tool. Stretch it as it moves off the ground and then reverts back to normal shape.

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In both parts of this question, the most common mistake was to identify a relevant aspect of the animation technique but not to go on and fully explain what the technique involved.

Question 14a.

Marks	0	1	Average
%	38	62	0.6

The answer needed to refer to one of the following:

- defines positional reference
- rotational reference point.

Question 14b.

Marks	0	1	Average
%	30	70	0.7

It is a Bezier point used to modify the curve.

Section C – Practical Task

Many students performed exceptionally well in the practical component of the examination; however, the difference between the performance of the most successful and least successful students was quite marked. This was particularly evident in two areas: the ability to correctly use Cascading Style Sheets (CSS) and the ability to follow directions contained within the storyboard. Many students did not appear to be able to manipulate the CSS or ensure that they created and inserted a range of assets in both the web pages and the animation as directed by the design guide supplied. Animations needed to be constructed according to the timelines. 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.

Prepare banner and write content

Step 1

Marks	0	1	2	Average
%	6	70	25	1.2

One mark was awarded for each of the following:

- combining wall.psd and logo.png
- aligning them in the right-hand half of the wall, as per the design guide.

Step 2

Marks	0	1	2	3	Average
%	7	18	49	27	2

One mark was awarded for each of the following:

- writing a positive slogan about the product
- ensuring the slogan was of between four and eight words
- suitable for the target audience.

Following are two examples of high-scoring student responses.

Only the coolest can scoot on Scootz

Be Cool – Scootz to school

Step 3

Marks	0	1	2	3	Average
%	13	24	41	22	1.7

One mark was awarded for each of the following:

- adding and formatting the slogan in an italic sans serif font and dark blue colour
- rotating the slogan approximately five degrees anti-clockwise
- positioning left and filling the space appropriately, as per the original design guide.

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Add Images

Step 4

Marks	0	1	2	3	Average
%	9	12	23	56	2.3

One mark was awarded for each of the following:

- formatting as a .jpg file and in the correct size (between 40 and 70 kilobytes)
- adding the file and ensuring it displayed in both web pages.

Step 5

Marks	0	1	2	3	Average
%	12	22	31	35	1.9

One mark was awarded for each of the following:

- formatting as a .gif or .png file
- having the correct file size (between 9 and 20 kilobytes)
- adding to product.html.

Link external CSS file

Step 6

Marks	0	1	Average
%	32	68	0.7

One mark was awarded for having the style sheet linked correctly, and all text formatted as per the design guide.

Create navigational links

Step 7

Marks	0	1	Average
%	21	79	0.8

One mark was awarded if the home page link from the product page worked.

Format pages

Step 8

Marks	0	1	Average
%	38	62	0.6

One mark was awarded for altering the CSS in body tag #900 and having the correct colour displays.

Step 9

Marks	0	1	2	3	Average
%	36	10	14	41	1.6

One mark was awarded for each of the following:

- creating a new style sheet 'price' in the external style sheet
- applying the style correctly
- formatting the text correctly on the page.

Step 10

Marks	0	1	2	3	4	5	Average
%	38	5	13	28	12	4	1.9

One mark was awarded for each of the following:

- styling Scootz Pro 5 as header1 and displaying it correctly on the product page
- formatting the first and second paragraphs as style.text and displaying them correctly
- having a styled subheading.

The second paragraph needed to be changed to dot points in the following style:

- one item per line
- unordered list.

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Step 11

Marks	0	1	2	Average
%	15	82	3	0.9

One mark was awarded if one element, as per the design guide, was correctly displayed. The second mark was awarded if all six elements were correct as per the design guide.

Animation

Step 1

Marks	0	1	2	3	Average
%	14	6	23	57	2.2

One mark was awarded for each of the following:

- setting the size at 360 by 280
- setting the frame rate of the animation to 20 fps
- setting the stage colour to #FFFFCC (no border).

Step 2

Marks	0	1	Average
%	10	90	0.9

One mark was awarded if all five components were imported to the library.

Step 3

Marks	0	1	2	Average
%	43	33	23	0.8

One mark was awarded for having each of:

- the five layers in appropriate order
- the component placement as per the design guide.

Step 4

Marks	0	1	2	3	4	5	6	Average
%	14	19	23	19	14	9	3	2.4

One mark was awarded for each of:

- the duration of the animation is 2 seconds
- the wheels rotating clockwise – at least one full rotation
- the wheels rotating smoothly once (360 degrees) every 10 frames
- the boy and scooter moving left to right
- the leg animating correctly – one complete swing, as per the demonstration
- the boy and scooter accelerating off stage.

Step 5

Marks	0	1	Average
%	29	71	0.7

One mark was awarded for adding the animation to index.html, and it played.