2022 VCE VET Creative and Digital Media external assessment report

General comments

Overall, students seemed well prepared for the examination. All five Units of Competency were well handled by most students. Greater understanding of CSS and web authoring was needed as these aspects of the required knowledge of Authoring Interactive Sequences could have been more confidently answered. Most students attempted all the short answer questions, with few leaving question boxes blank. Some students needed to read questions more closely as they omitted aspects of the question that would have maximised scoring.

In general, students should be careful with questions that ask for two reasons or two factors, as some tended to express the same thing in two different ways and, therefore, could not score full marks. It is strongly recommended that students number or dot point these types of answers, and re-read their responses to ensure they have given two different reasons or factors. Students are also reminded that when asked to give a certain number of reasons or factors, assessors will only mark that number of responses. There is no value in giving more points than required.

Students should ensure they understand what certain question stems require as a guide to the length or depth of answer expected. Identify- or list-type question stems are likely to require short, simple answers, whereas describe- or explain-type questions will require more detail and depth.

Students are also advised that it can be quite helpful to include a succinct and relevant example in their answers to illustrate what they mean, even if an example is not specifically mentioned in the question. This helps demonstrate industry knowledge and vocational understandings.

Specific information

Note: 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 | Correct answer  | %A | %B | %C | %D | Comment |
| 1 | B | 4 | 94 | 1 | 1 |  |
| 2 | D | 5 | 10 | 12 | 73 |  |
| 3 | B | 4 | 63 | 18 | 14 |  |
| 4 | B | 3 | 90 | 4 | 3 |  |
| 5 | C | 0 | 8 | 71 | 20 |  |
| 6 | D | 17 | 1 | 3 | 78 |  |
| 7 | B | 7 | 40 | 50 | 3 | The World Wide Web Consortium (W3C) is an international community that develops standards to ensure the growth and widespread accessibility of the Web. It brings together people from industry, disability organisations, government, and research labs from around the world to develop guidelines and resources to help make the Web accessible to people with auditory, cognitive, neurological, physical, speech and visual disabilities. |
| 8 | B | 10 | 74 | 8 | 7 |  |
| 9 | B | 18 | 72 | 2 | 7 |  |
| 10 | A | 56 | 23 | 15 | 7 |  |
| 11 | D | 10 | 26 | 51 | 13 | Cascading Style Sheet (CSS) rules consist of a CSS selector and a declaration that sets out CSS properties and values. The selector is the thing you wish to style such as a HTML element, an ID or class. In this question the selector was a class named navigation. The CSS declaration is found within the curly brackets {….}, i.e. the highlighted section in this question. The CSS property is Background-color, and the value is #FFCC00. |
| 12 | A | 61 | 4 | 24 | 10 |  |
| 13 | C | 23 | 11 | 51 | 15 |  |
| 14 | C | 10 | 2 | 52 | 36 |  |
| 15 | D | 35 | 8 | 9 | 47 |  |
| 16 | B | 15 | 59 | 20 | 6 |  |
| 17 | B | 31 | 44 | 4 | 19 | This question is asking about the shorthand conventions of writing CSS rules. When defining border-style properties, the values for a border style go in this order: top, right, bottom, left. The style ‘solid none none solid’ will achieve solid borders at the top and left, and no border at the right and bottom, as required by the web designer. |
| 18 | A | 60 | 8 | 2 | 29 |  |
| 19 | C | 21 | 4 | 56 | 19 |  |
| 20 | C | 21 | 1 | 76 | 2 |  |

Section B

Question 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 7 | 38 | 55 | 1.5 |

It was evident that most students knew what a mood board is. The majority of students were able to articulate at least one way in which it can be used to develop a visual concept. However, a number of students could not articulate two distinct ways. These included:

* to provide inspiration for design elements such as to identify a colour palette
* provide direction / further ideas
* to create a consistency of the design concept
* help to communicate/pitch visual concepts / better way to convey design concept than describing it in words
* quickly pull together a few alternatives to showcase a range of concepts
* starting point for visualising and then developing concepts.

Question 2a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 14 | 28 | 58 | 1.4 |

Most students were able to identify two types of data analytics/evidence to help evaluate the success of a website, such as:

* number of visitors
* audience characteristics (geographic location, language, browser type and device used)
* what times users visit the website, number of times visited and first-time visitors
* purchase analytics (do users leave items in a basket or buy them straight away?)
* how long users are on the website
* heat maps to see where the user focuses their attention regarding the content
* where do visitors come from before landing on the site
* pages user visits on the site
* other forms of evidence obtained from things like surveys, interviews, feedback forms, polls, or commercial tools such as Google Analytics.

Question 2b.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 63 | 37 | 0.4 |

* The heat maps could help the website with the content layout by moving the more important information into key areas.
* If the data shows a number of overseas visitors to the website, the owner could consider a translation option to better meet the needs of those for whom English is not their native language.
* Data on where users link to the page from might lead to search engine optimisation changes.
* The data gathered could assist the online store to develop a better website structure by working out which areas were most accessed by users.

Purchase analytics would assist in working out if users needed more incentive to convert interest into a sale, for example with automated incentives like discounts for those who had left items in their shopping cart. Some students tended to simply restate the question, rather than specifically describing how the data/evidence can lead to practical improvements.

Question 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 3 | 5 | 14 | 79 | 2.7 |

This question was very well answered. Students achieved a mark for each requirement: 10 words or less, being in active voice and including the product name. A small number of students possibly failed to read the question fully and tended to overlook the inclusion of the product name.

Responses could have included:

* Happy, healthy cats love Easeworm.
* Free your cat from pain with Easeworm.
* It’s easy to beat worms with Easeworm.
* Use Easeworm – your cat will thank you!

Question 4a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 8 | 92 | 0.9 |

From top to bottom:

* Time code
* Script
* Sound

Students responded very well to this question and were able to drop the appropriate labels on the storyboard.

Question 4b.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 11 | 90 | 0.9 |

Most students demonstrated a good understanding of the importance of storyboards in creating 2D animation, such as that they provide a clear roadmap or plan or visual guide to follow when creating an animation, allow the animator and the production team to see all assets required and aid communication with the production team/client.

Question 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 19 | 42 | 39 | 1.2 |

This question asked for two ways the usability of the web layout could be improved. The most common answer referred to improving the navigation by moving it to the left or top of the screen as this is the convention that most web users would be familiar with.

The second response was harder for some students to articulate, but might have included suggestions such as making the site name more prominent, so users were clear as to where they were or changing the size of the image and navigation to make the page easier to use. Responses that referenced using a more attractive or interesting image or making colours more vibrant were not relevant to website layout.

Question 6a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 54 | 46 | 0.5 |

Students needed to explain tracking was used in the first line of text (Annual Report for 2021) to justify the alignment with the company name (Arcotran Steel). Answers had to indicate an understanding of the tracking (i.e. expanded space between the letters in the top line). Some students confused tracking with leading.

Question 6b.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 82 | 18 | 0.2 |

Students needed to identify an element of design, such as colour, line, shape, tone or letterform, and describe how this element was used in the context of the construction company’s annual report. Responses could have included:

* how the use of colour creates a professional look
* the line dividing the cover diagonally creates a sense of reliability as it balances the cover
* the jagged step-like shapes allude to the construction business
* the triangle shape makes it look a strong/well-grounded company.

Simply mentioning the element without explaining how it is used in this context did not gain a mark.

Question 7a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 82 | 18 | 0.2 |

A large number of students either didn’t understand the meaning of the cascading nature of style sheets or did not read the question carefully (whereby they placed options from highest to lowest). Cascading relates to which rule should be applied when CSS allows different style rules to be applied to the same element. Styling rules can cascade down from several sources. This means that CSS has an inbuilt hierarchy allowing styles of a higher order to overwrite rules of a lower rank. The hierarchy from lowest priority (at the top) to highest priority (at the bottom) is:

* browser defaults
* external style sheets
* internal style sheets
* inline styles.

Question 7b.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 64 | 36 | 0.4 |

A reason to use inline styles is when the web author requires one specific HTML element to be uniquely styled. Although not essential, some students gave an example to demonstrate their understanding.

Question 8

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 25 | 10 | 31 | 4 | 29 | 2.0 |

Within this question the word ‘different’ was bolded to indicate students had to identify and justify a different creative thinking technique for each scenario.

For the first one, many students identified De Bono’s Six Thinking Hats as a very obvious technique that involves considering ideas from different perspectives. Most students were able to justify this choice as participants metaphorically put on different hats and look at the problem from a different perspective. SCAMPER was also sometimes cited and well explained as a technique that requires you to look at ideas differently. Other techniques were named but not always well justified.

The second scenario involved suggesting and justifying a technique that explored the relationship between ideas and different areas of the company. Mind maps, visual maps and graphic organisers were the most appropriate responses to justify in the context described.

Question 9a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 30 | 70 | 0.7 |

Given the purpose of the website, students were expected to describe the likely target audience with more than a single word such as old or elderly. The target audience would likely be approaching retirement age or is older, fairly well-to-do and looking for a lifestyle change. In some cases, it may be family members seeking to help this target audience.

Question 9b.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 28 | 72 | 0.7 |

One way this target market might affect the design of the website was, for example, through the use of large, easy to read fonts as elderly people may have vision issues, or to make the navigation very simple and obvious as the older audience may not be very web savvy. The visual design might avoid bright, glaring colours and tend towards more formal or opulent colours to suit this market and the expensive product.

Question 10

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 27 | 26 | 47 | 1.2 |

Some students confused design principles with elements. One mark was awarded for naming a relevant design principle and one mark for explaining how it helps connect product and target audience. There were a number of principles that could be applied to the design for the Buffalo Honey label. These included focal point or emphasis with the arrow pointing to a bee on the flower, which tied to the idea of a natural, organic product. Movement was conveyed through the wavy line and also relates to the ‘dance’ of bees and therefore, a health-promoting, natural product. Contrast between the yellow flowers and green field helps promote the idea of a fresh, organic product.

Question 11a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 34 | 66 | 0.7 |

The majority of students were able to explain what HTML validation means. Responses included a test or check used to make sure that HTML files comply with W3C standards, or testing the web code is at the standard to which the website is being made. Validation is used to ensure as many users as possible can view a webpage correctly.

Question 11b.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 44 | 56 | 0.6 |

There were many code errors that students could have given in response to this question. However, some students seem to have had difficulties articulating errors such as:

* duplicate IDs
* tags are incorrect (e.g. no closing tag)
* missing HTML tags or attributes such as ALT tags
* invalid attributes
* outdated code.

A common problem was students stating that validation would identify errors that the web author could then fix, without describing a specific error.

Question 12

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 45 | 23 | 32 | 0.9 |

For one mark each, students needed to identify four animation principles and describe each one.

* Animation principle 01 was anticipation, which sets the expectation of viewers that something is about to happen (i.e. the ball will hit the wall).
* Principle 02 was ease in or acceleration with the ball starting slowly and speeding up as it approached the wall.
* Principle 03 was squash and stretch with the ball compressing as it hit the wall and expanding to give the impression of the fluidity of a soft ball.
* Principle 04 was less likely to be identified by students, but the arc principle can be identified after the ball hits the wall and travels backwards and curves around, almost like a boomerang might. This adds reality and interest to the ball’s movement.

Question 13

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 23 | 35 | 42 | 1.2 |

In order to achieve two marks, students had to use appropriate technical language to describe animating the slogan and explain how this animation idea would emphasise the concepts of ‘calm’ and ‘claim’. Technical terms that aided student responses included tweening, easing in or out, fading, transition, alpha, opacity, frame by frame, key framing, motion path and masking. Techniques for emphasising calm and claim varied from the use of different colours, boldness, font, alpha, transformations and special effects.

Section C – Website

One mark was awarded for each of the following:

* Link CSS
* Vector circle 115 px. #E8E36A
* Import munthuri.psd
* Assemble images as per style guide
* Add black drop shadow
* Gradient overlay style to Victoria Layer #4E4F51 to white, 50% opacity
* Save image as PSD
* Adjust image size to 500 px × 350 px
* Added to about.htlm
* Add ALT tag
* Promotional slogan
* Add to slogan div tag
* Add descriptive information
* Use three dot points
* Add to chocolate Description
* New rule to H1 tag
* Affect slogan
* Centre aligned, serif font, italic, #2B3A25
* Link index.html to about.html
* Email link

Step 1

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 27 | 73 | 0.8 |

Generally, this step was well completed. To obtain the mark, students needed to link both the index.html and the about.html to the stylesheet, style.css. Most students understood how to do this, though connection to the style sheet was lost when the about.html was moved from the contents folder.

Step 2

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 29 | 71 | 0.7 |

This was well completed. Most students knew how to create a vector circle in Photoshop with the appropriate hexadecimal color. Students should be encouraged to use rulers and guides as a way of positioning objects on the screen, so they can cross reference the storyboard images with their working Photoshop documents.

Step 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 9 | 26 | 66 | 1.6 |

One mark was awarded for importing the speech bubble. Most students managed to do this. Positioning and scale was a little more challenging. Students needed to be able to align the bubble so the text margins were similar on the left and the right of the bubble. Full marks could not be awarded if the speech bubble was positioned too closely to the edge of the document. Students are advised to carefully follow the style guides presented.

Step 4

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 54 | 46 | 0.5 |

The drop shadow on the speech bubble should have demonstrated opacity and a soft edge as indicated in the style guide. Some students added a drop shadow, but included a hard edge. This resulted in no marks. Adding layer effects should be emphasised in the classroom as a good way of influencing the look of a layer and enabling layers to stand apart.

Step 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 13 | 50 | 38 | 1.3 |

Adding the gradient fill to the map layer again required students to use the effects settings in the layer’s palette. Some students added a gradient layer, which affected all of the layers below it, including the background. Saving the document as a Photoshop document proved to be of little problem, evidenced by the majority of students achieving a mark.

Step 6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 17 | 20 | 29 | 34 | 1.8 |

Adjusting the image size required students to uncheck the ‘constraint proportions’ check box in the image size dialogue box. Those who didn’t do this produced a final document of the wrong size (500px × 356px) and failed to receive the mark.

Exporting the document in a suitable format, in this case as .png, .gif and .jpg, was achieved by nearly every student. Adding to the <div> tag also proved to be of little problem.

The third mark was given for adding the ALT tag. This should have been meaningful but not too long. Fifteen words was deemed to be the maximum limit, but it needed to mention chocolate, Victoria or map, and had to be more than one word long.

Step 7

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 15 | 25 | 60 | 1.5 |

The promotional slogan for Wattle chocolates proved to be straightforward for most students. No mark was given if they had used ‘Taste of Australia’ from the animation. No more than seven words was allowed in this case as the text then affected the page layout; the emphasis being on succinct. The second mark for adding the slogan to the <div> tag was mostly done correctly. No mark was awarded if they added additional mark-up such as <em> or <strong>.

Step 8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 19 | 7 | 9 | 65 | 2.2 |

This question was relatively well completed.

Among students who received marks, few failed in adding the descriptive information correctly. The first two marks were straightforward in that a description and the three dot points garnered the marks. The three dot points could be identified from the information.txt file. Students did have to work out how to copy the <chocolateDescription> markup in order to add the chocolate description to the HTML for the third mark. Some students tried to add list items for the three dot points (took it literally), and some students failed to put the description inside any markup at all.

Step 9

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 29 | 11 | 35 | 25 | 1.6 |

Adding a style rule to a CSS document is a standard skill for this course. This would have gained the first mark: h1{ }. Incorrect labelling of the name:value pairs proved a problem for some students when modifying the style rule. Students should probably be encouraged to use the CSS Designer in Dreamweaver to ensure that they get the semantics right.

Some students used the ID selector #slogan in their answer, in order to affect the <h1> text. Although it produced the same result, it was technically not what the question was asking, and so the mark was not awarded. Affecting the text was where the second mark was given. For the third mark, students had to correctly add all the properties to the style rule.

Step 10

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 33 | 67 | 0.7 |

Linking the two pages should have been straightforward, though perhaps students were running out of time towards the end. This is a standard skill, though occasionally students would link the documents and then move them out of their relative locations (about.html moved out of the ‘contents’ folder). Students should be encouraged to check their links in a web browser.

Step 11

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 60 | 40 | 0.4 |

Linking to an email address should be a standard skill in web authoring, though many students failed to successfully gain the mark.

Section C – Animation

Step 1

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 14 | 86 | 0.9 |

Most students managed to successfully change the frame rate and the stage size in Adobe Animate.

Step 2

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 46 | 55 | 0.5 |

Students did not receive a mark if their rectangle wasn’t the exact size or if it wasn’t positioned accurately on the stage. The gradient fill was well done; although in some instances, the background wasn’t visible throughout the entire animation, and the mark was then not awarded.

Step 3

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 51 | 49 | 0.5 |

This question involved students entering the timeline of the chocolate box symbol and adding the bitmap to the last frame. Students needed to understand the embedded timelines in Adobe Animate and how to modify them. Some students added the bitmap to the main timeline in order to achieve the effect. The mark was not awarded in that case.

Step 4

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 39 | 61 | 0.6 |

Students were required to add a black drop shadow (with 50% opacity) to both the Munthari Berries speech bubble and the vector circle. There was a small margin for error because in some cases the 50% opacity had to be determined visually, since some students had flattened the layers of their photoshop files and the layer styles couldn’t be accessed.

Step 5

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 54 | 46 | 0.5 |

The chocolate box symbol needed to stay on the stage until the final frame, though in some instances, students added the closed chocolate box asset to the stage to keep the visible appearance. As long as there was no movement in its position throughout, the mark was awarded.

Step 6

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 51 | 38 | 11 | 0.6 |

Creating separate layers and placing symbols on specific frames within those layers should be standard fare for Adobe Animate creators. Unfortunately, some students had trouble with this, evidenced by 50% unable to achieve a mark. The resizing wasn’t so problematic, but distortion required use of the distortion tool, which can only be performed on a shape, not a symbol. Therefore, students needed to enter the symbol’s timeline and modify the bitmap to make it distort, seemingly to match the perspective of the chocolate box lid.

Students who scored highly understood the advantages of being able to manipulate bitmaps within the symbol’s timeline.

Step 7

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 48 | 52 | 0.5 |

Changing the blending mode proved problematic for some students. The frame needed to be highlighted, not the symbol, in order to access the blend mode. Students could have benefited from practising this skill. When the blend mode wasn’t changed, the logo text had a white background and the logo frame’s wattle flowers were bright yellow.

Step 8

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 61 | 39 | 0.4 |

Fading in the logoText from the 4sec mark to the 5.5sec mark should have been relatively straightforward. Students had added the symbol at the 3sec mark so often they just extended the keyframe from that point onward, without adding another keyframe at 4 seconds. The problem was that the blending mode had to be set with a visible symbol at the 3sec mark. Students then had to fade the alpha of the symbol down to zero.

Step 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 72 | 12 | 16 | 0.4 |

Masking is a common task in the animation industry and should be mastered by Creative Digital Media students. Just adding an oval mask awarded a point. The animation of the mask and the timing counted for the two marks. Generally, the students who scored well on the practical component of the examination successfully managed this task. The demonstration adequately outlined what was required.

Step 10

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 77 | 23 | 0.2 |

Adding the ‘Taste of Australia’ within the ‘Luxury’ symbol in a sans serif font caused an issue because in the storyboard it looked like a serif font was used. The instructions were specific for sans serif; therefore, students were expected to use a sans serif style of font.

Step 11

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 64 | 36 | 0.4 |

Similar skills were required here as to what was expected in Step 8. A new layer was needed and a fade-in using the Alpha colour properties. The scores correlate quite closely to the results in Question 8 Section A indicating students had a problem with changing symbol properties between key frames. Again, this is a core skill that students should address.

Step 12

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 55 | 21 | 24 | 0.7 |

The primitive rectangle tool and its use to create the round cornered rectangle was a skill that eluded more than 50% of the students. Students should be aware of this simple button making tool, which in this case carried the ORDER NOW text. One mark was awarded for the rectangle and another for the correct serif style and colour. A quarter of the students got full marks here for a relatively simple step.

Step 13

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 58 | 13 | 13 | 17 | 0.9 |

The animation of the hand was not achieved successfully for more than 50% of the students. One mark was awarded for the frame and hand entering at 6 seconds, one mark was awarded for the correct timing of the hand (moving vertically at 7 seconds and withdrawing at 7.5 seconds to be off screen by 8 seconds), and one mark for placing the ORDER NOW graphic below the image, yet not touching it. Timing and correct movement was critical. Students are advised to observe storyboard instructions closely, particularly the timing of symbol movement.

Step 14

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 40 | 60 | 0.6 |

Correct timing of the animation was evident with most students. Even if they had only a few elements on the stage, students could gain the mark by extending the symbol’s key frames to the 10 second mark. Most students had the layer order correctly placed

Step 15

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 69 | 31 | 0.3 |

With the internet’s abandonment of the flash plug-in, SWFs are no longer acceptable additions in webpages.

The new adoption of movie inserts (MP4s), and not SWF inserts, have been well publicised but it seems some students haven’t caught on to these new principles. Students must master the skills of inserting movies into webpages, and these instructions should be clearly emphasised in the future.