



**Western Australian Certificate of Education  
Examination, 2009**

**APPLIED INFORMATION TECHNOLOGY**  
**Production Booklet**  
**Stage 3**

Please place your student identification label in this box

Student Number: In figures

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In words

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**Section Four: Production****100 Marks**

This section has one question consisting of five parts (A, B, C, D and E).

Suggested working time for this section is 75 minutes.

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**Question 1**

A company called **Dial-Tone** began trading 19 years ago. The company sold telephones for home use and now sells communication technologies, which range from cordless digital phones for home and office use to mobile communication devices and accessories.

Dial-Tone wants to document the changes or trends in communication products that it has sold over the last 19 years, as well as previewing next year's models. The company wishes to create an online **Dial-Tone Story Gallery**.

The Dial-Tone Story Gallery will consist of three sections, representing three different eras in communication products; 1990s, 2000s and 2010s. Each section will have an iconic graphic, which is a graphic that provides a visual representation of an era. When an iconic graphic is clicked, it will open a new page specific to that era. Each iconic graphic will be added to Dial-Tone's home page.

Your task is to develop **one** section of the Dial-Tone Story Gallery. To do this, you are required to:

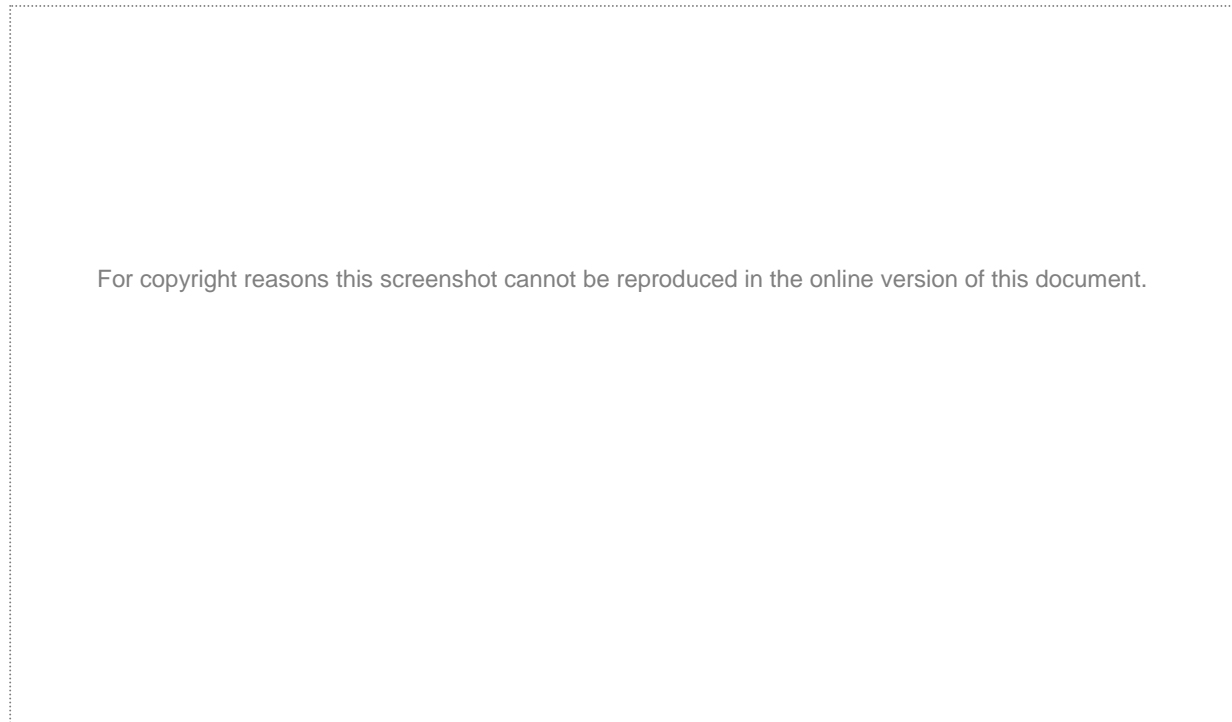
- choose **one** era (1990s, 2000s or 2010s).
- design **one** iconic graphic that can be added to Dial-Tone's home page.
- design **one** template that can be used to create web pages to display information related to your chosen era.

In order to develop one section of the Dial-Tone Story Gallery, you will need to complete five parts. An overview of this process is as follows:

Part A: Pre-design - analyse <b>stimulus material A and B</b> and establish design criteria.	(20 marks)
Part B: Design - one section of the Dial-Tone Story Gallery.	(25 marks)
Part C: Analysis - critically analyse your design against criteria established in Part A.	(15 marks)
Part D: Re-design - reconsider your design to include new criteria.	(15 marks)
Part E: Review - reflect upon Parts A–D and review the designs.	(25 marks)



**Stimulus material A** is a snapshot taken from a photographer's website that showcases a portfolio of his photographs.



For copyright reasons this screenshot cannot be reproduced in the online version of this document.

**Stimulus material B** is a snapshot taken from the Canon Camera Museum's website that gives an overview of what contributed to Canon's development during the early 1930s.

CANON CAMERA MUSEUM

Camera Hall Design Hall Technology Hall History Hall TOP

History Hall :: Canon Camera Story(At a Glance) :: Canon Camera Story(The Full Story) :: EOS - Goddess of the Dawn

## Canon Camera Story

### 1933-1936 At a Glance

#### The Birth of Canon

1933–1936	<b>Phantom Prototype Camera, "Kwanon"</b>
1937–1945	<p>In the early thirties, the two most popular brands of miniature cameras were Leica and Contax, both made in Germany, the camera kingdom of the world. These two brands attracted the camera fans, receiving enthusiastic support throughout the world as super grade cameras. At this time the price of the Leica was 420 yen whereas the average starting salary of a university graduate in Japan was around 70 yen per month. There was a Japanese man who disassembled a Leica camera in an attempt to develop a high-grade 35mm focal-plane-shutter rangefinder camera (hereafter referred to as a 35mm rangefinder camera). This person was Goro Yoshida (1900-1993). In 1933, Yoshida, together with his brother-in-law, Saburo Uchida (1899-1982) and Takeo Maeda (1909-1975), a former subordinate of Uchida, established the Precision Optical Instruments Laboratory in a room of an apartment located in Azabu Ward, Tokyo. Although it was reported that they were able to produce several prototypes of a high-grade 35mm rangefinder camera, "Kwanon (equipped with the Kasyapa = Kashapa lens)," no such camera is thought to exist today. "Kwanon" became a phantom prototype camera.</p>
1946–1954	
1955–1969	
1970–1975	
1976–1986	
1987–1991	
1992–1996	
1997–2000	
2001–2004	

Copyright (c) 1997-2008 Canon Inc. Museum Site Map Guest Book

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**Part B: Design**

**(25 marks)**

Your task now is to develop **one** section of the Dial-Tone Story Gallery. **Circle** the era that you will be developing:

1990s

2000s

2010s

*Note to candidates: Your designs may be communicated through a brief sketch or outline. You need to include annotations to describe aspects of the design and the era that it represents that may not be demonstrated clearly through your drawing or sketch.*

- (i) In preparation for designing your selected Dial-Tone gallery, use your findings in Part A to develop and justify a set of design criteria that you will apply to both the iconic graphic and template design. (10 marks)

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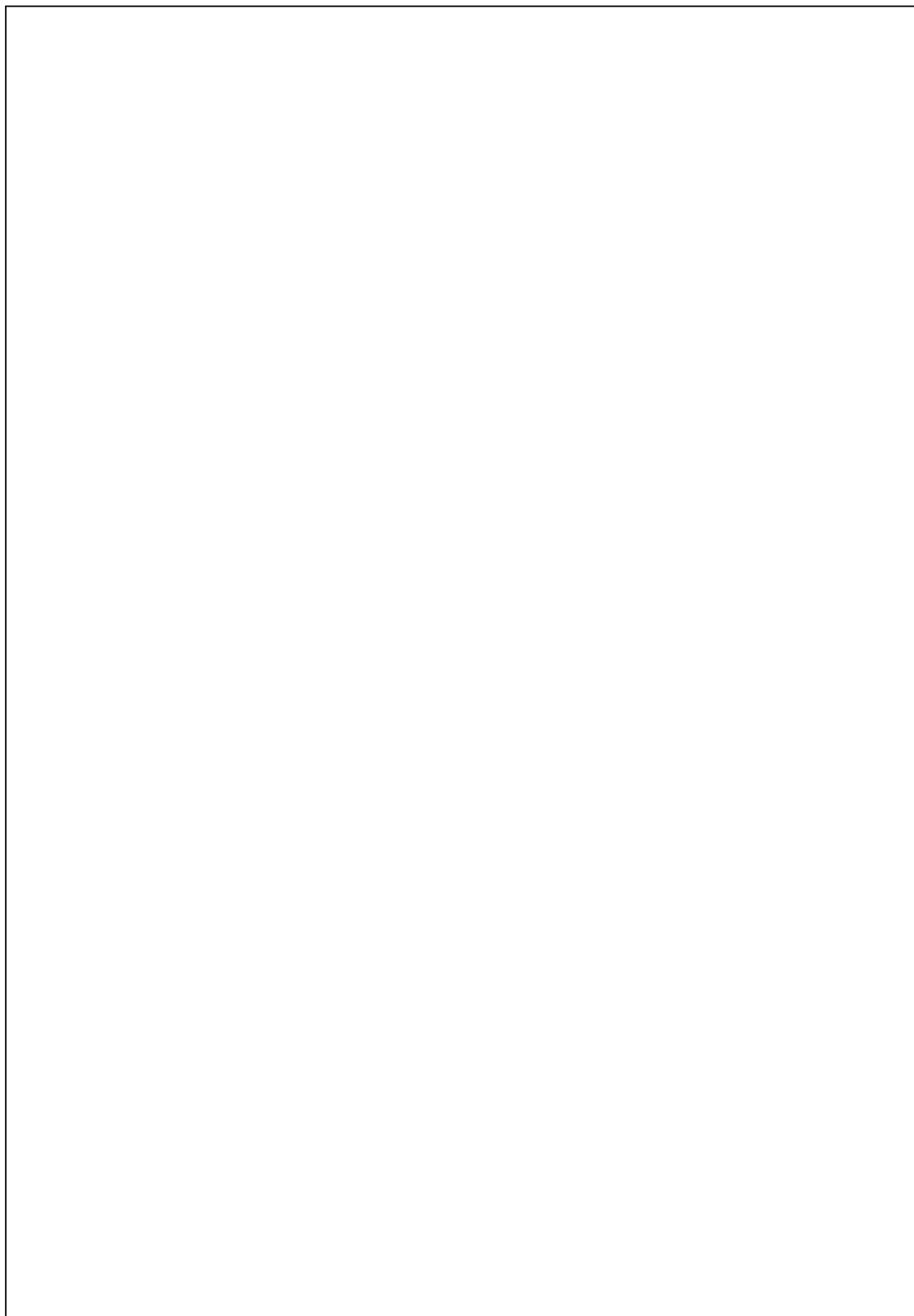


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- (ii) Using the design criteria that you developed in Part B (i), design **one** iconic graphic that can be used on Dial-Tone's home page. (5 marks)

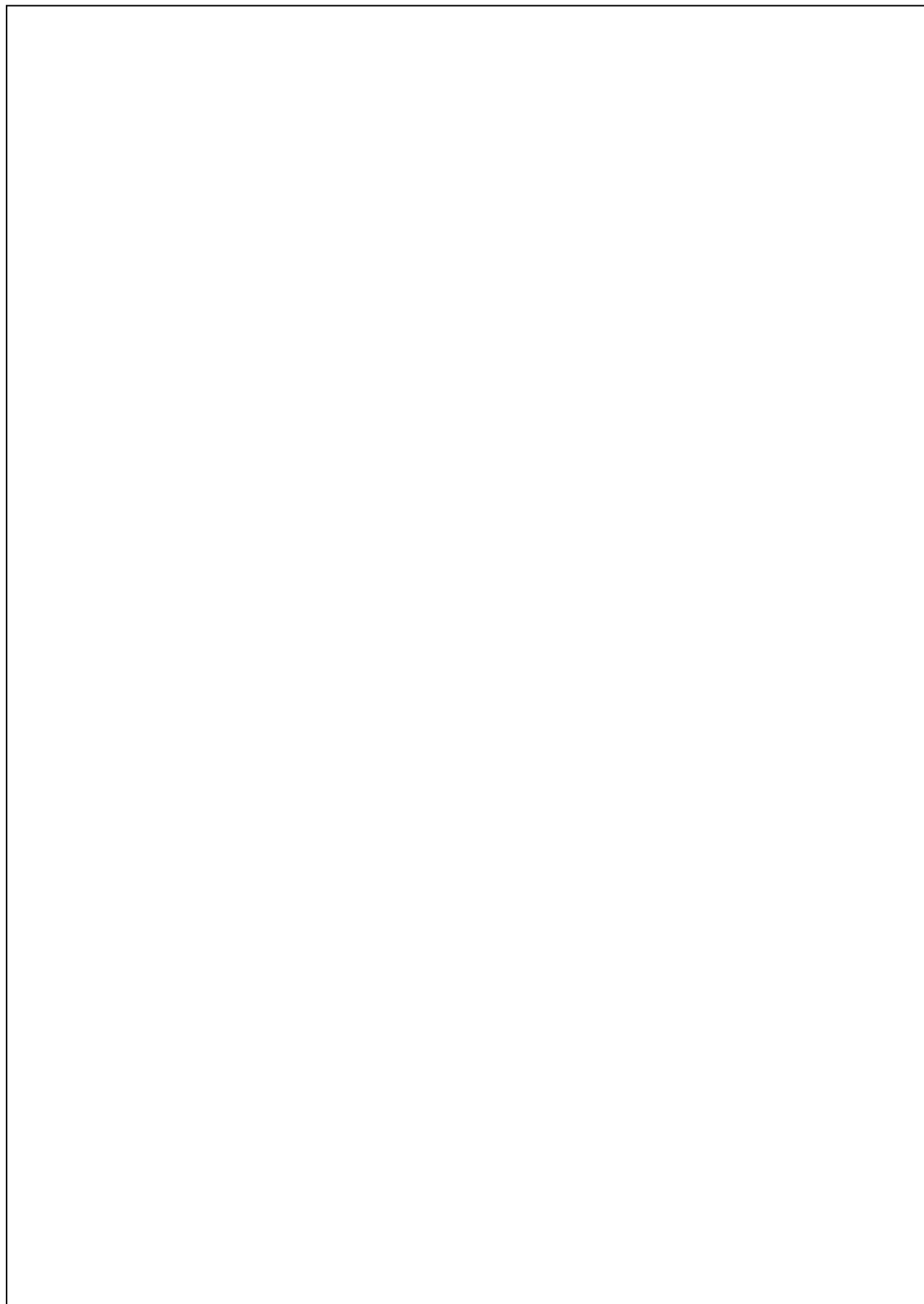
A large, empty rectangular box with a thin black border, intended for the student to draw an iconic graphic. The box occupies most of the page below the question text.



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- (iii) Design **one** web page template that can be used to display information related to your chosen era. Ensure that you use your design criteria from Part A. (10 marks)

A large, empty rectangular box with a thin black border, intended for the student to draw a web page template. The box occupies most of the page below the question.

Additional space if required:

A large, empty rectangular box with a thin black border, occupying most of the page below the text 'Additional space if required:'. It is intended for students to provide additional information or answers if needed.

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**Part D: Re-design**

**(15 marks)**

Consider the specific requirements of computer users who are **visually impaired**.  
Modify your template design from Part B (iii) using appropriate annotations to reflect these specific users' needs.

A large empty rectangular box with a thin black border, intended for the student to draw or design a template modification for visually impaired users.

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**Part E: Review**

**(25 marks)**

- (i) From your re-design in Part D, list five assumptions you have made about the end user’s hardware and software configurations and describe what implications these will have on the end user’s usability of the website. (10 marks)

Hardware/software assumptions	End user implications
1. _____ _____	_____ _____ _____
2. _____ _____	_____ _____ _____
3. _____ _____	_____ _____ _____
4. _____ _____	_____ _____ _____
5. _____ _____	_____ _____ _____









**Additional answer page**

**Additional answer page**

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### ACKNOWLEDGEMENTS

- Stimulus material A:** Snapshot taken from Kim Cannon's Photoportfolio (2008), retrieved July 8, 2009, from [www.cannon.com.au](http://www.cannon.com.au)
- Stimulus material B:** Snapshot taken from Canon Camera Museum (2009), retrieved July 8, 2009, from [www.canon.com/camera-museum/history/canon\\_story/f\\_index\\_d.html](http://www.canon.com/camera-museum/history/canon_story/f_index_d.html)

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