**NZQA**

**Approved**

Achievement standard: 91072 Version 3

Standard title: Demonstrate understanding of basic concepts of digital media

Level: 1

Credits: 3

Resource title: Beef and lamb

Resource reference: Digital Technologies VP-1.42 v2

Vocational pathway: Primary Industries

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| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91072-02-7338 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91072

Standard title: Demonstrate understanding of basic concepts of digital media

Level: 1

Credits: 3

Resource title: Beef and lamb

Resource reference: Digital Technologies VP-1.42 v2

Vocational pathway: Primary Industries

Learner instructions

# Introduction

This assessment activity requires you to demonstrate understanding of the basic concepts of digital media integrated into a New Zealand Beef and Lamb brochure.

You are going to be assessed on how comprehensively you understand the basic concepts of digital media integrated into a New Zealand Beef and Lamb brochure.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

As you research a New Zealand Beef and Lamb brochure, make notes about:

* the communication purpose of the brochure
* types of digital media used
* design elements
* distinguishing characteristics (the features)
* how and why these characteristics support the communication purpose
* software resources used to create the brochure
* techniques used to develop the brochure
* the technical quality of the brochure
* why the software resources and techniques were used to create the brochure and the effect they have had on technical quality
* ethical considerations that are relevant to the creation of a brochure
* why ethical considerations were important.

Use your research notes to prepare a portfolio or a presentation that demonstrates your comprehensive understanding of basic concepts of digital media outcomes. Include annotated screen shots to illustrate the key points of your discussion.

Create a presentation in which you:

* identify the digital media types in the brochure
* give the names of the main software applications that may have been used to create the brochure and describe how the main features of these have been used in the creation of the brochure
* describe the target audience and reasons why the brochure has been created (communication purpose)
* describe the way the different types of digital media and design elements have been integrated into the brochure (distinguishing characteristics)
* describe how, and discuss why, the way the different types of digital media and design elements (distinguishing characteristics of the digital media outcome) have been integrated into the brochure support its communication purpose
* describe the techniques used and the design elements in the brochure. Design elements may include colour, line, shape, texture, clarity, scale, contrast, space and proximity. Techniques are methods used within the applications to create the brochure
* explain how and discuss why software resources and techniques were used to create the brochure, and how they affected its technical quality
* explain the ethical considerations related to the brochure, their importance, and explain the reasons for their importance. Ethical considerations may include privacy, licensing, intellectual property, copyright and social implications.

Make sure you acknowledge all sources of information.

# Resources

PDFs of suitable brochures can be found on: [www.beeflambnz.co.nz](http://www.beeflambnz.co.nz) under resources/resources for consumers/leaflets.

Other information may be available from your local supermarket.

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to demonstrate comprehensive understanding of the basic concepts of digital media integrated into a New Zealand Beef and Lamb brochure.

Learners present their findings as a presentation or a portfolio.

This assessment activity could be done in preparation for, or reflection on developing a digital media outcome or an element within a print media outcome, for example an embedded image, a collage, or an animation.

# Conditions

This is an individual assessment task.

# Resource requirements

Learners will require access to an internet-enabled computer.

# Additional information

Learners need to recognise and understand ethical considerations. When selecting the digital media outcome for this assessment activity, make sure the ethical issues are obvious.

Learners could also consider ethical issues from a designer’s perspective. For example, it would not be socially acceptable to have images of animals being slaughtered.

# Assessment schedule: Digital Technologies 91072 – Beef and lamb

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates understanding of basic concepts of digital media used in a New Zealand Beef and Lamb brochure by:   * identifying the digital media types in a New Zealand Beef and Lamb brochure   For example:  The learner identifies examples of the actual media types used in the New Zealand Beef and Lamb brochure. These may include graphics, textural elements, or still images.  The brochure has a logo that identifies New Zealand beef and lamb and also some photos of possible meals.   * describing the software resources used to create the digital media outcome   For example:  The learner describes the different types of software that may have been used in the creation of the brochure and has given some features of the software.  GIMP, a photo editing tool, was used to edit the images. It has tools that allow the editing of images to correct blemishes in the originals such as redeye.   * describing techniques used to create a specific digital media outcome   For example:  The learner describes techniques that have been used in the software to enable the New Zealand Beef and Lamb brochure to be created.  GIMP has been used to repair minor blemishes in some of the images such as redeye.   * describing design elements in the digital media outcome   For example:  The learner describes design elements which may include colour, line, shape, texture, clarity, scale, contrast, space, and proximity.  The brochure uses a hierarchy of headings and text to allow the reader’s eye to quickly scan and decide what is important.   * describing the communication purpose of the digital media outcome   For example:  The learner describes what the purpose of the New Zealand Beef and Lamb brochure is and who the brochure is intended for.  The brochure is designed to attract a range of people such as farmers, industry, consumers and foodies to encourage the consumption of New Zealand beef and lamb products.   * describing the ethical considerations related to the digital media outcome   For example:  The learner describes some of the ethical considerations which may include: privacy, licensing, intellectual property, copyright and social implications related to digital media.  The pictures used should not show images of people unless consent has been given.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates in-depth understanding of basic concepts of digital media used in a New Zealand Beef and Lamb brochure by:   * identifying the digital media types in a New Zealand Beef and Lamb brochure   For example:  The learner identifies examples of the actual media types used in the New Zealand Beef and Lamb brochure. These may include graphics, textural elements, or still images.  The brochure has a logo that identifies New Zealand beef and lamb and also some photos of possible meals.   * explaining how software resources and techniques were used to create the digital media outcome and how they affected its technical quality   For example:  The learner describes the different types of software that may have been used in the creation of the brochure and has given some features of the software.  GIMP, a photo editing tool, was used to edit the images. It has tools that allow the editing of images to correct blemishes in the originals such as redeye.  The learner explains how the software and techniques allowed this to happen.  The learner explains how redeye is repaired in an image using the tools and features of the software.  The learner also explains how such editing is necessary for the finished product.  It is necessary to use high quality images because images that have faults in them may detract from the completed brochure and it is important that any publications have a good quality to maintain the credibility of the organisation.   * describing design elements in the digital media outcome   For example:  The learner describes design elements which may include colour, line, shape, texture, clarity, scale, contrast, space, and proximity.  The brochure uses a hierarchy of headings and text to allow the reader’s eye to quickly scan and decide what is important.   * describing how the distinguishing characteristics of the digital media outcome support its communication purpose   For example:  The learner explains what the purpose of the New Zealand Beef and Lamb brochure is and who the brochure is intended for. They explain some of the features of the brochure that support the communication purpose.  The brochure is designed to attract a range of people such as farmers, industry, consumers and foodies to encourage the consumption of beef and lamb products. The use of sports stars is to provide potential purchasers of the beef and lamb products with people that they can identify with and to add creditability to the brochure and product.   * describing the importance of the ethical considerations applied in the creation of the digital media outcome   For example:  The learner describes the importance of the ethical considerations which may include: privacy, licensing, intellectual property, copyright and social implications related to digital media.  The brochure has a social responsibility to promote healthy eating due to the incidence of obesity in modern society. It does this by the use of the ‘Heart tick’ and recommending serving sizes.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates comprehensive understanding of basic concepts of digital media used in a New Zealand Beef and Lamb brochure by:   * identifying the digital media types in a New Zealand Beef and Lamb brochure   For example:  The learner identifies examples of the actual media types used in the New Zealand Beef and Lamb brochure. These may include graphics, textural elements, or still images.  The brochure has a logo that identifies New Zealand beef and lamb and also some photos of possible meals.   * describing design elements in the digital media outcome   For example:  The learner describes design elements which may include colour, line, shape, texture, clarity, scale, contrast, space, and proximity.  The brochure uses a hierarchy of headings and text to allow the reader’s eye to quickly scan and decide what is important.   * discussing why software resources and techniques were used to create a digital media outcome and how they affected its technical quality   For example:  The learner compares and contrasts alternative software resources and techniques that may have been used in the creation of the New Zealand Beef and Lamb brochure and gives reasons why one might be better than another to produce the brochure.  The learner compares and contrasts different pixel selection tools and has a conclusion indicating why one is better than the others.  The learner discusses how the selection of the software resources and techniques affects the completed technical quality of the New Zealand Beef and Lamb brochure.  Using the magic lasso tool of Photoshop enabled the image to be quickly selected and cut out of the original picture and the image part has a smooth edge that means that further editing is not required. The cut out image was inserted into the brochure and the text was flowed around the image providing good use of proximity and white space.   * discussing why the distinguishing characteristics of the digital media outcome support its communication purpose   For example:  The learner discusses what the purpose of the New Zealand Beef and Lamb brochure is and who the brochure is intended for. They discuss some of the features of the brochure, the way that the media types have been integrated and how that supports the communication purpose.  The brochure is designed to attract a range of people such as farmers, industry, consumers and foodies to encourage the consumption of beef and lamb products. The use of sports stars is to provide potential purchasers of the beef and lamb products with people that they can identify with and to add creditability to the product and the brochure. The New Zealand Beef and Lamb brand is associated with outdoors, farming and healthy living, therefore the designers wanted to carry that look and feel through the brochure, hence using earthy colours, athletes, images of healthy animals and slab serif fonts.   * explaining why ethical considerations were important in the creation of a digital media outcome   For example:  The learner explains the importance of the ethical considerations which may include: privacy, licensing, intellectual property, copyright and social implications related to digital media.  This brochure markets itself on the ‘Heart tick’ nutrition and also appropriate servings of meat, hence this ethical issue has been considered important because obesity and heart disease are major concerns in our community today. Images used only have people in them that have given permission to be used and were taken especially for the brochure so the copyright belongs to the New Zealand Beef and Lamb organisation. Images that are not the property of New Zealand Beef and Lamb or used without permission could cause legal action to be taken.  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.