**NZQA**

**Approved**

Achievement standard: 91073 Version 3

Standard title: Implement basic procedures to produce a specified digital media outcome

Level: 1

Credits: 4

Resource title: Training video

Resource reference: Digital Technologies VP-1.43 v2

Vocational pathway: Primary Industries

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| Date version published | February 2015 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91073-02-7342 |
| 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: 91073

Standard title: Implement basic procedures to produce a specified digital media outcome

Level: 1

Credits: 4

Resource title: Training video

Resource reference: Digital Technologies VP-1.43 v2

Vocational pathway: Primary Industries

Learner instructions

# Introduction

This assessment activity requires you to implement basic digital media procedures in the development of a training video that teaches an aspect of freehand drawing techniques used in furniture making.

You are going to be assessed on how efficiently you implement basic procedures to produce your video on an aspect of freehand drawing techniques used in furniture making.

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.

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

# Task

You are to select appropriate software to develop a training video on one aspect of freehand drawing used in furniture making. You may negotiate your topic with your assessor/educator or choose one of the following:

* equipment required for getting started
* sketching circles and arcs
* drawing in proportion
* pictorial sketching using a grid
* sketching furniture using cubes or cylinders
* effective shading.

## Specifications

The specifications for your training video require it to:

* contain audio
* include images that you have taken/shot and edited. You must develop any images yourself, such as photographs, pictures, or diagrams
* follow a logical sequence
* include content that is relevant to the context and the target audience, for example people who want to learn how to draw freehand.

## Develop and structure the video

In the development of your video you will:

* use appropriate features of the software application, including editing and integrating the video/images you have taken
* apply formatting techniques and design elements
* apply data integrity and testing procedures to ensure that your video meets all the agreed specifications; this includes checking for relevance, accuracy and reliability
* follow legal (including copyright), ethical and moral responsibilities
* show accuracy and independence in making decisions and in the application of techniques and testing procedures
* undertake techniques and testing procedures in a manner that economises the use of resources, for example working in a timely fashion, being prepared for each lesson, and optimising tool selection and use
* combine at least two different digital media types (e.g. video, still images, audio).

When you have finished, save the final version of your video using a suitable medium. Hand the video in to your assessor/educator. Ensure that you include copies of:

* data that is embedded in your final video
* any records of testing and your response to testing outcomes
* any other documents that you created as you developed your video.

Your final grade will take into account your independent work habits, your accuracy and efficiency.

This is an individual task.

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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 efficiently create a specified digital media outcome that incorporates original content and integrates at least two digital media types. The digital media outcome is the development of a training video that teaches an aspect of freehand drawing technique used in furniture making.

# Conditions

This is an individual assessment task.

The assessor/educator is required to assess the ways in which the techniques are implemented, as well as the quality of the outcome. To facilitate these requirements learners should complete all their practical work in the presence of their assessor/educator.

# Resource requirements

Access to:

* computers with appropriate software to enable learners to save and export files for a range of purposes
* effective programs and appropriate software to enable learners to preview their outcomes
* cameras
* content.

# Additional information

This example is of specifications that would be typical for a video. You need to provide or confirm the specifications for other kinds of digital media, including specifications for the second digital media type that the learners are required to integrate with the first, in order to allow learners to achieve this standard.

## Other possible contexts for this vocational pathway

The digital media outcome could equally well be one that integrates at least two digital media types, such as a website that incorporates digital image manipulation. For example create a training website or information sheet for:

* animal husbandry
* sheep shearing
* fencing
* basic tractor maintenance.

# Assessment schedule: Digital Technologies 91073 – Training video

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner implements basic procedures to produce a training video by:* applying a set of techniques to produce the training video that meets specifications

For example:The learner completes a training video that meets the specifications and functions as intended. Content is relevant to the context and the target audience, for example people who want to learn how to draw furniture freehand. Sound has been created and edited. There are a few errors but they do not affect the overall meaning of the video e.g. audio slightly out of sync in some areas.* using the appropriate features of the digital media software to edit and integrate digital media types to create the training video

For example:The learner shoots relevant video sequences, edits them using an editing program, and embeds them in the video. Sound is added to the video and all still images integrated.* applying formatting techniques and design elements as appropriate to the media type and requirements of the training video

For example:The learner considers the timeline and workflow to ensure that the content is in a logical order. Suitable text is used for titles. Suitable cuts between scenes are used.* applying data integrity and testing procedures to ensure the video meets the specifications

For example:The learner edits the images/video/sound to remove most unwanted noise and other distractions. The video is previewed to ensure that it is watchable and understandable. There are only minor errors and the order is accurate and logical.The learner addresses all major issues, although they do not correct all the minor inaccuracies that show up during testing. * following legal, ethical, and moral responsibilities as appropriate to the outcome

For example:The learner seeks permission to use video images of any people that are used in the video. The language used is appropriate to the video.The above expected learner responses are indicative only and relate to just part of what is required. | The learner skilfully implements basic procedures to produce a training video by:* showing accuracy and independent decision making in the application of techniques to produce the training video that meets specifications

For example:The learner completes a training video that displays as intended and meets the specifications and functions as intended. Content is relevant to the context and the target audience, for example people who want to learn how to draw furniture freehand. All images are clear and not pixelated, images are manipulated to fit the space available and to enhance the design concept, scenes and layers are structured appropriately and images, video or sound enhancements are used appropriately.* using the appropriate features of the digital media software to edit and integrate digital media types to create the training video

For example:The learner, independently, shoots relevant video sequences, edits them using an editing program, and embeds them in the video. Sound is added to the video and all still images integrated.* applying formatting techniques and design elements, accurately and independently, as appropriate to the media type and requirements of the training video

For example:The learner, independently, considers the timeline and workflow to ensure that the content is in a logical order. Suitable text is used for titles. A range of design elements are used. Suitable cuts between scenes are used. The learner considers the layout to ensure that the content will fit, and previews the video to ensure that it is functional. * applying data integrity and testing procedures accurately and independently to ensure the video meets the specifications

For example:The learner makes decisions independently and uses online support effectively. They may not always use the optimal tool in the optimal way, but they need no direct assistance to:* + test the video to ensure that it displays appropriately and that the information included is correct
	+ edit the images/video/sound to remove most unwanted noise and other distractions
	+ preview the video to ensure that it is watchable and understandable
	+ check that the order is accurate and logical
	+ address all issues and correct inaccuracies that show up during testing.
* following legal, ethical, and moral responsibilities as appropriate to the outcome

For example:The learner seeks permission to use video images of any people that are used in the video. The language used is appropriate to the video.The above expected learner responses are indicative only and relate to just part of what is required. | The learner efficiently implements basic procedures to produce a training video by:* applying techniques independently, accurately and in a manner that economises the use of resources, to produce the training video that meets specifications

For example:The learner independently creates a training video in a straightforward, deliberate manner, selecting and using the most efficient tools and resources at each stage, and not resorting to a trial-and-error approach, that meets the specifications and functions as intended. Content is relevant to the context and the target audience, for example people who want to learn how to draw furniture freehand.* using the appropriate features of the digital media software to edit and integrate digital media types to create the training video

For example:The learner, independently, shoots relevant video sequences, edits them using an editing program, and embeds them in the video. Sound is added to the video and all still images integrated.* undertaking formatting techniques and design elements, accurately, independently, and in a manner that economises the use of resources, as appropriate to the media type and requirements of the training video

For example:The learner, independently, sets up the timeline, structure and content. Workflow is set up to ensure that the content is in a logical order. Suitable text is used for titles. A range of design elements are used. Suitable cuts between scenes are used. The learner considers the layout to ensure that the content will fit, and previews the video to ensure that it is functional.* applying data integrity and testing procedures accurately, independently, and in a manner that economises the use of resources, to ensure the video meets the specifications

For example:The learner makes decisions independently and uses online support effectively. Tools are optimised. The learner needs no direct assistance to:* + test the video to ensure that it displays appropriately and that the information included is correct
	+ images/video/sound are edited to remove unwanted noise and other distractions
	+ the video runs as intended with no errors
	+ images and audio are clear and enhanced appropriately
	+ preview the video to ensure that it is watchable and understandable
	+ check that the order is accurate and logical
	+ address all issues and correct inaccuracies that show up during testing.
* following legal, ethical, and moral responsibilities as appropriate to the outcome

For example:The learner seeks permission to use video images of any people that are used in the video. The language used is appropriate to the video.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.