**NZQA**

**Approved**

Achievement standard: 91370 Version 3

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

Level: 2

Credits: 4

Resource title: An artisan website

Resource reference: Digital Technologies VP-2.43 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91370-02-8242 |
| 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: 91370

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Learner instructions

# Introduction

This assessment activity requires you to implement advanced procedures to produce a multi-page website for a producer of artisan food.

You are going to be assessed on how efficiently you implement advanced procedures to produce a multi-page website for a producer of artisan food.

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

You are to create a website for a producer of an artisan food (for example cheese, sausages, bread) or beverage (for example boutique beer or cordial) in your area. You will create the digital media content (for example backgrounds, buttons and banners) and integrate at least one other media type (such as your own photos or graphics).

While you do not have to write the text yourself, you are responsible for presenting it in the best possible way for reading on the web (including making sure it has suitable headings, subheadings and main body text and structure, and uses CSS to style these elements appropriately).

The specifications for the website include:

* background information about the company
* location and contact details
* branding (logo, colours, fonts)
* images and a list of products with descriptions and prices
* stockists or purchase systems
* recipes
* media coverage and/or awards.

Ensure that you address any legal, ethical and moral responsibilities.

This is an individual task.

## Planning

Plan the website structure and where content will go (for example pages, navigation, content structures, headings, etc.), and the process you will follow to create the website.

Identify a design concept and implement it (for example link structures, embed content and follow design principles).

Select the digital media software applications you will use to create, edit and integrate the various digital media on your website.

## Creating

Use the tools you have selected to create your multi-page website, following your plan and the agreed specifications.

Keep evidence of what you do, when you do it, the results of testing/checking and how you address the problems you encounter during the development process (for example by annotating your plan or making screen shots or screen dumps). This will contribute to the evidence of your organisation and efficiency when building your website.

Testing may involve checking the integrity of data for relevance and accuracy, and visual previews to check pages display as intended. It will also involve usability checking.

You need to show independence in decision-making, using tools and techniques, and checking the quality of your work, as well as timely and efficient working methods.

Save the final version of your website using a suitable medium. Give your assessor/educator an electronic copy of the website and hard copies of any supporting material.

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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 implement advanced procedures to create a multi-page website, for a producer of artisan food, that integrates original learner-developed digital media content.

# Conditions

As the learner’s independence and efficiency is assessed in this activity learners should complete all their practical work in the presence of their assessor/educator.

This is an individual assessment task.

# Resource requirements

Access is needed to:

* computers and appropriate software (for example web page-building software such as Dreamweaver (Code View) or Notepad++)
* image-manipulation software (for example Photoshop and GIMP)
* internet browsers to preview and test outcomes
* W3C online validation services for testing (<http://validator.w3.org/>).

Access to cameras, scanners and sound recording equipment may be required.

For content, the learner can:

* create their own text
* use text supplied by the assessor/educator
* download appropriate text and data from the internet (as long as they address any copyright issues). For guidance about ethical issues, see Technology Online <http://technology.tki.org.nz/Curriculum-support/Intellectual-Property-Issues>.

# Additional information

None.

## Other possible contexts for this vocational pathway

This could be another digital media outcome that integrates at least two digital media types, such as:

* a desktop-published document that incorporates digital image manipulation
* an edited movie
* an outcome that has been trialled through technological practice and which the learner is ready to create in its final form.

# Assessment schedule: Digital Technologies 91370 – An artisan website

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner implements advanced procedures to produce an artisan website by: * selecting software based on the features of the program(s) that enable the learner to effectively demonstrate skills in creating, editing and integrating the media types

For example, the learner:* + chooses an appropriate image manipulation tool to prepare imagery for the website (e.g. Fireworks, Photoshop or GIMP for raster images, Illustrator or Inkscape for vector images)
	+ chooses an appropriate editor for creating and managing the HTML and CSS.
* applying a set of advanced tools and techniques suited to the media to enhance the presentation of content

For example:The learner completes a website (using HTML coding and CSS styling) that meets the specifications and functions as intended, although there are a few errors that do not affect the essential functioning.The learner:* + sets up the website and content
	+ applies styles
	+ applies a range of design elements.

The website includes original media content and integrates media types.The development process may rely largely on trial and error.* applying data integrity and testing procedures to ensure the outcome meets specifications

For example:, the learner* + measures the divisions to ensure the content will fit and previews the website to ensure it is functional. The text is proofread to ensure it is readable and legible, with only minor errors. Images are edited to remove most unwanted distractions. The learner checks the website displays in two different browsers, and checks for relevance and accuracy
	+ addresses all major issues, although they may 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 has permission to use text sourced from the internet and references this text correctly. All of the text and imagery is suitable for the target audience.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner skilfully implements advanced procedures to produce an artisan website by:* selecting software based on the features of the program(s) that enable the learner to effectively demonstrate skills in creating, editing and integrating the media types

For example, the learner:* + chooses an appropriate image manipulation tool to prepare imagery for the website (e.g. Fireworks, Photoshop or GIMP for raster images, Illustrator or Inkscape for vector images)
	+ chooses an appropriate editor for creating and managing the HTML and CSS.
* applying a set of advanced tools and techniques suited to the media to enhance the presentation of content

For example:The learner completes a website (using HTML coding and CSS styling) that meets the specifications and functions as intended, although there are a few errors that do not affect the essential functioning.The learner:* + sets up the website and content
	+ applies styles
	+ applies a range of design elements.

The website includes original media content and integrates media types.The development process may rely on trial and error.* showing accuracy in the application of advanced tools, techniques and procedures
* showing independent decision-making in selecting digital media software applications and applying advanced tools, techniques and procedures
* applying data integrity and testing procedures to ensure the outcome meets specifications

For example, the learner:* + independently completes a website that displays as intended (using accurate HTML and CSS styling), meets specifications and includes original media content and integrates media types
	+ accurately and independently applies a set of advanced techniques, tools and data integrity and testing procedures so that, for example, all links work and all images display correctly, tags are styled consistently across the website, images are manipulated to fit the space available and enhance the visual style, there are no errors in the markup or CSS
	+ chooses appropriate techniques for preparing imagery for the website (e.g. exporting the image as a gif, png or jpeg according to the image display requirements and scaling the image to the correct size to fit the layout, rather than relying on the HTML to scale the image). Unwanted distractions are removed
	+ creates and refines an efficient markup and CSS to present web content
	+ uses online support effectively and demonstrating independent research of techniques
	+ independently sets up the website and content, applies styles, applies a range of design elements, tests the page to ensure it displays over a range of browsers and that the website information is correct. Text is proofread and it is readable and legible
	+ the learner addresses all issues.
* following legal, ethical and moral responsibilities as appropriate to the outcome

For example: The learner has permission to use text sourced from the internet and references this text correctly. All of the text and imagery is suitable for the target audience.*The above expected learner responses are indicative only and relate to just part of what is required*. | The learner efficiently implements advanced procedures to produce an artisan website by:* selecting software based on the features of the program(s) that enable the learner to effectively demonstrate skills in creating, editing and integrating the media types

For example, the learner:* + chooses an appropriate image manipulation tool to prepare imagery for the website (e.g. Fireworks, Photoshop or GIMP for raster images, Illustrator or Inkscape for vector images)
	+ chooses an appropriate editor for creating and managing the HTML and CSS.
* applying a set of advanced tools and techniques suited to the media to enhance the presentation of content

For example:The learner completes a website (using HTML coding and CSS styling) that meets the specifications and functions as intended, although there are a few errors that do not affect the essential functioning.The learner:* + sets up the website and content
	+ applies styles
	+ applies a range of design elements.

The website includes original media content and integrates media types.* showing accuracy in the application of advanced tools, techniques and procedures
* showing independent decision-making in selecting digital media software applications, applying tools and techniques and implementing procedures in a manner that economises the use of resource in the outcome’s production and its usability (e.g. produced in a timely fashion, and optimisation of tool selection and use)
* applying data integrity and testing procedures to ensure the outcome meets specifications

For example, the learner:* + independently completes a website (using accurate HTML and CSS styling that displays as intended, meets specifications and includes original media content
	+ accurately and independently applies a set of advanced techniques, tools and data integrity and testing procedures so that, for example, all links work and all images display correctly, tags are styled consistently across the website, images have been manipulated to fit the space available and enhance the visual style, there are no errors in the markup or CSS
	+ chooses appropriate techniques for preparing imagery for the website (e.g. exporting the image as a gif, png or jpeg according to the image display requirements and scaling the image to the correct size to fit the layout, rather than relying on the HTML to scale the image). Unwanted distractions are removed
	+ creates and refines an efficient markup and CSS to present web content, using online support effectively and demonstrating independent research of techniques
	+ independently sets up the website and content, applies styles, applies a range of design elements, tests the page to ensure it displays over a range of browsers and that the website information is correct. All text is proofread and it is readable and legible
	+ completes testing to confirm the website is valid
	+ creates a fully functional website in a straightforward, deliberate manner, using their development process
	+ develops an efficient plan to build the website and follows this to achieve an efficient implementation
	+ selects and uses the most efficient tools and techniques and resources at each stage, and does not resort to using trial and error
	+ uses code commenting throughout so that the HTML or CSS can be easily followed and understood by other users
	+ creates the mark-up and style sheets efficiently, using a minimal amount of mark-up and CSS.

The web page displays as intended, with no errors, and the code is validated (submitted to a validator to ensure that it is correct). The links are easily interpreted and allow the user to know when they have clicked on them previously.Images are optimised before being imported, selected and edited using a range of tools, and saved with the editing information.* following legal, ethical and moral responsibilities as appropriate to the outcome

For example: The learner has permission to use text sourced from the internet and references this text correctly. All of the text and imagery is suitable for the target audience.*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.