

**Internal Assessment Resource**

**Digital Technologies & Hangarau Matihiko Level 3**

This resource supports assessment against Achievement Standard 919031

**Standard title:** Use complex techniques to develop a digital media outcome

**Credits:** 4

**Resource title:** MyCommunity

**Resource reference:** Digital Technologies & Hangarau Matihiko 3.4A

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| This resource:   * Clarifies the requirements of the achievement standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school/kura environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | December 2018 Version 1  To support internal assessment from 2019 |
| Authenticity of evidence | Teachers/kaiako must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher 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. |

Achievement standard 91903 is derived from both *The New Zealand Curriculum* and *Te* *Marautanga o Aotearoa.*

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**Teacher/Kaiako guidelines**

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

Teachers/kaiako 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 students/ākonga against it.

**Context/Te Horopaki**

This achievement standard involves using complex techniques to develop a refined digital media outcome. This activity requires students to create a documentary video using complex techniques. Please see the student task for more details.

Teachers are encouraged to edit this default task to make it suitable for their student community.

Note: Students may either complete the task below or ‘pitch’ an alternate idea. Provided their idea allows them to use complex techniques to create a video, they should be encouraged to develop their custom solution.

**Conditions/Ngā Tikanga**

It is recommended that students should have at least two identified checkpoints with their teacher as they work through this assessment activity to ensure they have an opportunity to ask questions and gather feedback.

The format of the final outcome is a video.

**Resource requirements/Ngā Rauemi**

Students will need access to video editing software such as Adobe Premier or other open source alternatives.

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**Student/Akonga instructions**

**Introduction/Kupu Arataki**

This assessment activity requires you to use complex techniques to create a documentary video.

You are going to be assessed on how successfully you use complex techniques to develop a digital media outcome. You will also be assessed on your use of efficient tools and techniques and application of user experience principles when developing your video.

Teacher note: Insert due dates and timeframes

**Task/Hei Mahi**

You need to develop, test and refine a video for the following scenario:

**Scenario**:

There are many things happening in our local community that would benefit from publicity. These could be issues such as poverty, homelessness or overcrowding. It could be community ‘good sorts’. ‘Good sorts’ are people who do good things for the local community but are not recognised for their efforts. This could also be the community itself such as your town or marae. Are there things happening in your town or marae that would benefit from some positive publicity?

You are to create a short documentary video about a local community issue, location or person. It needs to outline the issue, include some evidence that the issue exists and have a conclusion about what we, as a community, can do about it.

Your video must:

* be well produced and professional using a consistent colour balance and screen size
* use appropriate techniques for recording sounds and integrating a sound track, so that the sound is clear, and the sound track is balanced with the voice recording
* use a range of different shots or camera techniques
* use a range of different editing techniques
* be rendered to an appropriate file type
* be created using appropriate complex tools and techniques
* apply user experience principles, including genre conventions
* address any relevant implications that you have identified as important to your outcome.

Complex techniques may include:

* sophisticated digital effects
* non-core functionality
* industry standards or guidelines
* integration of original media types
* automation through scripts.

You also need to provide evidence showing:

* that the video has been trialled and tested regularly throughout the design and development phase
* that feedback from each cycle of trialling and testing has been used to improve the video
* how you applied user experience principles to improve the quality of the outcome
* efficient tools and techniques that you have used in the video’s production (e.g. editing techniques, versioning, etc).
* that relevant implications have been addressed in your outcome. This may include a discussion on how your outcome (or the production):
  + is socially/culturally acceptable
  + honours legal, ethical and intellectual property obligations
  + considers any privacy issues
  + is accessible, usable and functional
  + is sustainable and future proof
  + considers health and safety requirements.

**Assessment schedule/Mahere Aromatawai: Digital Technologies & Hangarau Matihiko 91903 – My Community**

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| **Evidence/Judgements for Achievement/Paetae** | **Evidence/Judgements for Achievement with Merit/Kaiaka** | **Evidence/Judgements for Achievement with Excellence/Kairangi** |
| Use complex techniques to develop a digital media outcome.  The student has:   * applied appropriate tools and techniques to meet the purpose and end user requirements   **For example (partial evidence):**   * the student has created a video with original footage recorded using an appropriate camera * a range of camera shots and complex techniques were used when recording footage. This could include compositing, use of different shot types, panning or tilting shots * the video was edited using appropriate video editing software * a range of complex editing techniques were used such as, sophisticated digital effects, non-core functionality, industry standards or guidelines, integration of original media types, automation through scripts. * applied appropriate data integrity and testing procedures   **For example (partial evidence):**   * the lighting and sound were tested before shooting footage * editing effects were tested on the rough cuts * a rough cut has been shown to stakeholders and any issues have been addressed * the video has been viewed in its intended environment such as YouTube, Facebook, DVD or website to ensure that it plays correctly. * applied user experience principles relevant to the purpose of the outcome   **For example (partial evidence):**   * Project management   The student planned and organised the video and artefacts to meet user deadlines. Managed lifecycle and UX processes, roles in the project and planning to meet deadlines   * Content Strategy  The student planned and organised the writing, useful content, creation, delivery and ethics behind it. e.g. appropriate editing techniques have been used to enhance the narrative such as transitions, cuts and compositing. * [Visual Design](https://www.usability.gov/what-and-why/visual-design.html)  The student developed an aesthetically pleasing visual display for the range of viewers e.g. appropriate camera techniques were used to enhance the narrative, this included close up and medium close up shots filmed on a left to right alignment. * addressed relevant implications   **For example (partial evidence):**   * the student has signed model releases for all on-screen talent * they ensured that all footage is appropriate for the target audience * all footage is culturally appropriate, and all subjects are portrayed ethically*.*   *The examples above are indicative samples only* | Use complex techniques to develop an informed digital media outcome.  The student has:   * used information from testing procedures to improve the quality of the outcome   **For example (partial evidence):**   * tested the sound balance of the sound track and the voice over recording and adjusted the balance to improve the clarity of the voice over * previewed the outcome and made changes to the editing/formatting to improve it * asked stakeholders to view their video and made changes based on feedback * tested the outcome in situ and adjusted settings to ensure that it plays correctly. * applied user experience principles to improve the quality of the outcome   **For example (partial evidence):**   * Accessibility - The student investigated different accessibility requirements and looked at ways to make the video more widely accessible e.g. using Diegetic and Non-Diegetic Sound has been used to represent emotion, and appropriately timed captioning that can be turned on or off. * Visual Design - simple font has been used for the text throughout the video, this was altered so that it won’t distract the audience and is a usable typeface that works well in various sizes and using fonts with easily distinguishable letters.   *The examples above are indicative samples only* | Use complex techniques to develop a refined digital media outcome.  The student has:   * demonstrated iterative improvement of the video throughout the design, development and testing process to produce a high-quality outcome   **For example (partial evidence):**  The student carried out testing throughout the creation of the video to ensure that it was fit for purpose and technically accurate. They used this evidence to iteratively improve the video.  For instance, the student checked:   * that the sound or dialog level is acceptable and consistent * that the story is compelling and flows * that the lighting levels are consistent between shots * that the visuals are appropriate and enhance the storyline   and the student made iterative improvements as appropriate using information from these tests.   * used efficient tools and techniquesin the outcome’s production   **For example (partial evidence):**   * the student has an efficient file structure with each shot and take named * a shot list created and maintained during filming * video optimised and colour, lighting issues addressed * scripts or custom pre-sets used to ensure consistency * keyboard shortcuts used when needed.   *The examples above are indicative samples only* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard