**NZQA**

**Approved**

EXPIRED

Achievement standard: 91073 Version 3

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

Level: 1

Credits: 4

Resource title: Snap, snip and show

Resource reference: Digital Technologies VP-1.43 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-02-2015-91073-02-7343 |
| 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

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Learner instructions

# Introduction

This assessment activity requires you to implement basic digital media procedures in the development of a brochure that will be used as marketing material for a local retail shop.

You are going to be assessed on how efficiently you implement basic procedures to develop your brochure to be used as marketing material for a local retail shop.

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 and create a brochure that will be used as marketing material for a local retail shop. The brochure will advertise a new product or product range.

## Specifications

Specifications are short statements that describe the function of the finished product. They must be agreed by the client. The specifications for your brochure include the following:

* text provided by your assessor/educator or client
* at least two pages
* images that you have taken and edited. You must take your own photographs for this brochure
* images that contrast with the page background
* clear titles and subheadings
* consideration of design principles.

You may refer to existing templates or images for information and ideas, but you may not download a template or an image and modify its appearance.

## Develop and structure the brochure

In developing your brochure you will:

* use appropriate features of the software application, including editing and integrating your images into the final brochure
* apply formatting techniques and design elements, such as colour, line, shape, texture, space and proximity
* apply data integrity and testing procedures to ensure that your brochure meets all the agreed specifications; this includes checking the relevance, accuracy and reliability of information
* 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, 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 brochure using a suitable medium. Hand the brochure in to your assessor/educator. Ensure that you include copies of:

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

Your final grade will take into account your independent work habits, and 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 brochure, as a marketing tool for a retail shop, that incorporates original content and integrates at least two digital media types.

# Conditions

This is an individual assessment task.

You are 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 and to appropriate software, for example image-manipulation software, such as Photoshop and GIMP
* appropriate software to enable learners to preview their outcomes
* cameras
* specifications, or examples of specifications
* content.

# Additional information

The specifications in this activity would be typical for a brochure. You would 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 ensure learners could 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, for example an edited movie or other outcome selected by or negotiated with your learner. It could also be an outcome trialled through technological practice that the learner is now ready to create in its final form.

For example digital media outcomes for:

* a service, for example financial or layby
* a promotion, such as seasonal promotions, Father’s Day or Halloween.

# Assessment schedule: Digital Technologies 91073 – Snap, snip and show

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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 brochure for a retail shop by:* applying a set of techniques to produce the brochure for a retail shop that meets specifications

For example:The learner completes a multi-page brochure for a retail shop that meets the specifications, for example two pages and clear headings and subtitles, and functions as intended. There are a few errors but they do not affect the overall meaning of the brochure e.g. a minor spelling mistake.* using the appropriate features of the digital media software to edit and integrate digital media types to create the brochure

For example:The learner takes relevant photographs, edits them using an imaging program, and embeds them in the brochure. The images are prepared for use by resampling for size and resolution. The learner attempts to repair major faults in the images such as red eye.* applying formatting techniques and design elements as appropriate to the media type and requirements of the brochure

For example:The learner uses a hierarchy of headings, fonts and colours appropriate to the selected design. Alignment of text is considered by lining up elements on the page. Contrast between page content and background is used. Different fonts and styles are kept to a minimum.* applying data integrity and testing procedures to ensure the storyboard meets the specifications

For example:The learner prints draft copies to ensure that all text and images fit. Text is proofread to ensure it is readable and legible, with only minor errors present. Checks undertaken to ensure that the order is logical and accurate.Draft copies are annotated with changes required.* following legal, ethical, and moral responsibilities as appropriate to the outcome

For example:The learner seeks permission to use text sourced from the internet and references this text correctly. If any images have people in them permission has been obtained to use the image.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 brochure for a retail shop by:* showing accuracy and independent decision making in the application of techniques to produce the brochure for a retail shop that meets specifications

For example:The learner completes a multi-page brochure for a retail shop that displays as intended and meets the specifications, for example two pages and clear headings and subtitles, and functions as intended. All images are clear and not pixelated, fonts are styled consistently, images are manipulated to fit the space available and to enhance the design concept.* using the appropriate features of the digital media software to edit and integrate digital media types to create the brochure for a retail shop

For example:The learner, independently, takes relevant photographs, edits them using an imaging program, and embeds them in the brochure. The images are prepared for use by resampling for size and resolution. The learner attempts to repair major faults in the images such as red eye.* applying formatting techniques and design elements, accurately and independently, as appropriate to the media type and requirements of the brochure for a retail shop

For example:The learner, independently:* + sets the page up and applies styles
	+ applies a range of design elements
	+ uses a hierarchy of headings, fonts and colours appropriate to the selected design
	+ considers the alignment of the text by lining up elements on the page
	+ uses contrast between the page content and background
	+ uses a minimum number of different fonts and styles.
* applying data integrity and testing procedures accurately and independently to ensure the brochure 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:* + print test documents to ensure that the brochure displays accurately and that the information used is correct
	+ proofread the text to ensure that it is readable and legible
	+ check that the order is logical and accurate
	+ annotate draft copies with changes required.
* following legal, ethical, and moral responsibilities as appropriate to the outcome

For example:The learner seeks permission to use text sourced from the internet and references this text correctly. If any images have people in them permission has been obtained to use the image.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 brochure for a retail shop by:* applying techniques independently, accurately and in a manner that economises the use of resources, to produce the brochure for a retail shop that meets specifications

For example:The learner independently creates a multi-page brochure 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, for example two pages and clear headings and subtitles, and functions as intended. All images are clear and not pixelated, fonts are styled consistently, images manipulated to fit the space available and to enhance the design concept.* using the appropriate features of the digital media software to edit and integrate digital media types to create the brochure for a retail shop

For example:The learner, independently, takes relevant photographs, edits them using an imaging program, and embeds them in the brochure. The images are prepared for use by resampling for size and resolution. The learner repairs major faults in the images such as red eye. * 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 brochure for a retail shop

For example:The learner, independently:* + sets the page up and applies styles
	+ applies a range of design elements
	+ uses a hierarchy of headings, fonts and colours appropriate to the selected design
	+ considers the alignment of the text by lining up elements on the page
	+ uses contrast between the page content and background to enhance the document
	+ uses a minimum number of different fonts and styles.
* applying data integrity and testing procedures accurately, independently, and in a manner that economises the use of resources, to ensure the brochure 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:* + print test documents to ensure that the brochure displays accurately and that the information used is correct
	+ proofread the text to ensure that it is readable and legible
	+ check that the order is logical and accurate
	+ annotate draft copies with changes required.

The brochure displays as intended, with no errors. The text and fonts are readable. Images are optimised before being imported, selected, and edited using a range of tools, and saved. Editing information is supplied.* following legal, ethical, and moral responsibilities as appropriate to the outcome

For example:The learner seeks permission to use text sourced from the internet and references this text correctly. If any images have people in them permission has been obtained to use the image.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.