

Achievement Standard

Subject Reference Digital Technologies 3.42

Title Demonstrate understanding of complex concepts of digital media

Level 3 **Credits** 4 **Assessment** Internal

Subfield Technology

Domain Digital Technologies

Status Registered **Status date** 4 December 2012

Planned review date 31 December 2016 **Date version published** 4 December 2012

This achievement standard involves demonstrating understanding of complex concepts of digital media.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|---|
| <ul style="list-style-type: none"> Demonstrate understanding of complex concepts of digital media. | <ul style="list-style-type: none"> Demonstrate in-depth understanding of complex concepts of digital media. | <ul style="list-style-type: none"> Demonstrate comprehensive understanding of complex concepts of digital media. |

Explanatory Notes

- This achievement standard is derived from the Level 8 achievement objectives from the Technology learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Technology*, Ministry of Education, 2012, at <http://seniorsecondary.tki.org.nz>.

Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools*, Ministry of Education, and the Health and Safety in Employment Act 1992.

Further information can be found at <http://www.technology.tki.org.nz/>.

- 2 *Demonstrate understanding of complex concepts of digital media* involves:
- explaining complex tools and techniques used to present content with reference to different complex digital media outcomes
 - discussing design elements associated with complex digital media outcomes
 - explaining why content needs to be manipulated to be used across media types
 - explaining the implications of adhering to digital media standards and conventions to present content in complex digital media outcomes
 - explaining why data integrity and testing procedures are used in the development of complex digital outcomes
 - explaining the legal, ethical and/or moral requirements associated with complex digital media outcomes.

Demonstrate in-depth understanding of complex concepts of digital media involves:

- explaining how complex tools and techniques allows for the effective manipulation of content for use across media types
- discussing legal, ethical and/or moral considerations in relation to the responsibilities associated with complex digital media outcomes in the wider community.

Demonstrate comprehensive understanding of complex concepts of digital media involves:

- discussing the relationship between complex tools, techniques, design elements and legal, ethical and/or moral considerations in relation to the requirements and responsibilities associated with complex digital media outcomes.

- 3 It is intended that students explore at least two complex digital media outcomes in order to discuss complex tools and techniques, and associated design elements, legal and ethical considerations used in relation to the requirements of the outcomes.
- 4 Complex tools and techniques may include:
- Web page design: HyperText Markup Language / [Cascading Style Sheets](#) (HTML/CSS), scripting (manipulating content), dynamic data handling, interaction between user and content, multiple device outputs
 - Print design: interactivity, form elements, chapters and sections, clipping paths, Extensible Markup Language (XML) content, pre-press, resolutions
 - Audio: multiple tracks, manipulating multiple tracks, overlays, equalising
 - Motion graphics: complex transitions, multiple tracks, post processing, compression and exporting, onion skinning, rendering
 - Image manipulation: colour histograms and adjustments, non destructive editing, pen tools and paths, filter effects, graphic optimisations, colour management and printing, automation scripts.
- 5 A complex digital media outcome is developed using complex tools and techniques and is composed of more than one media type. Media types include: text, web languages, audio, video, graphics, animation or still images.
- 6 Standards and conventions refer to the technical specifications, guidelines, and terminology appropriate to a media type and the nature of the media outcome.
- 7 Design elements may include: colour, line, shape, texture, clarity, scale, contrast, space, proximity.

- 8 Effectively presenting content across different media requires selecting tools and techniques suited to the media and the content, and the application of design elements to ensure desired content coherency. Examples may include presenting:
- video content on a web site and Digital Versatile Disc (DVD)
 - web content on screen and in print or on mobile devices
 - technical information using 2D and 3D media
 - video content and in print.
- 9 Legal, ethical and moral responsibilities refers to the social implications of the outcome within the wider community: licensing, creative commons, copyright, attribution, digital ownership, privacy, access to information, method of publication, implication of the longevity of digital content on the internet.
- 10 Relevant legislation includes legal, ethical, and moral requirements. For guidelines relating to this legislation refer to Technology online at <http://www.technology.tki.org.nz/L3AS/IP-links>.
- 11 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/>.
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Replacement Information

This achievement standard, AS91632, AS91636, and AS91641 replaced AS90684.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233