

## Achievement Standard

**Subject Reference** Digital Technologies 2.42

**Title** Demonstrate understanding of advanced concepts of digital media

**Level** 2      **Credits** 4      **Assessment** Internal

**Subfield** Technology

**Domain** Digital Technologies

**Status** Expiring      **Status date** 29 November 2018

**This achievement standard is expiring. Assessment against the standard must take place before the expiry date set out below.**

**Expiry date** 31 December 2019      **Date version published** 29 November 2018

This achievement standard requires demonstrating understanding of advanced concepts of digital media.

### Achievement Criteria

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

### Explanatory Notes

- This achievement standard is derived from Level 7 of 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 at <http://seniorsecondary.tki.org.nz>.

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

Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools*, Ministry of Education at <http://technology.tki.org.nz/Curriculum-support/Safety-and-Technology-Education>, and the Health and Safety at Work Act 2015.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- 2 *Demonstrate understanding of advanced concepts of digital media* involves:
- explaining how advanced tools and techniques have been used to create, edit and integrate digital media outcomes
  - explaining the standards and conventions used to produce digital media outcomes
  - explaining how asset management and file management are applied in the development of digital media outcomes
  - explaining legal, ethical and moral considerations in relation to the requirements of digital media outcomes in the wider community
  - explaining the data integrity and testing procedures used to ensure the outcome meets the specifications
  - explaining how data integrity and testing procedures are applied when developing digital media outcomes.

*Demonstrate in-depth understanding of advanced concepts of digital media* involves:

- discussing why advanced tools and techniques have been used to create, edit, and integrate digital media, and how their use has enhanced the outcome
- discussing the positive and negative implications of adhering to digital media standards and conventions when developing digital media outcomes
- discussing the importance of effective and appropriate asset management and file management in the development of digital media outcomes
- discussing the importance of appropriate data integrity and testing procedures in the development of digital media outcomes.

*Demonstrate comprehensive understanding of advanced concepts of digital media* involves:

- evaluating how the application of advanced tools, techniques, standards and conventions affect the quality of digital media outcomes
  - discussing the relationship between standards and conventions, and legal, ethical and moral considerations in relation to the requirements of digital media outcomes.
- 3 Advanced tools and techniques may include but are not limited to:
- web design: writing and editing code using HTML and CSS, HTML to semantically structure content (e.g. navigation, header, footer, external CSS for screen layout) and to style distinct elements (e.g. font face, rotating elements, drop shadows, rounded corners, page layouts, validating)
  - image manipulation (e.g. gradient fills, drop shadows, composition layer masks, converting colour modes, correcting image distortion and noise, pixel selections, drawing, web graphics, functional modeling and refining designs, wireframing, slicing and exporting for conceptual views)
  - motion graphics (e.g. workflow, capturing and digitising, editing sequences, effects, transitions and titling, multiple timelines, looping video, exporting, and simple interactive controls [stop, play])
  - print media (e.g. linked and flowing data, threading, typography, indexing, drawing, and document design using master pages colour management).
- 4 A digital media outcome may include but is not limited to: static images, websites, print design, motion graphics, 3D modelling, and video and audio productions.

- 5 *Standards and conventions* refer to the technical specifications, guidelines and terminology appropriate to a media type.
  - 6 Design elements may include but are not limited to: colour, line, shape, texture, clarity, scale, contrast, space, and proximity.
  - 7 *Asset management* refers to the effective use of elements in the final outcome. Assets may include but are not limited to: compressed sound files, flattened images and compressed video.
  - 8 File management may include but is not limited to effective application of: naming conventions, folder structures, and grouping of similar elements.
  - 9 *Legal, ethical and moral responsibilities* refer 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, and implication of the longevity of digital content on the internet.
  - 10 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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### 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

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