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COMMON ASSESSMENT TASK

Level 2 Digital Technologies and Hangarau Matihiko, 2019

91899 Present a summary of developing a digital outcome

Credits: Three

Achievement Criteria		
Achievement	**Achievement with Merit**	**Achievement with Excellence**
Present a summary of developing a digital outcome.	Present an in-depth summary of developing a digital outcome.	Present a comprehensive summary of developing a digital outcome.

Type your School Code and 9-digit National Student Number (NSN) into the header at the top of this page. (If your NSN has 10 digits, omit the leading zero.)

Answer all parts of the assessment task in this document.

Your answer should be presented in 12pt Arial font, within the expanding text boxes, and may only include information you produce during this examination session.

You should aim to write between **800–1500 words** in total.

Save your finished work as a PDF file with the file name used in the header at the top of this page ("SchoolCode-YourNSN-91899.pdf").

By saving your work at the end of the examination, you are declaring that this work is your own. NZQA may sample your work to ensure that this is the case.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Merit
05

INSTRUCTIONS

Read all parts of the assessment task before you begin.

Choose any digital outcome that you developed during the year.

Type your chosen digital outcome in the space below:

Digital Video Presentation

Begin your answers on page 3.

ASSESSMENT TASK

(a) (i)   Describe your chosen digital outcome.

> During the year, I have had many opportunities to create a digital media outcome. Those consisting of a pizza ordering system in python, a digital media server, and a video presentation. For this assessment I chose my digital video presentation. The task was to create a visual media presentation to advertise our schools year 9 camp, for the consumption of students who had been and wanted to see videos and photos from their trip, or students who are thinking of going in the coming years, and wanted to see what it was like. I had to make the presentation entertaining, as well as educational for the consumer(s). To achieve this, I needed to create exciting effects, as well as add an upbeat music track to co-ordinate my presentation, and provide the school values which is what the trip is centered around: Getting the new students associated with the school values. It also needed to be a total of 3 minutes or more, to follow the assessment conditions, and make it so that it was long enough to show lots of relevant content, but not so long that the consumer(s) became uninterested. My presentation also had to meet end user requirements, so that the people I was making it for, could use it for their desired tasks.

(ii)   Explain some of the decisions that you made during the development process for your chosen digital outcome, with regards to:

- choosing of tools and techniques to develop the outcome, AND
- resources you used to develop the outcome, and why you used them.

> There were two main options in terms of programs to use for the assessment, those being Adobe After Effects, and Adobe Premiere. When it came to making the choice of what to use, I decided that for me, Premiere was the best option. After looking at tutorials for both programs, I decided that for a video presentation, which will consist of video editing, Premiere would be best for me. In my opinion, After Effects seemed more centered around creating digital effects and other assets for a video presentation, whereas Premiere was more centered on the video editing itself. The user interface for After Effects was also more complicated than that of Adobe Premiere, and had a steeper learning curve. For someone who had never used either of these programs, I wanted to use what was easiest for me, while also being able to create a good video presentation.
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> After having chosen Premiere for my program, we had previously been supplied video clips and photos from the previous two year 9 camps (2019 and 2018) which were recorded by the school. I selected clips that I thought were best for the task, and contained appropriate content for what I wanted to highlight from the trip, and saved them onto the computer. Later on however, more clips were added from the 2017 year 9 camp, which were substantially better in quality. I selected many of these, making sure that the ones I had selected had relevant content, and were fit for the task. I made sure that I had the permission to use these media files by asking my teacher, to which he replied that all students had to sign a 'student agreement form' stating that any videos or photos of them taken during school activities could be used for promotional content. The clips also had to be enough to make the video presentation 3 minutes long, as required, in the assessment conditions.

Since most of the clips that were sourced for the presentation weren't as stable as I would have liked, I used warp stabilizer to make it smooth, and not as shaky as the original clips. This was needed for most of the clips from the 2019 and 2018 year 9 camps, as they were recorded by hand, while the 2017 clips were recorded using a camera support setup, and weren't as shaky as a result.

To make the presentation more vibrant, and to make the video clips stand out more, I used colour correction for all of the media in the presentation. This mostly consisted of changing the contrast ratios, adding more vibrancy, and exposure or brightness. This made the clips brighter, more colourful, and therefore more aesthetically pleasing to the eye which resulted in a more immersive experience for the viewer.

To create flow in the entire sequence, I sourced a music track from the internet, making sure that it was copyright free, and could be used for the task, and placed it over all the audio in the presentation. When creating the transition effects, I also made sure that they were in time with the beat of the music, to create and immersive experience with the video and upbeat soundtrack.

During the title sequence, I want the text to be the main focus. I also wanted to create contrast using positive and negative implications with the text. For this, I created two 'stencil' files in Adobe Photoshop. One of which being black text with a transparent background for the first part of the title sequence, the other being transparent text, with a black background for the second part of the title sequence. I used Photoshop to achieve this as Photoshop is the Adobe program I am the most familiar with, therefore I was able to create what I wanted flawlessly.

For the transitions, most of them were just a simple fade in/out, which slowly blend the first clip into the second. I used this for most of my transitions, as it was simple and provided a clean effect to the video clips. Then for when the music track started to get a bit more intense, I create a zoom transition, which I found a tutorial for on YouTube. I used this effect for the intense parts of the track, as it accentuated the 'on-beat' timing that I had used, as well as provide and immersive transition into the next video clips. I also used an RGB effect, which was a default transition in Premiere, which made the clip more saturated, then as it did that, switched to the next clip. Using the blur transition throughout, other than the transitions listed above, put more emphasis on the previously mentioned transitions, creating multiple 'high' points in the presentation, where I wanted clips to stand out more. All of the transitions came together to make an entertaining presentation.

For the title sequence I also used a movement effect on one of the stencil files I had made in Photoshop, making it gradually bigger, zooming in, and then fading into the next clip. The way I did this, as well as create text animation for the values text, was using the position, scale, rotation, and time stamp systems in the effects panel. I assigned each position a certain time point in the clip, and used the curve slider beneath to change the speed and progression of the effect. The title effect had a rotation and a zoom, making it zoom in and twist slightly as it transitioned into the next clip, and the text effects just had positional effects, making the text slide from out of frame, onto the screen, and then back out of frame, smoothly.
I also used speed changes on one of the clips in the presentation. This made a nice buildup for the upbeat part of the music, and the more exciting part of the presentation. I achieved this by using timing adjustments in the video clips panel,

making it slow down, and then speed up as the beat from the soundtrack approached.

(b) (i) Discuss how your chosen digital outcome addressed relevant requirements.

The video presentation that I had made was designed for the promotion of the year 9 camp that our school hosts ever year. My digital outcome addressed relevant requirements by consisting of videos and photos of previous three year 9 camps, to provide reference for the consumer(s), as well as display clearly, our school values which are associated with the camp. It also had a title sequence to show what the presentation was about, as well as relevant school branding, to show that it was our schools camp, and that the video presentation was made by ▮▮▮▮▮ students, for the school's use. I had also sourced enough video clips so that the presentation was longer than 3 minutes, even after cutting and splitting different clips. This was done so that it was long enough to include a multitude of video clips, showing many different activities, while also not being so long that the consumer became bored or uninterested. The presentation was also required to be copyright free, so I checked the different media files I was using, and made sure all were available for use in the presentation.

(ii)   Discuss in depth how your chosen digital outcome addressed its relevant social and cultural implications, as well as intellectual property.

> To be relevant to our school's cultural side, we were required to put the 5 school values in both the English and Maori languages. This is to show support for our multi-cultural system, and to show respect for the other cultures. The trip itself also showed support for the different cultures, by teaching the students who attended, our school haka. I made sure to incorporate clips of this in the presentation, however I could've improved them if I had filtered out the sound of the backing track, and placed the sound of the students preforming the haka overtop. The trip was also held at a marae, which also shows the cultural acceptance that our school prides itself upon.
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> I also added the school logo at the end of the presentation to show that the video was the intellectual property of the school, and that they could use it at their discretion. The title sequence also says "⬛⬛⬛⬛⬛⬛⬛⬛ Year 9 Camp", showing that the video presentation was displaying the event, as well as telling consumers who hosted, organized, and ran the event. The video presentation was made with the fact that it would belong to the school, in mind.

(c)   You followed a development process to achieve your chosen digital outcome. Based on this:

(i)   Evaluate the decisions you made in the development process for your chosen digital outcome.

> Research
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> In order to choose which program I was going to use, I had to find an introduction for both, and decide which one would be best for me. I looked up tutorials for first users, and through this decided that Premiere was the go to program for a beginner, like myself. After having chosen the program, I needed to learn how to use it, so I watched tutorials from the official Adobe website, showing how to use the basic features of Premiere Pro. I also watched through the video clips that were available for use, in order to decide which clips I was going to use for my presentation. For some of the transitions and techniques, I had to look up tutorials on how to use them so that I could apply them to my presentation.
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> Development
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> After sourcing all of the clips I was looking at using, I start laying out my first presentation. At this point in time, I hadn't had a music track yet, so I was just ordering and clips, and splitting them into different lengths. This was mainly to test how well I had gotten to know the Premiere interface. Once I had found a suitable music track, using light research to find it and make sure it was copyright free, I started to lay out the presentation how I wanted it to be, Organizing and synchronizing the clips in the presentation. After doing multiple cuts to each clip, I realized that I didn't have enough content to reach the 3 minute mark of the assessment requirements. From here I had found more clips to add to my presentation, from files that were only recently uploaded, and available for use. I also had replaced some of my old clips with newer ones which I had deemed better. Once I had finished the layout of my video presentation, with all the clips in their positions, I began to edit them, using techniques colour correction, warp stabilizer, and blur transitions to name a few. This was where the presentation finally started to

take shape. After applying blur transitions to all the clips, I realized it wasn't going to be entertaining enough, so I began to research other transitions that I could use to accent the presentation. I found multiple zoom effects, as well as a couple of RGB effects which I applied in my presentation. After that, I was getting into the final touches, critiquing various clips, adding text animation where I wanted it to be, and adding the slowing down effect in the presentation. After this, my presentation was finished.

Debugging

Fortunately, I didn't have many bugs to come across during my development. One hurdle I had to overcome was the fact that when I was working on the presentation in class, I was using an older version of Premiere compared to when I was working on it at home. This meant that some techniques and effects that were available on the newer version, weren't available on the older version. Therefore I had to do most of my work at home, on my own personal computer.

There were also some cases, where clips that had previously been stabilized became destabilized, and needed to be recalibrated, which was easy as a click of a button.

Other than that, there were no really notable bugs that occurred during my development, and none really hindered the production of the presentation.

Tools

For tools other than Premiere, I used Photoshop to create a couple of graphics for the title sequence. This was easy enough for me, as I am accustomed to using Photoshop. For this, I just made a text layer, and a background layer, and simply placed the text where I wanted it to be, rasterized it, and for the first stencil, made the background invisible, so that only the text was showing. Then for the second file, I selected the outline of the text, and removed the shape of the text from the background layer, and made the text invisible, so that there was a hole the shape of the text, on a black background. I then imported both of these Photoshop files into Premiere, and placed them onto the timeline.

All of this resulted in my finished product, which I am proud of, however, if I had been given more time, I would have been able to expand on some of the effects, and even use other Adobe Programs such as After Effects to create better effects to accent my presentation.

(ii)   Discuss what you could have done differently to improve your chosen digital outcome.

> To improve my digital outcome, for the school values, I should have made the text in English and Maori the same size, to show equality between cultures. This would have made it more suitable for cultural purposes, and to better show the support for multi-cultural system.
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> I also could have made the music track fade out and get quieter, while placing the audio from the students performing the haka overtop, displaying the performance better.
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> I could have also created better effects for various purposes, either by spending more time creating them in Premiere or using After Effects to create and generate what I needed. I had repeatedly used the fade transition which I could have replaced with better effects to make the presentation more exciting. I also could have experimented with 3d effects in After Effects to make the text in the presentation more aesthetically pleasing.
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> For the music track, I could have also created or used one of my own. It would have made it easier for copyright problems, as there wouldn't be any. Rest assured, the track I chose was copyright free.

Merit Exemplar 2019

Subject	Digital Technologies		Standard	91899	Overall grade	05
Q	**Grade**		**Annotation**			

Q	Grade	Annotation
		The candidate's answer benefitted from a good structure, which helped it exceed the criteria for an Achievement grade. The candidate gave an in-depth summary of relevant requirements, which were then discussed with reference to development of the digital outcome. Social and Cultural implications, as well as Intellectual Property, were included in the summary. The candidate demonstrated clear understanding of these implications, as well as how these were addressed in the development of the digital outcome. The candidate's summary of the development process was not as sufficiently comprehensive for an Excellence grade.