

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Arts, A/V Technology & Communications Career Cluster

Program Name: Radio and Television Broadcasting Technology /Technician CIP: 100202

Effective 09/2016

National: [National Association of Broadcasters](http://www.nab.org) and Society of Broadcast Engineers

State: [New Hampshire Association of Broadcasters](http://www.nhba.org) and [New Hampshire Film & Television Office](http://www.nhfilm.com)

Competencies (Statement that provides the overview and defines the instructional area) http://education.nh.gov/career/career/aaoi.htm http://education.nh.gov/competencies/index.htm Student will:	Performance Indicators (What a student needs to know and be able to do and upon which they will be assessed) Student will:	Rating Scale -Sample Performance Assessments (Product or performance project tasks required for the student to demonstrate proficiency in meeting the competency) Student will:				
Demonstrate effective speaking, listening, reading, and writing skills relevant to the broadcast industry and/or related fields. ELA: 2, 4, 5, 6, 7, 8, 9 AAI: 1, 2, 3, 4, 5, 8, 9 CRP: 1, 2, 4, 11, 12	1. Demonstrate use of correct grammar, punctuation, and terminology as they relate to the broadcast industry and/or related fields (i.e. treatments/scriptwriting, broadcast forms, reports, correspondences, etc.) by: <ul style="list-style-type: none"> ☉ <i>Organizing oral and written information</i> ☉ <i>Interpreting and communicating information, data, and observations</i> ☉ <i>Giving formal and informal presentations</i> ☉ <i>Applying active listening skills to obtain and clarify information</i> ☉ <i>Listening to and speaking with individuals from diverse backgrounds</i> 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: You are a member of a production team for a film, video, and/or broadcast. Your team has been assigned to create a commercial, PSA, and/or broadcast segment (animation, documentary, short film, etc.). You may be required to use correct grammar, punctuation, and terminology in correspondences, treatments, film pitches, letter of requests, location release forms, various scripts, etc. You may be required to take detailed notes, read industry publications, and give formal/informal presentations. You may be asked to write, edit, and/or read a script. You may be asked to watch broadcasts, documentaries, PSAs, commercials, video packages, films, etc. and provide critical analysis orally and/or in writing. You may be required to read and apply knowledge gained from technical manuals and/or explain how a specific piece of equipment operates, etc.	1	2	3	4
1	2	3	4			
Demonstrate mathematical applications relevant to the broadcast industry and/or related fields. M: 2	2. Apply mathematical knowledge as it relates to the broadcast industry and/or related fields (i.e. developing production budgets, back-timing broadcasts, determining lighting needs, following electrical safety guidelines, etc.)	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: You may be required to create a production budget, create [mock] invoices for production services, explore costs via rental houses, complete a [mock] order for new/replacement equipment, back-time a show, determine the amount of lighting fixtures needed for a production, determine the amount of lighting fixtures that can be safely used on a circuit, set a light at the appropriate angle, etc.	1	2	3	4
1	2	3	4			

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Demonstrate the critical-thinking, personal growth, and teamwork skills required to support career success. ELA: 2, 4, 6, 7, 8, 9 M: 2, 6 AAI: 1, 2, 4, 5, 6, 7, 8, 9 CRP: 1, 3, 4, 5, 7, 8, 9, 10, 12	3. Employ interpersonal, critical-thinking, and time-management skills necessary to maintain a productive workplace environment and complete tasks on deadline by: <ul style="list-style-type: none"> ⊗ <i>Analyzing the various roles of leaders within the broadcast industry and/or related fields</i> ⊗ <i>Describing effective leadership styles</i> ⊗ <i>Exhibiting effective teamwork and problem-solving techniques</i> ⊗ <i>Providing constructive feedback</i> ⊗ <i>Demonstrating sensitivity to and value for diversity</i> ⊗ <i>Managing stress and demonstrating self-control</i> ⊗ <i>Employing teamwork and conflict-management skills to achieve collective goals</i> ⊗ <i>Employing mentoring skills to instruct others</i> ⊗ <i>Participating in civic, leadership, and career building opportunities (including CTSOs such as SkillsUSA, STN, and NSPA) to enhance skills</i> 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: As a team member, you may be required to create and adhere to a production schedule, troubleshoot a technical problem, back-time a show, submit pre-production assignment(s) on deadline, meet production deadline(s), submit post-production assignment(s) on deadline, maintain a notebook of assignments, maintain an organized workspace, establish an organized workflow and/or digital folder system, respond to correspondences in a timely fashion, be on time, etc. You may be required to provide constructive feedback in group settings, instruct others how to use properly equipment, work with team members from diverse backgrounds, demonstrate respect for others, mentor junior staff members, utilize proper workplace etiquette, etc. You may be required to greet guests, be on time and prepared, be prepared for studio/ field productions, answer the phone, send emails to industry partners, maintain equipment, organize equipment, etc. You might also be given opportunities to network through local volunteer opportunities, film contests, co-ops, internships, etc. You may be given the opportunity to participate in teambuilding workshops and/or leadership training through local, state, and/or national organizations (including CTSOs such as SkillsUSA, the Student Television Network, and/or the National Scholastic Press Association).</p>	1	2	3	4
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Student will:	Student will:	Student will:				
	4. Create and maintain a [digital] portfolio/reel to document work experiences that may include: samples of work, licenses, certifications, and/or opportunities for advancement (such as college or training programs, internships, career opportunities, etc.).	<table border="1" data-bbox="1226 558 1461 591"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: You may be required to create and maintain a [digital] portfolio/reel with samples of work. Career portfolios might showcase evidence of: certificates earned, involvement in local, state, and/or national programs (including CTSOs); research of college programs of interest, participation in internship/co-op opportunities, career exploration, reports on industry leaders in a related field, etc.	1	2	3	4
1	2	3	4			
	5. Explore and discuss career/freelance opportunities in the broadcast industry and/or related fields by: <ul style="list-style-type: none"> ☉ <i>Identifying self-promotion techniques</i> ☉ <i>Discussing billing practices for labor</i> ☉ <i>Researching rates and best practices for various job responsibilities</i> ☉ <i>Creating [mock] production companies and/or related forms</i> ☉ <i>Networking with local industry professionals and employers in the broadcast industry and/or related fields</i> 	<table border="1" data-bbox="1226 781 1461 813"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: You may be required to participate in career interest surveys, explore career resources via resources such as Occupational Outlook Handbook and/or the NH Film and Television Office, explore majors through the CCSNH, attend industry workshops, gain industry certification, complete a job application and/or resume, etc. You may be asked to explore industry job opportunities, compare and contrast various employment opportunities within the field (including freelance contractors), create a [mock] production company or LLC, create a [mock] business plan, create a [mock] contract for a gig, create an [mock] estimate/invoice, explore and report on rental house rates, explore various small business resources available at the local/state/national level, etc.	1	2	3	4
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	6. Explore and discuss the history and emerging trends of the broadcast industry and/or related fields.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> For Example: You may be asked to research key figures/events of broadcast history and/or explore the evolution of broadcast equipment. You may be asked to read industry publications, follow industry leaders via social media, discuss emerging technology with industry representatives, explore emerging trends, etc. You may be invited to tour industry facilities, participate in workshops, attend tradeshow, and/or beta test emerging technology. You may be asked to discuss and/or report on historical figures/events and/or emerging trends.	1	2	3	4
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Demonstrate the legal, ethical, and safety behaviors consistent with industry standards. ELA: 2, 4, 6, 7, 8, 9 M: 2 AAI: 3, 6, 8, 9 CRP: 1, 2, 4, 5, 7, 9, 12	7. Exhibit appropriate conduct as it relates to building/facility operating rules, industry norms, safety, ethics, and laws (OSHA, FCC, MPAA, and/or RIAA).	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: You may be responsible for performing a site review and reviewing best safety practices that may include following building safety procedures, electrical safety procedures, demonstrating ladder safety techniques, reporting equipment damage, reporting personal injuries, examining MSDS forms, practicing emergency procedures, etc. You may be asked to properly wrap cables, complete ladder safety training, participate in electrical safety workshops, etc. As a member of a production team, you will follow all laws and state requirements (including Title 17 of the U.S. Copyright Code), document and maintain all release forms (personal, location, audio, etc.), follow copyright laws, adhere to contracts, model respect for intellectual property, demonstrate adherence to facility/building policies, follow MSDS safe-handling regulations, follow all laws pertaining to libel/slander, follow FAA drone regulations, etc. You may be asked to examine, compare/contrast, create, and/or prepare industry-appropriate contract(s) and/or release form(s). These may include talent/location release forms, facility/equipment rental agreements, social media policies, ASCAP/BMI agreements, stock audio/video usage terms, film contest rules, etc. You may be asked to read industry publications, report on industry unions, report on OSHA/FCC/MPAA/RIAA standards, properly set audio levels, properly set exposure levels, properly place graphics in visual safe areas, follow FCC broadcast guidelines, demonstrate journalism ethics, utilize/cite credible sources, etc. You may be given the opportunity to participate in workshops through the Society of Broadcast Engineers and/or other industry professionals.</p>	1	2	3	4
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Demonstrate a working knowledge of the equipment and technologies applicable to the broadcast industry and/or related fields. ELA: 2, 4, 6, 7, 8, 9 M: 2, 18 AAI: 4, 5 CRP: 2, 6, 7, 8, 11	<p align="center">Pre-Production Process</p> 8. Create scripts/storyboards/shot lists for various types of productions by: <ul style="list-style-type: none"> ☛ <i>Using proper formatting</i> ☛ <i>Identifying specific elements needed for successful production, including cast, sets, text, graphics, props, music, sound effects, etc.</i> ☛ <i>Showing consideration for pacing and timing</i> ☛ <i>Incorporating transitions, effects, graphics, etc.</i> ☛ <i>Utilizing a variety of shots (wide, medium, tight, pan, tilt, zoom, pedestal, etc.)</i> ☛ <i>Discussing how various genres of music can create a specific emotional impact</i> 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: You may be required to utilize software and/or online platforms to organize your planning. This may include resources such as storyboard generators, script-writing software, rundown creators, virtual collaboration, shared digital documents/ folders, video conferencing software, online portfolios, etc. You may be asked to write a script for documentaries, television shows, public service announcements, broadcasts, short films, commercials, etc. The appropriate script should be utilized for each type of production and scripts should show acute attention-to-detail and aggressive editing. Storyboards should show a similar acute attention-to-detail. Shot lists should be completed prior to production and be followed during the production phase. Changes to scripts, storyboards, and/or shot lists should be indicated.	1	2	3	4
	1	2	3	4		
9. Establish a [mock] production schedule that includes considerations for: times/dates/locations, equipment, crew, casting, etc.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: You may be required to utilize software and/or online platforms to organize your planning. This may include resources such as virtual collaboration, shared digital documents/ folders, video conferencing software, online portfolios, etc. You may be asked to create a production schedule, hold an audition, create a production budget, select/reserve appropriate equipment, seek sponsorships/ partnerships, scout locations, request permission(s), organize properties, etc.	1	2	3	4	
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<p>Student will:</p>	<p>Student will:</p>	<p>Student will:</p>				
Production Process						
	<p>10. Employ knowledge regarding appropriate use of video recording equipment by:</p> <ul style="list-style-type: none"> ☛ <i>Using appropriate terminology</i> ☛ <i>Operating equipment safely</i> ☛ <i>Utilizing appropriate equipment: cameras, stabilization devices, mounts, lenses, filters,</i> ☛ <i>Setting appropriate frame rate, exposure, DB levels, ND filters</i> ☛ <i>Demonstrating appropriate composition and movements (wide, medium tight, ECU, pan, tilt, zoom, pedestal, etc.)</i> ☛ <i>Logging notes/comments during the recording process</i> ☛ <i>Capturing and transferring media</i> ☛ <i>Demonstrating proper cable management</i> ☛ <i>Maintaining equipment and addressing issues</i> ☛ <i>Restoring equipment</i> 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For example: You may be asked to participate in industry workshops/training on videography/ cinematography. As a member of a production team, you may need to engage in a production plan that includes videography/cinematography needs. You may be asked to set up a camera rig, balance a Steadicam, utilize a monopod, set up a Glidecam, operate a jib/ crane/ dolly/ drone, compose a shot utilizing rules of third, white balance a camera, utilize various camera filters, operate a camera, demonstrate handheld techniques, identify composition mistakes, discuss when to turn off image stabilization, transfer footage from camera to a non-linear editing platform, connect a light/ microphone(s)/ remote zoom control/ tally light/ cable/ etc. to a camera. You may be required to restore, repair, and/or inventory equipment. Your final product will be suitable for public display</p>	1	2	3	4
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Student will:	Student will:	Student will:				
	11. Employ knowledge regarding appropriate use of audio recording equipment by: <ul style="list-style-type: none"> ☉ <i>Using appropriate terminology</i> ☉ <i>Operating equipment safely</i> ☉ <i>Selecting and placing microphones, stands, screens, etc.</i> ☉ <i>Demonstrating an understanding of pickup patterns of microphones</i> ☉ <i>Utilizing various audio adapters</i> ☉ <i>Demonstrating an understanding of how the recording space affects the quality of the sound</i> ☉ <i>Using proper monitoring of equipment to ensure quality recordings</i> ☉ <i>Setting appropriate audio levels</i> ☉ <i>Leveling and mixing audio channels</i> ☉ <i>Logging notes/comments during the recording process</i> ☉ <i>Capturing and transferring media</i> ☉ <i>Demonstrating proper cable management</i> ☉ <i>Maintaining equipment and addressing issues</i> ☉ <i>Restoring equipment</i> 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: You may be asked to participate in industry workshops/training on audio. As a member of a production team, you may need to engage in a production plan that may include audio needs. You may need to select/reserve/utilize appropriate audio equipment, set appropriate audio levels, and review/monitor audio files and/or final signal output for appropriate audio levels. You may be asked to setup, utilize, problem-solve, and/or restore various audio equipment such as dynamic microphones, lavalier microphones, wireless microphones, shotgun microphones, audio screens, deadcats, audio mixers, audio adapters, audio cables, etc. You may be asked to problem-solve audio issues including replacing or repairing audio equipment. You may be asked to record, transfer, transcode, convert, and/or transmit audio files/signals. You may be required to restore, repair, and/or inventory equipment. Your final product will be suitable for public display.</p>	1	2	3	4
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	12. Employ knowledge regarding appropriate use of lighting equipment by: <ul style="list-style-type: none"> ☛ <i>Using appropriate terminology</i> ☛ <i>Utilizing appropriate equipment - grip stands, "C" stands, lighting fixtures, lamps, barn doors, flags, scrims, reflectors, barn doors, C47s, etc.</i> ☛ <i>Operating equipment safely by using gloves, sandbags, grounded extension cords, gaffer tape, etc.</i> ☛ <i>Demonstrating knowledge and understanding of lighting techniques and aesthetics: temperature, hard vs. soft light, fall-off, depth, shadows, cucularis, gobos, etc.</i> ☛ <i>Demonstrating proper cable management</i> ☛ <i>Maintaining equipment and addressing issues</i> ☛ <i>Restoring equipment</i> 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: You may be asked to participate in industry workshops/training on lighting. As a member of a production team, you may need to engage in a production plan that includes lighting needs. You may be asked to design a lighting chart, compute safe electrical circuit capacity, climb ladders, set lights, adjust/focus lights, design/utilize gobos/cookies, diffuse/gel lights, repair/replace lights, change lamps, tape lines, operate/program a dimmer board, etc. You may be required to restore, repair, and/or inventory equipment. Your final product will be suitable for public display.</p>	1	2	3	4
1	2	3	4			

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Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Arts, A/V Technology & Communications Career Cluster

Program Name: Radio and Television Broadcasting Technology /Technician CIP: 100202

Effective 09/2016

National: [National Association of Broadcasters](http://www.nab.org) and Society of Broadcast Engineers

State: [New Hampshire Association of Broadcasters](http://www.nhba.org) and [New Hampshire Film & Television Office](http://www.nhfilm.com)

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Student will:	Student will:	Student will:				
	13. Employ knowledge and appropriate use of audio/video routing components and their connections (including hardware, software, and/or web-based) by: <ul style="list-style-type: none"> ⊗ <i>Using appropriate terminology</i> ⊗ <i>Demonstrating knowledge and appropriate use of digital systems such as software applications communication, and networking components</i> ⊗ <i>Demonstrating an understanding of various input, processing, output, and storage devices</i> ⊗ <i>Demonstrating an understanding of compatibility issues, including digital file formats and cross-platform connectivity.</i> ⊗ <i>Demonstrating proper cable management</i> ⊗ <i>Maintaining equipment and addressing issues</i> ⊗ <i>Restoring equipment</i> 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: You may be asked to participate in industry workshops or training on audio/video routing. As a member of a production team, you may need to connect audio and video routing equipment for broadcast and/or digital upload. You may be asked to set up switchers, mixers, computers, recording devices, and/or transmission devices. You may be expected to run cables to/from various audio and video recording devices. You may be required to adjust capture and/or transmission settings. You may be expected to test equipment and/or signals, adapt equipment as necessary for various productions, troubleshoot [potential] connection/routing issues, etc. You may be required to restore, repair, and/or inventory equipment. Your final product will be suitable for public display.</p>	1	2	3	4
1	2	3	4			

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Student will:	Student will:	Student will:				
	14. Demonstrate proficiency fulfilling various roles in the broadcast industry and/or related fields (including, but not limited to: producer, production assistant, technical director, engineering technician, audio/video technician, graphic designer/technician, lighting engineer/gaffer, best boy/grip, set designer/dresser, audio engineer, A1, floor director, teleprompter operator, camera operator, talent, etc.).	<table border="1" data-bbox="1226 558 1459 592"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example: You are seeking a position and/or fulfilling an obligation as a member of a production team for a film, video, and/or broadcast. You may be asked to proficiently fulfill the responsibilities of the following roles: producer, production assistant, technical director, engineering technician, audio/video technician, graphic designer/technician, lighting engineer/gaffer, best boy/grip, set designer/dresser, audio engineer, A1, floor director, teleprompter operator, camera operator, talent, etc. You may be required to fulfill the responsibilities in the studio and/or field. You may be asked to arrive on time, set up equipment, troubleshoot equipment, utilize equipment appropriately, and/or restore equipment. You may be asked to train others in the appropriate use of various equipment, etc.</p> <p>Full list of careers available at National Association of Broadcasters website.</p>	1	2	3	4
1	2	3	4			

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Student will:	Student will:	Student will:				
Post-Production Process						
	15. Employ knowledge of non-linear digital editing by: <ul style="list-style-type: none"> ☉ <i>Importing media to an editing system for the purpose of manipulating recorded media</i> ☉ <i>Demonstrating the use of marking and organizational tools within the software to enhance efficiency as an editor</i> ☉ <i>Demonstrating proper timing and finishing techniques that fit the content and emotion of a project</i> ☉ <i>Addressing various distribution formats</i> ☉ <i>Demonstrating an understanding of export and delivery formats available</i> 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> <p>For Example: You may be asked to participate in industry workshops or training on digital editing. You may be offered the opportunity to obtain industry certification in digital editing (i.e. Adobe, FinalCut, Avid, Vegas, various FX/CGI programs, etc.) You are a member of a production team for a film, video, and/or broadcast. You may need to engage in a post-production plan which may include capturing media, organizing media, transcoding media, converting media, editing media, creating graphics, backing up projects, exporting media, and/or preparing final product for submission. Your final product will be suitable for public display.</p>	1	2	3	4
1	2	3	4			
	16. Submit and display completed projects by: <ul style="list-style-type: none"> ☉ <i>Researching delivery methods based upon distribution needs</i> ☉ <i>Choosing from the various delivery formats such as disk, DVD, CD, broadcast, cellular, web, social media, etc.</i> ☉ <i>Integrating productivity tools to develop and/or modify solutions to problems</i> ☉ <i>Developing technical documentation related to project specifications</i> ☉ <i>Organizing a public display of final project</i> ☉ <i>Providing constructive feedback</i> ☉ <i>Determining how the various elements resulted in a successful or unsuccessful presentation</i> 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> <p>For Example: You may be asked to research and then transfer/ encode/ upload/ burn/ transfer media to an appropriate delivery mechanism (DVD, Cloud, web, cellular, online steaming, live broadcast, automated delivery system, etc.). You may be asked to select appropriate compression settings and then compress, transcode, and/or transfer files into various formats suitable for a variety of devices (smartphone, web, social media, online streaming, DVDs, Mp4, Cloud-based, etc.). You may be asked to use these tools to examine and provide constructive feedback on the work of yourself and/or others. You may be asked to arrange for public display of your final product. This might include designing/creating packaging for your final product. Your final product will be suitable for public display.</p>	1	2	3	4
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