



National Unit Specification: general information

UNIT Media: Photography (SCQF level 5)

CODE F580 11

SUMMARY

This Unit is designed to introduce candidates to the variety of ways that photography can be used in the media. Candidates will have the opportunity to study a range of media photographs and to establish the type, purpose, and compositional features of each. This is a practical Unit in which candidates will have the opportunity to use this knowledge to identify suitable equipment for different types of photography, and photograph a range of subjects for media purposes.

This Unit is suitable for candidates with no prior knowledge or experience of photography.

OUTCOMES

- 1 Explain the technical and compositional features of a range of media photographs.
- 2 Justify selection of photography equipment for a range of media purposes.
- 3 Photograph a range of subjects for media purposes to a given brief.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at SQA Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: KE

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National Unit Specification: general information (cont)

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CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

There are opportunities for Core Skill development; these are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Explain the technical and compositional features of a range of media photographs.

Performance Criteria

- (a) Correctly explain the genre and purpose of a range of photographs.
- (b) Accurately describe the lighting, colour and placing of elements in a range of photographs.
- (c) Accurately explain the effect of depth of field and subject movement in a range of photographs.

OUTCOME 2

Justify selection of photography equipment for a range of media purposes.

Performance Criteria

- (a) Accurately identify equipment suitable for media sports photography and justify your choice.
- (b) Accurately identify equipment suitable for high quality studio and interior photography, and justify your choice.
- (c) Accurately identify equipment suitable for news photography and justify your choice.

OUTCOME 3

Photograph a range of subjects for media purposes to a given brief.

Performance Criteria

- (a) Appropriately compose and photograph a range of head-and-shoulder portraits.
- (b) Appropriately compose and photograph a range of activities.
- (c) Appropriately compose and photograph a range of landscapes.
- (d) Appropriately compose and photograph a range of interiors.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Evidence for all three Outcomes will be gathered in open-book conditions at appropriate points in the Unit.

Outcomes 1 — Product Evidence

Product evidence is required for Outcome 1 in the form of a folio of evidence containing:

- ◆ a minimum of 10 media photo images covering at least three different media sources and covering at least four different genres
- ◆ accompanying written and/or oral evidence which:
 - correctly explains the genre and purpose of each photograph
 - accurately describes the lighting, colour and placing of elements in each photograph
 - accurately explains the effect of depth of field and subject movement in each photograph

Outcome 2 — Written and/or Oral Evidence

Evidence is required to show that candidates can accurately identify equipment suitable for:

- ◆ media sports photography and justify their choice
- ◆ high quality studio and interior photography and justify their choice
- ◆ news photography and justify their choice

Justification must include reference to the technical capabilities and functions of the equipment.

Outcome 3 — Product Evidence

Product evidence is required in the form of a minimum of:

- ◆ two different photographs of head-and-shoulder portraits taken by the candidate
- ◆ two different photographs of activities taken by the candidate (the activities will involve people)
- ◆ two different photographs of landscapes taken by the candidate
- ◆ two different photographs of interiors taken by the candidate

Each photograph must be in focus, appropriately composed and framed, and be of a quality suitable for reproduction as a small image in the media. Photographs may be submitted as prints or as digital files.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is an optional Unit within the National Certificate Group Award in Media (SCQF level 6), but can also be taken as a free-standing Unit.

This Unit is designed to introduce candidates to the variety of ways that photography can be used in the media. Candidates will have the opportunity to study a range of media photographs and to establish the type, purpose, and compositional features of each. They will also have the opportunity to apply the skills learned through this study while photographing a range of subjects.

In Outcome 1 candidates will be given a brief to investigate photographs in each of three different media sources. The media sources could be for example; newspapers, glossy lifestyle/fashion magazines, and media web pages. The genres or styles covered could be selected from, for example: ‘hard news’; sports; reportage; portrait; landscape; fashion; lifestyle; interiors; architecture.

Candidates should gain an understanding of various styles of photography and their suitability to different media, and will have the opportunity to develop skills in identifying and describing the content and composition of photographs. It is not expected that candidates will gain an in-depth understanding of the technical features of professional photographic equipment in this Unit. Reference can be made to features of different camera types during formative work but candidates will be assessed only on basic aspects of camera equipment.

In Outcome 2 candidates will learn to identify types of camera equipment suitable for different types of media photography. They should gain a basic understanding of the varied requirements of equipment for different photographic applications. Candidate knowledge of equipment features is not expected to be extensive, but candidates should demonstrate that they understand the need for ‘long’ lenses for applications like sports photography, medium or large format film or digital cameras with studio lighting equipment for high-quality studio and interior work, and robust and versatile digital SLR cameras with powerful on-camera flash for news photography.

In Outcome 3 centres need not be prescriptive in the type of camera used by candidates. Suitable types of camera could include mobile phone cameras, single-use disposable film cameras, digital cameras or whatever camera type candidates wish to try. The finished images should however be of a quality suitable for use as a small image in a newspaper or on a web page.

Head-and-shoulders portraits could be in the style of a journalist’s photo accompanying his or her newspaper column, or of a person featured in a media story.

Photographs of activities could be anything to do with people and events. ‘Activities’ does not imply ‘action shots’ like sports photography. It could be for a human interest/reportage story.

Landscape shots could be urban or rural landscapes to accompany a relevant media article.

National Unit Specification: support notes (cont)

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Interior photographs could feature the interior location itself, or be of persons in an interior location. They could be, for example, of a family featured in a story at home together, or an empty interior of a room to illustrate an item on interior decoration, or they could be of the interior of a shopping mall, or rooms in a stately home.

Candidates will not be assessed on knowledge of Scots law affecting photography and the media but in formative work the teacher/lecturer should give guidance so that in generating evidence for Outcome 3, candidates are aware of the need to have permission as appropriate to take and reproduce photographs. On private property (many shopping malls are private property) the owner has the right to permit or forbid photography, and individuals have rights respecting the use of images of them.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is recommended that Outcomes 1 and 2 are taught through teacher/lecturer-led discussions on recent photographs that have appeared in various media sources. The teacher/lecturer could introduce candidates to different styles of photography found in various parts of newspapers and magazines. Candidates could then be asked to select images for group discussion.

Candidates could also be asked to source and select photographs of a given genre/style each week for analysis and inclusion in their folio of work.

For Outcome 2 formative work in class should include information and discussion concerning technical features of different camera types and their suitability to different applications. This need not be exhaustive.

If centres do not have a variety of camera types and related equipment available for candidates to examine, information about these could be presented by the teacher/lecturer from textbooks and/or online sources.

The increasing use by the media of photographs taken by members of the public with mobile phones could be discussed in formative sessions.

For Outcome 3, candidates could take part in group and teacher/lecturer-led discussion about their own photography and they could discuss and compare their own use of mobile phone cameras and other digital or film cameras. Candidates can discuss their use of photography in relation to the internet, for example in uploading images to blogs, social networking sites or other web pages.

Candidates will not be expected to master complex professional photo equipment for Outcome 3. The emphasis should be on the basics of ensuring careful thought about the content and purpose of the photographs, paying adequate attention to composition and framing, holding the camera steady and producing in-focus photographs.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates will be producing written and/or oral communication evidence as part of the assessment. This offers ideal opportunities to develop aspects of the Core Skill of *Communication*.

Should candidates choose to take part in group and teacher/lecturer-led discussion about their own photography in Outcome 3 they will have opportunities to develop aspects of the Core Skill of *Working with Others*.

If candidates choose to submit their photographs as digital files on CD, memory stick or uploaded to a web page, there will be opportunities to develop the Core Skill of *Information Technology*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for Outcomes 1 and 2 could be gathered holistically. In the folio of evidence generated for Outcome 1, candidates could also include comments on the types of camera equipment suitable for some of the photographs, to cover each of the Performance Criteria for Outcome 2. The folio could be built up over the teaching weeks, with candidates being asked to select photographs of a given type each week for analysis and inclusion in their project file. If centres prefer not to deliver and assess Outcomes 1 and 2 holistically, candidates could generate evidence for Outcome 2 by responses to restricted response questions.

It is suggested that Outcome 3 evidence is gathered through a series of practical exercises in which candidates are required to produce a set of photographic images of a range of subjects. Centres can decide what form of presentation is accepted for the finished photographs. They could be in the form of a folder or binder with prints of images, or they could be digital files of images and text, on CD, memory stick or uploaded to a web page.

Time should be allowed for any necessary re-assessment.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.