



**National Course Assessment
Photography
SCQF level 6
C06M 12**

Practical Assignment

2nd Edition: April 2010

Publication code:

Contents

- 1 Practical Assignment overview
- 2 Recommended entry
- 3 Practical Assignment briefs
- 4 Outcome coverage
- 5 Subject/occupationally-related knowledge and skills
- 6 Candidate Evidence Requirements and allocation of marks
- 7 Marking and grading
- 8 Ensuring evidence is authentic
- 9 Materials and resources
- 10 Investigating tools
- 11 Core Skills

1 Practical Assignment overview

This national project specification provides details of the assessment tasks and the evidence that candidates are expected to produce. It contains a degree of choice in terms of the way the Practical Assignment is taken forward by centres so that it fits available resources and candidates' interests and personal strengths.

The Practical Assignment is not concerned exclusively with practical activity, but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding to a situation that involves task management.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- ◆ interpreting the brief
- ◆ gathering information to clarify the brief
- ◆ deciding on a product
- ◆ selecting and managing materials/resources
- ◆ producing the product
- ◆ evaluating the product

Evidence Requirements are as follows:

- ◆ a plan of action
- ◆ evidence of a product
- ◆ evidence which documents the processes underpinning the practical hands-on activity
- ◆ evidence showing an extended evaluation of the Practical Assignment

Copies of Units are available from SQA Business Development and Customer Support team, telephone 0303 333 0330; fax 0845 213 5000, e-mail: mycentre@sqa.org.uk

NOTE:

Please note that individual specifications should always be used in conjunction with the relevant *Arrangements for Project-based National Courses*. The *Arrangements* document provides an overview of the Project-based National Courses for the given SGA. The guidance document, *Project-based National Courses: procedural guide for centres*, which gives full details of operational procedures, must also be used.

This specification forms part of Section F of the *Arrangements* document. It can be used until such a time that SQA advises centres that a new, or revised version is available, and should be used in its place.

2 Recommended entry

We strongly advise that candidates should complete the Units in the National Course prior to embarking the external assessment evidence. However, there may well be candidates who may choose to undertake the external assessment on a stand-alone basis. Any such candidates who have not completed or embarked upon the Units of the National Course *prior* to undertaking the Practical Assignment should have demonstrated attainment (and/or attained) the following the qualifications:

- ◆ relevant National Units in Photography at Intermediate 2 or Higher

and/or

- ◆ at the discretion of the centre

Candidates who achieve the National Course assessment will not be certificated for the Course until they have successfully completed the component Units.

3 Practical Assignment briefs

The candidate is required to produce a folio of work. The theme of which must be chosen from one of the briefs given below:

Brief 1

Theme: Youth Culture

Brief 2

Theme: The Natural World

Brief 3

Theme: Photo Surrealism

Brief 4

Theme: Technology

Brief 5

Theme: The Urban Environment

Brief 6

Theme: The Visual Elements in the Environment

Further details on the planning, developing and evaluating stages can be found in Section 6.

4 Outcome coverage

Course Structure		
Unit title	Credit value	Unit code
Photography: Basic Camera Techniques	1.0	F8KH 12
Photography: Research Project	1.0	F8KJ 12
and one of the following:		
Photography: Digital Imaging	1.0	F8KM 12
Photography: Reportage	1.0	F8KL 12
Photography: Creative Image Making Techniques	1.0	F8KK 12

All Practical Assignments for Project-based National Courses cover a minimum of two thirds of the Outcomes from the component Units. For this project these are:

Unit: Photography: Basic Camera Techniques

- Outcome 3 Produce examples of correctly exposed photographic images to a given brief.
- Outcome 4 Produce examples of effectively composed and framed photographic images to a given brief.

Unit: Photography: Research Project

- Outcome 1 Investigate and research a theme in photography in response to a given brief.
- Outcome 2 Use appropriate photographic techniques, materials and equipment in response to the given brief.
- Outcome 3 Produce and present a folio of finished, annotated work in response to the given brief.
- Outcome 4 Evaluate the folio of finished of work.

and one of the following:

Unit: Photography: Digital Imaging

- Outcome 1 Import a range of image types into a digital environment.
- Outcome 2 Process/manipulate images within a given software package.
- Outcome 3 Produce a series of digitally enhanced or manipulated images.
- Outcome 4 Present final images in an appropriate format.

Unit: Photography: Reportage

- Outcome 1 Investigate a photographic theme in response to a given brief.
- Outcome 2 Produce a series of photographic images of the chosen theme in response to the given brief.
- Outcome 3 Prepare and present images to communicate the chosen theme in response to the given brief.

Unit: Photography: Creative Image Making Techniques

- Outcome 1 Investigate manipulative processes used in photography.
- Outcome 2 Produce a series of manipulated images.
- Outcome 3 Utilise equipment to produce a series of manipulated images.
- Outcome 4 Utilise selected techniques or chemicals to produce manipulated images.

It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking the National Course assessment.

5 Subject/occupationally-related knowledge and skills

The Practical Assignment allows candidates to develop and apply skills in:

- ◆ organisation
- ◆ interpretation of a brief
- ◆ investigation techniques
- ◆ assignment planning
- ◆ IT
- ◆ layout and presentation

and develop and apply related knowledge of:

- ◆ the researched theme
- ◆ visual communication

6 Candidate Evidence Requirements and allocation of marks

General information

The three stages of the Practical Assignment for all Project-based National Courses at SCQF level 6 are:

- ◆ planning
- ◆ developing
- ◆ evaluating

Here we describe Evidence Requirements which apply to each of the three stages of the Practical Assignment for all Project-based National Courses at Higher. Where there are any specific Evidence Requirements relating to this Course, these are given later in this section.

Plan of Action (Total: 40 marks)

The candidate should first consider the themes and, after choosing one, carefully plan their assignment. At this stage discussion with teachers/lecturers is recommended.

Candidates must produce a plan of action of no more than 1,000 words. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

The candidate must decide from which angle they will approach the theme, with what interpretation and then conduct the project accordingly.

Some of the questions which may be considered are:

- ◆ where? — location
- ◆ who or what? — subject
- ◆ when? — timescale/time management
- ◆ how? — approaches/techniques/resources/equipment
- ◆ accessibility? — possible obstacles/realistic aims and objectives.

In the plan, candidates should:

- ◆ select the brief
- ◆ provide a rationale for selecting a particular brief
- ◆ outline the intended personal approach to the brief
- ◆ gather information to clarify the brief
- ◆ define the aims and objectives of the Practical Assignment
- ◆ identify information sources
- ◆ identify materials and resources
- ◆ identify the platform to be used (traditional/digital/software etc)
- ◆ establish timescales for completion of stages of the Practical Assignment.

The plan of action should be produced in a supervised environment, although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action, but each plan must be tailored to the candidate's own project and the action points should relate to the work to be carried out by the individual candidate. The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans.

It is important to note that, as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until the candidate has devised a plan that is potentially workable. The level of support that candidates need to devise a viable plan of action will, of course, vary from candidate to candidate. Centres should indicate the level of support given to each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases, however, if the level of support and intervention needed is more than that which would normally be seen as reasonable, the authenticity of the candidate's work may be called into question.

Development (Total: 120 marks)

Candidates must provide evidence that:

- ◆ documents the processes underpinning the activity
- ◆ testifies to the quality of the hands-on practical activity.

Specific Evidence Requirements for this Course are given later in this section.

Candidates may communicate with each other but should produce work which can be clearly attributed to the candidate as being his or her own.

There is equipment available to candidates ranging from the more traditional SLR camera to digital cameras which can be directly linked to computers for enhancement and printout. No matter what technology is employed, still photography should meet the demands of the criteria for the particular activity to be undertaken. Images from digital cameras should be derived from primary sources, such as subjects photographed by the candidate. Candidates should detail the platform and software employed.

Research (30 marks)

The folio of development work documenting the processes which underpin the activity should be well organised and submitted in an appropriate A4 or A3 format, such as a sketchbook, display book or binder. It must include:

- ◆ evidence of contextual research, eg photographic techniques relevant to the brief, professional photographers' work on related themes
- ◆ evidence of a coherent and substantial body of practical photographic work in the form of contacts sheets/commercial enprints from which the final twelve images have been selected
- ◆ evidence of knowledge and understanding of relevant photographic techniques and processes
- ◆ information on manipulation used, eg filters, digital techniques
- ◆ evidence of final decisions on selection of the final twelve images
- ◆ justification for decisions on size, orientation etc of final images
- ◆ justification of decisions on any editing/manipulation/enhancement carried out

Thematic Development (60 marks)

The candidate must submit 12 'finished' images (maximum: A4 — minimum: A5).

The twelve images should:

- ◆ fulfil the requirements of the brief
- ◆ demonstrate selection of the most suitable images from the body of work presented
- ◆ clearly illustrate the theme and the interpretation chosen by the candidate in the Plan of Action
- ◆ demonstrate an appropriate choice of subject matter and approach
- ◆ convey an understanding of composition and technical aspects
- ◆ avoid repetition of ideas/images
- ◆ demonstrate creativity and appropriate variety.

Technical Elements (30 marks)

Candidates should pay attention to technical elements in the selection and production of their twelve 'finished' images. Technical elements which should be considered:

- ◆ appropriate use of compositional devices, eg depth of field, rule of thirds, cropping etc
- ◆ competent use of lighting
- ◆ correct use of exposure
- ◆ correct white balance
- ◆ appropriate and competent use of digital manipulation/darkroom techniques
- ◆ prints produced using traditional darkroom techniques should be blemish free and fixed adequately
- ◆ choice of photographic paper
- ◆ correct calibration of printer/choice of commercial printing service
- ◆ size appropriate to the resolution
- ◆ image quality — focus/camera shake/noise/pixelation/graininess/sharpness.

Evaluation (40 marks)

Candidates must produce an extended evaluation report which should:

- ◆ provide a brief summary of what the assignment was about
- ◆ assess the effectiveness of the plan of action
- ◆ review and update the plan in the light of experience
- ◆ summarise any unforeseen events and how they were handled
- ◆ assess the effectiveness of the research methods used
- ◆ justify the use of and evaluation of the success of any camera, chemical or (digital) darkroom techniques used to achieve the objective
- ◆ identify knowledge and skills which have been gained and/or developed
- ◆ evaluate the effectiveness of selected approach(es)
- ◆ assess the strengths, weaknesses and quality of photographic activity
- ◆ evaluate the effectiveness of image choices
- ◆ determine to what extent the assignment met the original brief.

The extended evaluation report should be 1,000 words at SCQF level 6. Candidates may carry out the preparation for the report beforehand.

Candidates at SCQF level 6 should be allowed up to three hours to complete an extended evaluation. This is a generous time allowance and some candidates may require considerably less time — two hours should generally be sufficient.

Candidates should be allowed to take their completed Thematic Development work and one side of an A4 page of prepared notes, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

For this activity the accommodation should be arranged to reflect supervised conditions and candidates should not be allowed to communicate with each other in any way.

The evaluation should not simply be a description of the processes and/or a technical analysis of each image. Instead, there should be a holistic approach to the success of the selected twelve images in effectively fulfilling the requirements of the original brief. The focus of the evaluation should be the candidate's own work. Candidates should be self critical and realistic about their images and the effectiveness of the processes carried out. They should consider not only what they have learned but also how they might have approached the assignment differently. Evaluative statements should be evidence based, reflecting the work contained in the assignment, and should discuss weaknesses as well as strengths.

Specific Evidence Requirements and assessment arrangements for the Practical Assignment for Photography

Plan of Action	
Evidence:	Plan of Action 1,000 words (40 marks)
Conditions of National Course assessment	Supervised
Who assesses it?	Submitted to SQA for external marking

Development	
Evidence:	<p>Folio: For processes underpinning the activity:</p> <ul style="list-style-type: none"> ◆ evidence of research ◆ a folio of practical photographic work ◆ evidence of image selection ◆ justification of decisions <p>For hands-on activity:</p> <ul style="list-style-type: none"> ◆ 12 ‘finished’ images (maximum: A4 — minimum: A5) <p>(120 marks in total for this stage)</p>
Conditions of National Course assessment	Monitored by teacher/lecturer
Who assesses it?	Submitted to SQA for external marking

Evaluation	
Evidence:	Extended evaluation report 1,000 words (40 marks)
Conditions of National Course assessment	Supervised
Who assesses it?	Submitted to SQA for external marking

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

NOTE: key submission dates are issued to centres by SQA annually in March.

7 Marking and grading

The assessment evidence for Project-based National Courses is marked externally by SQA.

The total mark for the Practical Assignment is 200, (this large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment). These marks will be allocated to assessment evidence from the three Practical Assignment stages as follows in

Table A.

Table A

Practical Assignment Stage	Assessment Evidence	Mark allocation
Plan of Action	Plan of Action	40
Development	Evidence arising from the hands-on practical activity and from documenting the underpinning processes involved	120
Evaluation	Extended evaluation report	40

To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three Practical Assignment stages is assessed. The use of such mark categories linked to broad criteria, allows for the aggregation of the various parts of the assessment which do not necessarily have the same weighting in the overall grade. *Table B* overleaf outlines the criteria to be used to assess candidate evidence. Assessors in centres will, for each of the three parts, decide firstly on the broad category of mark which is appropriate and secondly on the precise mark to be given.

Although it is possible for candidates to be given bands 7, 8 and 9 which are described as ‘fails’, no such categories will appear on candidates’ certificates. This information should help centres agree estimates of candidate performance and provide feedback to candidates for remediation purposes.

All National Courses are subject to external marking. External Markers and Visiting Assessors will be trained by SQA to apply national standards. As candidate evidence becomes available exemplars will be issued to centres as guidance.

Practical Assignment

Table B

Higher			Development			Practical activity and documented process evidence		
Levels of performance: broad level-related criteria	Equivalence to	Plan of action /40	Research /30	Technical /30	Thematic /60	Sub Total /120	Evaluation report /40	TOTAL /200
Content and scope: appropriate for level Treatment: excellent	Upper A 85% – 100% (Band 1)	34-40	26-30	26-30	51-60	102–120	34–40	170-200
Content and scope: appropriate for level Treatment: consistently thorough	Lower A 70 – 84% (Band 2)	28–33	21-25	21-25	42-50	84–101	28–33	140-169
Content and scope: appropriate for level Treatment: thorough in parts+	Upper B 65 – 69% (Band 3)	26-27	20	20	39-41	78-83	26-27	130-139
Content and scope: appropriate for level Treatment: thorough in parts	Lower B 60%-64% (Band 4)	24-25	18-19	18-19	36-38	72-77	24-25	120-129
Content and scope: appropriate for level Treatment: adequate+	Upper C 55% – 59 % (Band 5)	22-23	17	17	33-35	66-71	22-23	110-119
Content and scope: appropriate for level Treatment: adequate in parts	Lower C 50% - 54% (Band 6)	20-21	15-16	15-16	30-32	60-65	20-21	100-109
Content and scope: appropriate for level Treatment: adequate only in parts OR Content and scope: basic for level Treatment: thorough	D 45 – 49% (Band 7)	18-19	14	14	27-29	54-59	18-19	90-99
Content and scope: appropriate for level Treatment: generally poor OR Content and scope: poor for level Treatment: adequate	40% - 44% (Band 8)	16-17	12-13	12-13	24-26	48-53	16-17	80-89
Content and scope: poor for level Treatment: poor	Below 40% (Band 9)	<16	<12	<12	<24	<48	<16	<80

NOTE: Content and Scope: Defined as how appropriately or otherwise the candidate interprets the level of demand for the specification
Treatment: Defined as how successfully or otherwise the candidate tackles the project.

HIGHER PHOTOGRAPHY

Development				
Plan of Action 40 marks	Research 30 marks	Technical Evidence 30 marks	Thematic Approach 60 marks	Evaluation 40 marks
<p>In the Plan of Action, the candidate should:</p> <ul style="list-style-type: none"> • select the brief • provide a rationale for selecting a particular brief • outline the intended personal approach to the brief • gather information to clarify the brief • define the aims and objectives of the Practical Assignment • identify information sources • identify materials and resources • identify the platform to be used (traditional/digital/software etc) • establish timescales for completion of stages of the Practical Assignment 	<p>The folio of development work documenting the processes which underpin the activity should show:</p> <ul style="list-style-type: none"> • evidence of contextual research, e.g. photographic techniques relevant to the brief, professional photographers' work on related themes • evidence of a coherent and substantial body of practical photographic work in the form of contacts sheets/commercial enprints from which the final twelve images have been selected • evidence of knowledge and understanding of relevant photographic techniques and processes • information on manipulation used, e.g. filters, digital techniques • evidence of final decisions on selection of the final twelve images • justification for decisions on size, orientation etc. of final images • justification of decisions on any editing/manipulation/enhancement carried out 	<p>In their 12 'finished' images, candidates should demonstrate:</p> <ul style="list-style-type: none"> • appropriate use of compositional devices, e.g. depth of field, rule of thirds, cropping etc. • competent use of lighting • correct use of exposure • correct white balance • appropriate and competent use of digital manipulation/darkroom techniques • prints produced using traditional darkroom techniques are blemish free and fixed adequately • appropriate choice of photographic paper • correct calibration of printer/choice of commercial printing service • selection of print size (between A5 and A4) appropriate to the resolution • acceptable image quality, paying attention to focus/camera shake/noise/pixelation/sharpness. 	<p>In their 12 'finished' images, the candidate should:</p> <ul style="list-style-type: none"> • fulfil the requirements of the brief • demonstrate selection of the most suitable images from the body of work presented • clearly illustrate the theme and the interpretation chosen by the candidate in the Plan of Action • demonstrate an appropriate choice of subject matter and approach • convey an understanding of composition and technical aspects • avoid unnecessary repetition/demonstrate creativity and appropriate variety. 	<p>In their extended evaluation report candidates should:</p> <ul style="list-style-type: none"> • provide a brief summary of what the assignment was about • assess the effectiveness of the plan of action • review and update the plan in the light of experience • summarise any unforeseen events and how they were handled • assess the effectiveness of the research methods used • justify the use of and evaluation of the success of any camera, chemical or (digital) darkroom techniques used to achieve the objective • identify knowledge and skills which have been gained and/or developed • evaluate of the effectiveness of selected approach(es) • assess the strengths, weaknesses and quality of photographic activity • evaluate the effectiveness of image choices • determine to what extent the assignment met the original brief.

Estimates and appeals

Although these Project-based National Courses are externally assessed by SQA Markers, candidates will benefit from estimate grades based on accurate internal assessment of their projects, ie the grade assessors judge a candidate should be awarded, based on all the available evidence.

The processes for deciding an estimate grade are similar to the processes the external assessors (ie the Markers) would use for the final assessment. The main benefit of an estimate to an individual candidate is that an appeal can be submitted against an external decision where the estimate given the candidate was at grade C or better. An appeal will not normally be considered for candidates for whom no estimate has been received. The SQA will provide a form for submission of estimates.

For the internal marking process for estimates, internal assessors are expected to:

- ◆ compare candidate evidence arising from each stage of the Practical Assignment to the criteria outlined in *Table B* and decide on the mark category which most accurately describes it
- ◆ decide on a particular mark for the candidate, within that broad mark category for each stage, depending on how marginal the decision was
- ◆ maintain a brief record of why a certain mark was given for each of the three Practical Assignment stages (for internal verification purposes)
- ◆ follow the internal verification processes within their centre (see the section on internal verification below)
- ◆ aggregate the internally verified marks for each candidate. That gives a total mark out of 200
- ◆ divide that total mark by two to give a percentage
- ◆ convert the overall % mark for each candidate into an estimate grade and band using *Table C*

Table C

% Mark range	Grade	Band (for estimates)
85–100	A (upper)	1
70–84	A (lower)	2
65–69	B (upper)	3
60–64	B (lower)	4
55–59	C (upper)	5
50–54	C (lower)	6
45–49	Fail (near miss)	7
40–44	Fail	8
Less than 40	Fail	9

- ◆ check the grade already given to candidates against the grade descriptions tabled below, (*Table D*). This is to ensure that candidates have effectively integrated each stage of the Practical Assignment. Please use the grade descriptions as a touchstone against which grades can be checked
- ◆ provide estimates as bands

Grade Descriptions for a Practical Assignment at Higher

Table D

A	B	C
Content and scope appropriate for Higher		
Looking at the evidence as a whole:	Looking at the evidence as a whole:	Looking at the evidence as a whole:
<p>A Practical Assignment at Grade A:</p> <ul style="list-style-type: none"> ◆ produces high quality, clearly inter-related documented and product or process-related evidence for the three essential phases of the Practical Assignment ◆ is an exercise to which candidates have brought an accurate and insightful interpretation of the Practical Assignment brief ◆ is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise ◆ effectively applies integrated and consolidated knowledge, understanding and skills from the Course Units to complex situations and/or design specifications 	<p>A Practical Assignment at Grade B:</p> <ul style="list-style-type: none"> ◆ produces good quality, inter-related documented and product or process-related evidence for the three essential phases of the Practical Assignment ◆ is an exercise to which candidates have brought an accurate interpretation of the Practical Assignment brief ◆ is well structured and displays a good level of subject/occupational expertise ◆ satisfactorily applies integrated and consolidated knowledge, understanding and skills from the Course Units to situations and/or design specifications which include a degree of complexity 	<p>A Practical Assignment at Grade C:</p> <ul style="list-style-type: none"> ◆ produces adequate, fairly well inter-related documented and product or process-related evidence, for the three essential phases of Practical Assignment ◆ an exercise to which candidates have brought an acceptable interpretation of the Practical Assignment brief ◆ is reasonably well structured and displays an adequate level of subject/occupational expertise ◆ applies integrated and consolidated knowledge, understanding and skills from the Course Units with some lack of continuity and consistency

Internal Verification

The Internal Verifier oversees:

- ◆ The internal verification process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The Internal Verifier should be a specialist in the subject. (It may be helpful in the first few years of these Project-based National Courses to do a cross subject verification of samples of like parts such as the plans of action and evaluation reports. Such additional cross-subject internal verification is however not mandatory.)
- ◆ A consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.
- ◆ Finalisation of estimate grades and submission of candidate evidence. A form will be available for this purpose.

(See *Guide to Assessment*, for further information relating to internal verification. A guide to good practice for internal verification is also under development.

Submitting candidate evidence to SQA

Specific information on this part of the process will be circulated to centres. Where materials have to be sent to SQA for marking you will be provided with any necessary packaging materials.

The following must be sent to SQA for the Practical Assignment:

- ◆ plan of action
- ◆ all transportable evidence
- ◆ extended evaluation report

8 Ensuring evidence is authentic

The following methods should be used to ensure that the evidence produced by a given candidate is all their own work. These methods are for use outwith any situation where the candidate's work will be produced under supervised conditions already stipulated by the SQA (eg the plan of action and the evaluation).

Candidates working on the project-based assignment may carry out some of the work outwith the centre and this is perfectly acceptable.

- ◆ Candidates should be encouraged to seek feedback from the teacher/lecturers on the quality of their work. To ensure authenticity, teachers/lecturers should question candidates on the nature of their work as it progresses.
- ◆ Teachers/lecturers must ensure that candidates do not breach copyright on images if they are using the internet.

9 Investigating tools

Candidates are expected to make use of the following information sources during the Practical Assignment:

Information sources

- ◆ magazines
- ◆ books
- ◆ internet
- ◆ newspapers
- ◆ weekend colour supplements
- ◆ exhibitions
- ◆ teaching and lecturing staff

Accessing information

- ◆ libraries
- ◆ websites
- ◆ community centres

References supplied by candidates

Please note that it is legitimate for candidates to quote from information sources such as articles (in print or stored electronically) or books. Such quotations must be placed within quotation marks followed by the reference, including the chapter and or section and page number. Texts referred to should be included in the bibliography.

The following format for references should be used:

Books

Author's surname, followed by forename or initials, title of book (in italics or underlined), place of publication, name of publisher, year of publication.

For example:

Barton, T, *Fieldwork for Geographers*, London: Edward Arnold, 1985

Articles

Author's surname, followed by forename or initials, title of the article (in inverted commas), title of the periodical (underlined or in italics), volume number, part number, year of publication, page number(s).

For example:

Sugden, D E, 'Perspectives on the Glaciation of Scotland', *SAGT Journal No. 17*, 1988, pp 4–10.

Maps and diagrams

Sources should be given on each map and diagram and should be stated in the same format as for books and articles, as appropriate.

For example:

Microsoft Encarta 1997

Internet

If a website has been used then the address (URL) must be disclosed.

For example:

www.sqa.org.uk

It is important to note that unacknowledged copying will be penalised, usually by cancellation of the candidate entry.

10 Materials and resources

Candidates are expected to select from the following materials and resources as appropriate:

- ◆ photographic equipment
- ◆ computers — hardware and software
- ◆ photographic film and paper
- ◆ computer paper (quality)
- ◆ chemicals — tints, toners etc
- ◆ mounting materials

11 Core Skills

It is possible that successful attainment of this Course would lead to the automatic certification of particular Core Skills or Core Skill components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

It should be noted that this project, in common with other Project-based Courses, follows the planning/developing/evaluating cycle. As a result of this it is likely that successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2. The final Core Skills statement, as above, will confirm this.