

Comparative document

(Version 1.0 April 2012 compared with Version 1.1 April 2014)

Higher Photography Course Assessment Specification **(C755 76)**

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Valid from August 2014

This edition: April ~~2012~~2014, version 1.01

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title:	Higher Photography
SCQF level:	6 (24 SCQF credit points)
Course code:	to be advised <u>C755 76</u>
Course assessment code:	to be advised <u>X755 76</u>

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — project	100 marks
Total marks	100 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of a project.

In the project, learners will develop and extend the skills and knowledge developed in the Course. The project will be open and will include opportunities for learners' personalisation and choice. It will include researching planning and carrying out a negotiated photography project. Learners will research and investigate their agreed project topic before producing photographs and presenting their photographic images. Learners will also evaluate their photographic work and practice.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of one Component, a project. The project will have three Sections.

Component 1 — project

The purpose of this project is to assess learners' ability to integrate and develop their creativity and technical skills within a negotiated photography project.

This project will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ project planning skills when researching and investigating their negotiated project
- ◆ applied technical and creative photography skills when developing their photographic ideas and producing their photographic images
- ◆ ~~project planning skills~~
- ◆ critical thinking and evaluation skills when evaluating their photographic work and practice

The project will have 100 marks.

This project has three Sections.

Section 1, titled 'Research and investigation', will have 25 marks.

Marking of each part of Section 1 should be approached holistically, ~~with marks being.~~ Marks will be awarded for:

- ◆ a structured project proposal, showing evidence of project planning skills (based on the negotiated photography project brief)
- ◆ consideration of site logistics and resource availability during the planning process (including health and safety, access, legality and copyright issues as appropriate)
- ◆ collated investigative research related to the project topic, including research and investigation of relevant image makers/photographers

Section 2, titled 'Development and production', will have 60 marks.

A maximum of ~~3020~~ marks will be awarded for ~~developing the exploratory development of~~ of photographic images. Marking should be approached holistically, with marks being awarded for:

- ◆ the exploratory development of photographic imagery (including contact sheets or test images where appropriate)
- ◆ evidence of ~~ongoing~~ ongoing justified and creative decision making

A further ~~3040~~ marks will be awarded for further developing the exploratory ideas and producing photographic images ~~in response to the agreed project.~~ Marking should be approached holistically, with marks being awarded for:

- ◆ the ~~appropriate~~ initial selection of images to meet the project requirements
- ◆ producing ~~edited~~ a series of 12 technically competent images ~~that are optimised for print output~~

- ◆ the file optimisation, production, printing and presentation of the photographic images on suitable papers/substrates
- ◆ the final selection of 12 appropriate images to meet the project requirements

Section 3, titled 'Evaluation', will have 15 marks.

The marks will be awarded for:

- ◆ critically reflecting on and identifying personal strengths and areas for improvement in their photographic work
- ◆ critically reflecting on and identifying personal strengths and areas for improvement in their practice

Setting, conducting and marking of assessment

Controlled assessment — project

This project is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment

Set by centres within SQA guidelines.

Conducting the assessment

Conducted under some supervision and control.

The project will be ~~developed~~negotiated and agreed by the teacher/lecturer and learner. The teacher/lecturer will ensure that the scope of the project follows ~~the~~ SQA guidelines. The completed work will be sent to SQA for external marking.

The project will be produced over an extended period of time. This allows learners the opportunity to develop, reflect on and revise their photographic work before it is presented for external assessment/marketing.

It is possible that some aspects of the work may be completed outside class time. It is therefore important for teachers/lecturers to ensure that all of the work presented for assessment is the work of the learner.

The ~~structured~~agreed project brief should include specific project requirements related to all key aspects and Evidence Requirements for each Section of the ~~three~~ project stages.

Teachers/lecturers should build in informal opportunities to review and discuss ~~candidates'~~learners' progress on an ongoing basis throughout the duration of the project. ~~Candidates~~Learners should keep a record of their ongoing creative decisions in any appropriate format. Centres ~~should~~can use structured open questions and prompts to help ~~guide candidates' evaluation of~~learners evaluate their photographic work and practice.

Learners should produce their evaluation ~~in 1 hour and 30 minutes~~ under supervised open-book conditions. During this process, ~~learners~~they can refer to one pre-prepared sheet of A4 notes or equivalent and the associated photographs. The evaluation should be completed in no more than 1 hour 30 minutes.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Higher Photography Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Photography: Image-Making (Higher)

- ◆ ~~Properties of light, colour~~**Project** and image formation
- ◆ ~~Camera controls including aperture; shutter speed; focal length; pre-set modes; exposure compensation; white balance/colour temperature; ISO numbers~~
- Care, safe handling**

- ◆ the ability to plan and produce investigative research for photography
- ◆ purposeful exploration and use of experimentation with selected photographic equipment and materials
- ◆ ~~Compositional techniques including viewpoint; framing; rule of thirds; visual elements~~
- ◆ Basic lighting media, manipulation techniques including diffused and direct light sources and processes
- ◆ Image production quality and organisation including image resolution, storage of images planning, producing, printing and presenting creative and technically proficient photographs
- ◆ ~~evaluating their own work and file management systems~~
- ◆ ~~Outputting images and basic printing/developing techniques~~
- ◆ ~~Analysis of the impact and influence of social, cultural and historical contexts on significant developments/styles of photography~~
- ◆ Knowledge of their photographic styles and genres, including social comment/documentary photography/reportage/photojournalism; and commercialism practice

Photography: Contextual Imagery (Higher)

- ◆ ~~Research and investigation skills~~
- ◆ ~~Knowledge of the common photographic techniques and specific photographic approaches used by significant photographers~~
- ◆ **Project** planning skills related to photography and photographic shoots, including ~~recce and logistics~~
- ◆ ~~Selection and use of lighting effects for specific photographic styles/genres and/or effect and visual impact (high key/low key; rim/back lighting; lighting for portraiture/still life/macro)~~
- ◆ ~~Visual elements and composition techniques and approaches~~
- ◆ ~~Image manipulation (pre- and post-production), including use of traditional and/or new technology; editing; enhancement; cropping; blemish removal; tonal range adjustments, colour balance; applying filters, layers, texture screens and special effects~~
- ◆ ~~Managing output quality, including colour management; use of traditional and/or new technology; selecting appropriate substrates and printing processes; selecting appropriate print size~~
- ◆ ~~Presentation techniques, including layout; mounting techniques; selecting mounts, and use of adhesives where applicable~~

Administrative information

Published: April ~~2012~~2014 (version 1.0~~1~~)

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	<p>Assessment section <u>Descriptions of project stages updated/ expanded to align with description in the Project Assessment Task and General Assessment Information documents.</u></p> <p>Structure and coverage of the Course assessment section <u>Bullets moved to match order of project Sections. Additional information added on planning relating to health and safety, access, legality and copyright issues.</u></p> <p><u>Bulleted descriptions and mark allocation revised to align with Course Assessment Task information.</u></p> <p>Setting, conducting and marking of assessment section <u>Expanded descriptions of controlled assessment. 'Negotiated' added. House style change and 'open questions' added. Added 'and the associated photographs'.</u></p> <p>Further information on Course coverage section <u>Previous information on Unit assessment removed.</u></p>	Qualifications Development Manager	April 2014

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