

# Draft National Unit Specification



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**Unit title:** Photography: Contextual Imagery (Higher)

**SCQF:** level 6 (9 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop learners' ability to apply a range of photographic processes and techniques in a range of contexts. In this Unit, learners will develop their own personal and creative approaches to photography. On completion of the Unit, learners will also be able to produce creative photographic imagery. They will also be able to evaluate their own work and the effectiveness of their use of imaging techniques.

Learners who complete this Unit will be able to:

- 1 Produce personal and creative photographic imagery
- 2 Evaluate their own use of imaging techniques

This Unit is a mandatory Unit of the Higher Photography Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Course Assessment Specification for the Higher Photography Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Photography Course.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Art and Design (National 5) Course or equivalent component Units

## Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### 1 Produce personal and creative photographic imagery by:

- 1.1 Selecting and using appropriate photographic processes and techniques for creative effect
- 1.2 Producing a range of photographic images in a variety of styles and genres
- 1.3 Presenting a variety of contextually appropriate photographic images

### Outcome 2

The learner will:

#### 2 Evaluate their own use of imaging techniques by:

- 2.1 Analysing their use of imaging techniques for creative effect, using appropriate terminology
- 2.2 Analysing their applied use of technical and camera skills
- 2.3 Evaluating their photographic imagery, identifying strengths and opportunities for improvement in their own work and practice

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

In this Unit, Evidence Requirements are as follows.

Evidence will be a combination of written or oral and/or recorded and practical evidence.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

In this Unit, learners will provide evidence of:

- ◆ producing and presenting a range of photographic images showing a personal and creative approach to photography
- ◆ using photographic terminology accurately and descriptively
- ◆ analysing and evaluating their own photographic work

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.1 Personal learning

## **5 Thinking skills**

5.4 Analysing and evaluating

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.