

# NQ Verification 2014–15

## Key Messages Round 1

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### Section 1: Verification group information

Verification group name:	Photography
Verification event/visiting information	Visiting
Date published:	March 2015

#### National Courses/Units verified:

H4KT 76 new Higher Photography — Image Making

H4KV 76 new Higher Photography — Contextual Imagery

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### Section 2: Comments on assessment

#### Assessment approaches

Image Making and Contextual Imagery Units had been presented for external verification by an equal number of centres.

The following Unit assessment support packs were used by centres:

- ◆ Package 1: Unit by Unit approach
- ◆ Package 2: Combined approach

Centres are to be commended for their attention to detail in assessing candidates' work. Where Unit assessment support packs had been adapted, these were appropriate and effectively modelled on the packs.

It is clear from the external verification reports that centres have developed assessment task materials which offer personalisation and choice at an appropriate level of challenge for candidates. These tasks were consistently clear and concise and enabled candidates to successfully generate evidence that met the Unit Outcomes and Assessment Standards.

Image Making Outcome 1, where candidates are required to analyse factors that influence the work of a photographer, had been embraced with enthusiasm and

skill by candidates. External verification reports highlighted the personal nature of candidates' photographic images and observations recorded in reference to the work of photographers. This was a key strength in the assessment tasks in the majority of centres.

Centres approached Image Making Assessment Standard 2.1 very well. Candidates produced a broad range of skilled photographic work demonstrating a thorough range of camera controls and related processes.

Centres approached Image Making Assessment Standard 2.5 in a variety of formats, suitable to the delivery within a centre. Images were successfully produced in both digital and printed forms as directed by the assessment task. Several centres opted for a digital record of candidate work, which reflected the centres' preferences whilst ensuring the national standard was upheld.

A clearly structured dialogue between assessor and candidate was evident in the majority of centres.

In the Contextual Imagery Unit, candidates had responded particularly well to the 'My World' brief. Candidates had clearly generated work that reflected the personalisation and choice that was built into the assessment tasks and delivery of the Unit. In Outcomes and Assessment Standards 1.1, 1.2 and 1.3, candidates had produced and presented work that had involved them in tasks where they had selected appropriate photographic processes and techniques for creative effect, produced a range of photographic images in a variety of styles and genres, and had presented a variety of contextually appropriate photographic images.

In Outcome 2 of Contextual Imagery, candidates had successfully used a variety of innovative and traditional presentation techniques to present their analysis. Visiting verification reports highlighted the industrious, thoughtful and involved nature of the candidates' efforts. Careful labelling, annotation and a clearly presented dialogue of feedback from assessors underlined the level of excellent work being undertaken by candidates and centre staff.

Assessors had used various methods to provide effective feedback to candidates. These methods included:

- ◆ an additional column for feedback on the Candidate Assessment Record form
- ◆ assessment commentaries within candidates' ongoing work
- ◆ use of an essay task for Image Making Unit Outcome 1
- ◆ sketchbooks and image folders on computer servers
- ◆ extended written pieces to record evidence for Assessment Standards

It is good practice to apply comments consistently to all candidates in an assessment group.

## Assessment judgements

The vast majority of centres made reliable assessment judgements.

Assessment judgements were clearly recorded in the Candidate Assessment Record forms from the Unit assessment support pack. Many centres had adapted the forms to make them suitable for their own method of recording judgement information.

The majority of centres showed clear evidence of effective internal verification procedures.

Centres currently without an internal verification procedure are reminded that all centres offering SQA qualifications should have an effective internal quality assurance procedure in place.

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## Section 3: General comments

Centre staff engaged with the visiting verification process and contributed enormously to the success of the procedure.

There have been very few issues raised during Round 1 of visiting verification. Assessment approaches have been effectively developed by centre staff and assessment judgements have been reliable. The following ideas, techniques, strategies, policies and processes are examples of good practice being used in centres in the delivery of the Units:

- ◆ Tasks and assignments designed to promote personalisation and choice
- ◆ Effective assessment commentaries reflected the personal nature of the evidence produced by candidates
- ◆ Well-planned activities with clear and concise outcomes for candidates to achieve Assessment Standards
- ◆ Strong evidence of a wide range of assessment activities
- ◆ Mini-projects, clear topic headings and the production of assessment and feedback sheets for candidates
- ◆ Clear and candid Candidate Assessment Records
- ◆ Out of school visits to galleries, museums and photography shoots
- ◆ Staff involvement in a local authority Higher Photography focus group
- ◆ Sharing of course resources between centres within the same local authority
- ◆ Assessor and internal verifier involved in cross-marking
- ◆ Excellent organisation of candidate evidence facilitated an effective verification process

Evidence generated for assessment in Image Making Unit Outcomes 1.1, 1.2 and 1.3 should avoid being merely a presentation of biographical facts relating to the photographer(s) being researched. Candidates must provide evidence that they have understood the significance and impact of the major historical, scientific,

social and cultural factors on the photographer's work. Candidates should be encouraged to express justified opinions on the photographer's work.

Centres should ensure that they are using the current Unit assessment support packs from SQA's secure website when considering their assessment approaches and judging of evidence. Assessors and internal verifiers should regularly familiarise themselves with these documents.