

Unit Support Notes — Information and Communications Technology: Capturing Digital Images (National 2)



Valid from August 2015

This edition: July 2015 (version 1.0)

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

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Information and Communications Technology: Capturing Digital Images* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support pack*

This Unit is a free-standing Unit and it **does not** contribute to the National 2 Information and Communications Technology Course. It offers a broadening option for any candidate working at National 2 level.

General guidance on the Unit

Aims

The *Information and Communications Technology: Capturing Digital Images* (National 2) Unit is a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to provide opportunities for learners to explore digital images and devices and create a portfolio of their own digital images using a digital device.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in ICT, creative arts or related areas at SCQF level 1.

Prior learning, life and work experiences may provide an appropriate basis for entry into this Unit. This could include relevant skills, knowledge and understanding and appropriate experiences and outcomes.

Skills, knowledge and understanding covered in this Unit

As this Unit will be delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. However, content and contexts should provide evidence that all Outcomes and Assessment Standards in the Unit have been achieved.

Learners who complete this Unit will be able to:

- 1 Explore digital images.
- 2 Create a portfolio of digital images.

Progression from this Unit

This Unit may provide progression to:

- ◆ Units of the Information Technologies Course at National 2
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3
- ◆ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

The skills, knowledge and understanding developed in this Unit could also support progression in other curriculum areas as well as life and work contexts.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

Learning and teaching

The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

Learning should be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching, and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Many of these approaches could involve group work. Group work approaches can be used within Units where it is helpful to simulate real-life situations, share tasks and promote teamworking skills. However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

Information and Communications Technology: Capturing Digital Images (National 2)

This Unit is a free-standing Unit and it **does not** contribute to the National 2 Information and Communications Technology Course.

The general aim of this Unit is to provide opportunities for learners to explore digital images and devices and create a portfolio of their own images using a digital device. The learner will:

Outcomes and Assessment Standards	Guidance and suggested learning and teaching approaches
<p>1 Explore digital images by:</p> <p>1.1 Identifying the main features and/or functions of a digital device which captures images</p> <p>1.2 Identifying the basic photographic techniques used in given digital images</p> <p>1.3 Communicating a personal response to given digital images</p>	<p>Learners identify the main features and/or functions of digital devices which capture images. Examples of digital devices could include:</p> <ul style="list-style-type: none"> ◆ mobile phone ◆ tablet computer ◆ stills camera ◆ recording camera <p>Main features of the digital devices could include the power button, the lens, shutter button, viewing monitor (if appropriate), and the flash. Learners could also be shown how to use the main functions of a digital device, eg by learning about how to:</p> <ul style="list-style-type: none"> ◆ turn the camera/camera function on ◆ use/switch on the flash ◆ use the zoom function ◆ use/switch on autofocus ◆ use red-eye reduction mode ◆ select colour effect (eg full colour, black and white, sepia) ◆ view, save and delete captured images

	<p>Learners should be encouraged to practise using a digital device. Learners could work in small groups or pairs to practise using digital devices, learning from each other.</p> <p>Learners identify the basic photographic techniques used in given digital images. Teachers/lecturers could present learners with a variety of digital images and discuss with them the basic photographic techniques used in the various images. This could include discussion of:</p> <ul style="list-style-type: none"> ◆ landscape versus portrait ◆ composition and focus, eg what's the main focus of the image? what's in the foreground and background? are any parts of the image blurred? ◆ zoom, eg is the image 'close-up' or 'far away'? ◆ colour, eg black/white, sepia, full colour ◆ lighting, eg Is the image well-lit? are there any interesting visual effects, ie shadows? ◆ angles and viewpoints, eg has the picture been taken from a high or low angle or at normal eye-level? <p>Learners communicate a personal response to digital images (from, for example, magazines, books, photographic exhibitions or newspapers) given to them by the teacher/lecturer. Learners could discuss, individually or as part of a group, their opinions about the images. To help learners communicate a personal response to the images, teachers/lecturers could ask learners questions such as: Do they like/dislike the image? Is it colourful? Is it boring/interesting? Is it exciting?</p>
<p>2 Create a portfolio of digital images by:</p> <p>2.1 Choosing an appropriate topic for images</p> <p>2.2 Capturing images of chosen topic</p>	<p>Learners choose a topic for their digital images. Teachers/lecturers could provide a list of options and ask learners to choose one. Alternatively teachers/lecturers could help learners choose an appropriate subject. Examples of subjects could include: animals and birds, fashion, friends and family, holidays, hobbies and interests, nature, food.</p> <p>Teachers/lecturers could also provide opportunities for capturing images as part of other activities, for example: during a visit to an urban farm, on a trip to the local park/historical monument, or a classroom-based activity such as baking, science, music, or centre-wide activities such as concerts and plays, coffee mornings, festivals and other events.</p>

<p>2.3 Displaying images in an appropriate format</p> <p>2.4 Identifying strengths and opportunities for improvement in their own work</p>	<p>Learners capture images of the chosen topic using a digital device. Examples of digital devices could include:</p> <ul style="list-style-type: none"> ◆ mobile phone ◆ tablet computer ◆ stills camera ◆ recording camera <p>Learners could capture images of different subjects and/or use the different functions of the digital device to show different techniques, eg black and white images; landscape/portrait images; using zoom function. Learners view and save the captured image, as appropriate, using the functions of the digital device. As part of the viewing and saving process learners could also delete images which are not required and/or unusable, eg duplicate images, finger over lens, blurred image.</p> <p>Teachers/lecturers could discuss different ways of showing digital images with learners. This could include: the 'view', 'download' and 'print' functions of a software application, the slideshow function of a software application, the 'play' mode of a digital recording camera, the screensaver facility of a computer, the wallpaper facility of a mobile phone.</p> <p>Learners then show the captured images in an appropriate format. Examples of appropriate formats could include:</p> <ul style="list-style-type: none"> ◆ 'wallpaper' on their mobile phone ◆ a slideshow presentation ◆ a digital album ◆ a screensaver on their laptop computer ◆ prints in a photograph frame/presented as a wall display/inserted into a worksheet <p>The captured images could be shown to the teacher/lecturer, shared with peers, or shared with others (eg as part of an event within the centre) as appropriate.</p> <p>Learners should identify strengths and possible opportunities for improvement in the images they have</p>
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captured. This could be carried out as part of a discussion with the teacher/lecturer or with peers. Examples could include consideration of the following:

- ◆ Is the image sharp and in focus?
- ◆ Is the light in the picture correct? Is it too dark? Should the flash have been used?
- ◆ Do any of the people in the images have red eyes?
- ◆ Is the background distracting?
- ◆ Is the picture too far away? Would it be better if it was closer?

Examples could include:

Strength	Possible improvement
The image is clear and colourful	Image might have been better if red eye reduction had been used

This Unit could be linked to activities in the *Independent Living Skills: Taking Part in Outdoor Activities* Unit.

This Unit could also be linked to activities in the Units of the National 2 Information and Communications Technology Course, in particular the *Information and Communications Technology: Multimedia Applications* Unit and the *Information and Communications Technology: Working with Digital Images* Unit.

Assessment

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements outlined and described in the *Unit Specification* and the *Unit Assessment Support pack*.

To achieve the Unit, learners must achieve the Unit Outcomes.

Evidence for this Unit could be collected during learning and teaching activities.

Teachers/lecturers could therefore record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
- ◆ learning and teaching activities which generate physical evidence for assessment
- ◆ identifying opportunities to record evidence within out-of-centre activities

Alternatively, where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

Learners will benefit from receiving accurate and regular feedback on their work regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Authentication

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the Equality and inclusion section.

Developing skills for learning, skills for life and skills for work

The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
1 Literacy	
1.3 Listening and talking Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	Where appropriate, learners could use their normal mode of communication to: <ul style="list-style-type: none"> ◆ communicate, eg choosing a subject for digital images ◆ respond, eg communicating a personal response to given digital images
4 Employability, enterprise and citizenship	
4.2 Information and communication technology (ICT) This involves having the ability to use ICT systems and emerging technologies to handle information. It means having the ability to use the internet safely and to make informed decisions based on information obtained using technology.	Where appropriate, learners could demonstrate the use of information and communication technology by: <ul style="list-style-type: none"> ◆ capturing, saving and then showing digital images
5 Thinking skills	
5.5 Creating Creating is the ability to design something innovative or to further develop an existing thing by adding new dimensions or approaches. It also includes the ability to make, write, say or do something new.	Where appropriate, learners could demonstrate creative skills by: <ul style="list-style-type: none"> ◆ capturing, saving and then showing digital images

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels. The support provided should be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader and/or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT, including adaptive technologies such as braille and assistive technologies (such as voice-activated software) to support learners with limited capacities to write

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Guide to Assessment* \(January 2014\)](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*](#)
- ◆ [*Coursework Authenticity — a Guide for Teachers and Lecturers*](#)
- ◆ [*SCQF Handbook: User Guide* \(published 2009\)](#) and
- ◆ SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ [*SQA Guidelines on e-assessment for Schools*](#)
- ◆ [*SQA Guidelines on Online Assessment for Further Education*](#)
- ◆ [*SQA e-assessment web page*](#)

Administrative information

Published: July 2015 (version 1.0)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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