

National Unit specification: general information

Unit title: Photography: Reportage (SCQF level 6)

Unit code: F8KL 12

Superclass: KE

Publication date: May 2010

Source: Scottish Qualifications Authority

Version: 01

Summary

This Unit is designed to enable candidates to acquire knowledge of the skills involved in producing a photographic essay or photo story. Candidates will develop the ability to apply a thematic approach to a given brief, where a series of images will be produced to tell a story.

This Unit has been designed as an optional Unit of the Photography Course at SCQF level 6. It may also be taken as a freestanding Unit.

Outcomes

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

Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- F8KH 12 *Photography: Basic Camera Techniques* (SCQF level 6)
D956 12 *Photography: Monochrome Film Processing and Printing* (SCQF level 6)
F8KM 12 *Photography: Digital Imaging*

General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Investigate a photographic theme in response to a given brief.

Performance Criteria

- (a) Identify the constraints and requirements.
- (b) Select an appropriate theme with developmental potential to tell a story.
- (c) Identify appropriate timelines and location.
- (d) Select appropriate techniques and equipment for effective photography.

Outcome 2

Produce a series of photographic images of the chosen theme in response to the brief.

Performance Criteria

- (a) Use appropriate camera equipment to ensure effective photography.
- (b) Use appropriate compositional and focusing techniques to ensure effective photography.
- (c) Use techniques correctly to ensure effective series of photographic images that communicate the story of the chosen theme.

Outcome 3

Prepare and present images to communicate the chosen theme in response to the brief.

Performance Criteria

- (a) Select and edit the most appropriate images in response to the chosen theme.
- (b) Crop the images, where appropriate, to enhance and ensure effective visual impact of the thematic images.
- (c) Remove all blemishes and marks where necessary.
- (d) Ensure images are appropriate in terms of exposure, contrast, tonal range and sharpness.
- (e) Present final images in a format that effectively communicates the chosen theme.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria for this Unit.

Written and/or oral evidence and product evidence is required.

This evidence will be produced under open-book conditions in response to a given brief.

The candidate will produce a folio of evidence which will include:

- ◆ A basic plan that includes timescales for completion of the key tasks and consideration of location, methods, techniques and equipment
- ◆ A series of thematic images produced by the candidate in response to the brief
- ◆ Annotation explaining the candidate's selection from the initial series of photographic images
- ◆ Selected images before and after editing with annotation to explain adjustments and decisions made
- ◆ A final presentation of a minimum of eight, a maximum of 12 finished images produced by the candidate in response to the brief. All images will be a minimum size of A5.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an assessor checklist. If a centre wishes to design its own assessments for this Unit, they must be of a comparable standard.

National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit has been designed as an optional Unit of the Photography Course at SCQF level 6. It may also be taken as a freestanding Unit.

This Unit is designed to enable candidates to acquire the skills necessary to produce a photographic essay or photo story.

Candidates will develop the ability to apply a thematic approach to a given brief, where a series of images will be produced to tell a story.

The intention is to provide an opportunity for candidates with some experience of photography to respond to a given brief and demonstrate effective choices of theme, equipment, techniques and approach in developing and producing a series of thematic, photographic images. The exercises undertaken in the study of this Unit will give adequate opportunity for candidates to creatively research the subject of Reportage and apply knowledge and skills of photographic techniques acquired to their own work.

Health and safety guidance relating to studio practice and location work should be given. Candidates will be expected to adopt safe working practices at all times.

Guidance on learning and teaching approaches for this Unit

Candidates will be presented with an integrative practical exercise to assess their ability to carry out a photo reportage assignment (telling a story in photographic form).

This centre devised brief should be used as the starting point to generate research which should be individual in nature and lead the candidate on a personal line of enquiry. Suitable briefs could include *current affairs*, *environmental issues*, *sporting events*, etc.

Exemplar material of a relevant standard could be made available for review and discussion at Unit induction, as this would support candidates' understanding of the Unit requirements before embarking on the project.

It would also be advantageous for candidates to become familiar with the work of 'Photo Reportage' photographers by viewing publications and exhibitions, where possible, in order to become aware of differing photographic styles.

Analysis of the brief should be carried out by candidates, enabling them to analyse the constraints and requirements of the brief, identify the key issues and interpret and decide upon an individual line of enquiry. This will help candidates to plan the process and manage their timescales for completion of the key project stages.

National Unit specification: support notes (cont)

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A candidate-centred resource-based learning approach is recommended. During the work of the Unit, candidates should have a number of opportunities to develop their practical skills and should be assessed at appropriate points.

The teacher/lecturer should demonstrate how to select appropriate equipment and techniques for the production of a series of thematic images. A demonstration on effective ways of editing/cropping/printing the images for the final presentation should be given.

Opportunities for developing Core Skills

There are opportunities to develop aspects of the Core Skill of *Communication* through participation in group discussion, critiques and analysis of the work of practising photographers.

Through the development and planning of the work in response to the given brief candidates will have the opportunity to develop the Core Skill of *Problem Solving*.

As this Unit reflects the identified need to develop and extend the use of technology to reflect industry expectations candidates will have the opportunity to develop the Core Skill of *Information and Communication Technology*.

Guidance on approaches to assessment for this Unit

A suitable Instrument of Assessment for this Unit will be a practical exercise(s) and written and/or oral evidence. This Unit will allow candidates to be supported throughout the process and allow them time to develop any areas that would benefit from further study and investigation.

Outcome 1

Assessment of this Outcome will be written and/or oral evidence to include a basic plan that clarifies issues of the brief (theme, feasibility; timescale/deadline; location; specific requirements; freedom of interpretation; colour/monochrome; digital/traditional image).

This Outcome will benefit from teacher/lecturer or peer group discussion where candidates are given the opportunity to discuss their research of the brief and can be questioned in areas they may have failed to notice or consider as possible lines of investigation. Working in this way will allow candidates to learn from each other and broaden their understanding of the brief and develop critical thinking skills. Checklists can be used to record candidate progress during formative stages of assessment.

National Unit specification: support notes (cont)

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Outcome 2

Product evidence in the form of a series of thematic images, which the candidate has produced on their own, at appropriate points throughout the Unit.

The brief will inform candidates that the series of thematic images must be the result of:

- ◆ Appropriate selection of equipment, eg:
 - format of camera(s)/camera type
 - focal length of lenses/maximum aperture
 - portable flashguns/battery packs
 - memory equipment (eg 2GB, 4GB, etc)Type of image capture:
 - monochrome/colour
 - traditional/digitalFile type (eg RAW, jpeg, TIFF, etc)
- ◆ Effective selection of techniques, eg:
 - composition:
 - viewpoint
 - perspective
 - angle of view
 - focusing:
 - differential focus
 - pre-set focus
 - hyper focal distance
- ◆ Appropriate production of images in terms of:
 - exposure
 - contrast
 - sharpness
 - file size
 - composition

It would be appropriate for this evidence to be presented in a workbook format of traditional prints or electronic display or digital prints.

Outcome 3

Product evidence in the form of a final presentation that demonstrates effective editing, cropping printing technique (if appropriate), layout and communication of the theme/story.

It would be appropriate for this evidence to be presented in a format of traditional prints or electronic display or digital prints. Candidates should be supported by the teacher/lecturer when making choices in relation to selecting a chosen idea or concept for the final photographic images.

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

National Unit specification: support notes (cont)

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Candidates should follow an activity-based learning approach, seeking guidance at each stage.

Candidates should be encouraged to compare each other's work and to discuss different approaches and solutions to problems. This can be on an informal basis, but teacher/lecturer led discussions can be held at regular intervals.

A coaching approach can be used, with the teacher/lecturer demonstrating techniques and the candidate practising them within the context of a brief. The teacher/lecturer should give constant support and feedback, with intervention where appropriate and group discussions about common problems could be an ongoing feature.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.