

National Unit specification: general information

Unit title: Photography: Basic Camera Techniques (SCQF level 6)

Unit code: F8KH 12

Superclass: KE

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Version: 02

Summary

This Unit is designed to enable candidates to acquire a broad based knowledge and understanding of the basic techniques involved in photography, and an understanding of the basic features of a camera. Candidates will be given the opportunity to develop basic skills/ knowledge of exposure, composition and framing.

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

Outcomes

- 1 Describe the basic principles involved in image formation.
- 2 Identify and describe the basic features of a camera.
- 3 Produce examples of correctly exposed photographic images to a given brief.
- 4 Produce examples of effectively composed and framed photographic images to a given brief.

Recommended entry

Entry is at the discretion of the centre.

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.*

General information (cont)

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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

Describe the basic principles involved in image formation.

Performance Criteria

- (a) Describe accurately the main properties of light in relation to photography.
- (b) Describe correctly how images are formed using a simple positive lens.

Outcome 2

Identify and describe the basic features of a camera.

Performance Criteria

- (a) Describe accurately the light path through the camera.
- (b) Identify accurately the controls of the camera and correctly explain their use.
- (c) Demonstrate correctly the loading and unloading of the camera's recording media.

Outcome 3

Produce examples of correctly exposed photographic images to a given brief.

Performance Criteria

- (a) Select appropriate recording media and equipment to produce correctly exposed photographic images.
- (b) Use most appropriate exposure for given situations.
- (c) Use appropriately exposed media for selected situations.

Outcome 4

Produce examples of effectively composed and framed photographic images to a given brief.

Performance Criteria

- (a) Select appropriate viewpoint and framing for the chosen composition.
- (b) Control correct focus for desired effect.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence for this Unit is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

During the delivery of this Unit the following product evidence and written and/or oral evidence will be produced to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

Each candidate must produce a folio of work that includes the following:

- ◆ Written and/or oral evidence demonstrating an understanding of image formation and an explanation of basic camera techniques.
- ◆ A minimum of three photographic examples showing a range of tonal/lighting conditions.
- ◆ A minimum of three photographic examples showing effective selection of viewpoints and compositions.

The evidence for Outcomes 1 and 2 must be produced under supervised conditions.

The evidence for Outcomes 3 and 4 must be produced under open-book conditions at appropriate points throughout delivery of the Unit, with progress monitored by the teacher/lecturer on an ongoing basis.

The folio of work can be presented in a sketchbook, workbook or display board format and all assessment evidence must be retained along with a copy of the given brief and assessor checklists.

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 a mandatory 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 a broad-based knowledge and understanding of the basic techniques involved in photography, and an understanding of the basic features of a camera. Candidates will be given the opportunity to develop skills/knowledge of exposure, composition and framing.

Candidates will cover the basic concept of image formation and light. They should develop an understanding and be able to use the features of the camera they are using, and produce images to an acceptable quality to meet the assignments or achieve the Outcomes.

Guidance on learning and teaching approaches for this Unit

Outcomes 1, 2, 3 and 4 will benefit from teacher/lecturer or peer group discussion where candidates are given the opportunity to discuss the work and can be questioned in areas they may have failed to notice or consider as possible areas of investigation. Working in this way will allow candidates to learn from each other and broaden their understanding of the images and develop critical thinking skills.

Outcomes 1 and 2 are likely to be teacher/lecturer led on a formal basis with candidates gaining some hands-on practical experience in Outcome 2.

Outcomes 3 and 4 involves the examination of examples of photographic images produced by candidates in conjunction with practical product based exercises.

Opportunities for developing Core Skills

There are opportunities to develop aspects of the Core Skill of *Communication* (SCQF level 4) through participation in group discussion, critiques and analysis of the candidate's own work.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

For Outcomes 1 and 2 written and/or oral evidence is required. The evidence can be in the form of a centre generated multiple-choice question and short-answer style assessment and will be gathered under supervised conditions.

Assessment for Outcomes 3 and 4 can be integrated and can involve a practical assignment devised to satisfy all of the Performance Criteria for the two Outcomes. Candidates do not have to work within a darkroom and commercial image output is acceptable. The emphasis should be on the capture of images demonstrating a range of tonal situations/lighting conditions with due regard to compositional elements. All images produced may be by traditional or digital means as long as all Performance Criteria are met.

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.