



## Higher Photography

<b>Course code:</b>	C855 76
<b>Course assessment code:</b>	X855 76
<b>SCQF:</b>	level 6 (24 SCQF credit points)
<b>Valid from:</b>	session 2018–19

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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# Contents

<b>Course overview</b>	<b>1</b>
Course rationale	2
Purpose and aims	2
Who is this course for?	3
<b>Course content</b>	<b>4</b>
Skills, knowledge and understanding	4
Skills for learning, skills for life and skills for work	11
<b>Course assessment</b>	<b>12</b>
Course assessment structure: question paper	12
Course assessment structure: project	13
Grading	16
<b>Equality and inclusion</b>	<b>17</b>
<b>Further information</b>	<b>18</b>

# Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	30	1 hour
Component 2: project	100	see 'Course assessment' section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:</p> <ul style="list-style-type: none"><li>◆ relevant photography units (SCQF level 5 and above)</li><li>◆ National Progression Award in Photography (SCQF level 5)</li><li>◆ National 5 Art and Design course or relevant units</li></ul>	<ul style="list-style-type: none"><li>◆ other qualifications in photography, art and design or related areas</li><li>◆ further study, employment and/or training</li></ul>

## Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

## Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course allows candidates to develop knowledge and understanding of photographic media and camera techniques and processes when developing their creative practice. Candidates learn how social, cultural, historical, and scientific influences impact on photographers' work and practice.

Candidates demonstrate technical photographic skills and show personal, creative responses when photographing a variety of subjects. They have opportunities to develop personal autonomy and critical-thinking skills, and learn to evaluate their own photographic work and practice.

## Purpose and aims

The course encourages candidates to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. An integrated approach to learning means candidates plan, develop and produce creative and technically proficient photographs.

Candidates develop skills that are valuable for learning, life and work. The course allows them to broaden their skills base and to widen their horizons regarding the range of vocations available to them.

The aims of the course are for candidates to:

- ◆ communicate personal thoughts, feelings and ideas using photography
- ◆ develop technical and creative skills through using photographic media, techniques and processes
- ◆ develop knowledge and understanding of a range of photographic practices
- ◆ develop skills in problem solving, critical thinking and reflective practice
- ◆ develop an understanding of the impact of social, cultural, historical, and scientific influences on photographers' work and practice
- ◆ become critically self-reflective autonomous learners

## **Who is this course for?**

The course is suitable for all candidates with an interest in photography. It is suitable for candidates with a general interest in the subject and for those wanting to progress to higher levels of study. This qualification will allow candidates to consolidate and extend creative skills developed through, for example, the National 5 Art and Design course or the National Progression Award in Photography (SCQF level 5).

The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice. This makes the qualification accessible to the needs and aspirations of a diverse range of candidates.

# Course content

The course has an integrated approach to learning. It combines practical learning activities that are underpinned by knowledge and understanding of photography.

Candidates learn how to plan and carry out practical photographic work. They investigate selected photographers' work and practice and explain how external influences impact on these. They use this understanding of photographers and their work when developing their own personal approaches to photography. They learn and apply a range of image-making techniques. Candidates develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and evaluate the effectiveness of their practice and the qualities of their photographic work.

## Skills, knowledge and understanding

### Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ applying knowledge and understanding of the properties of light and image formation
- ◆ applying knowledge and understanding of camera controls and a range of photographic techniques and processes
- ◆ investigating and analysing the major historical, scientific, social, and cultural factors influencing photographers and their work
- ◆ producing investigative research for photography, and planning, shooting, printing and developing photographs
- ◆ exploring and experimenting with a range of photographic media, manipulation techniques and processes
- ◆ producing and presenting creative and technically proficient photographs
- ◆ effectively managing and storing photographic images
- ◆ critical self-reflecting and evaluating by candidates of their work and practice, and the photographic work of others

## Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

Question paper		Project	
Knowledge and understanding	Candidates demonstrate knowledge and understanding of:	Skill	Candidates demonstrate ability to:
		Planning	<ul style="list-style-type: none"> <li>◆ plan a photography project</li> </ul>
Genre	<ul style="list-style-type: none"> <li>◆ choice of subject</li> <li>◆ use of subject matter/models/props/location</li> </ul>	Using subject matter	<ul style="list-style-type: none"> <li>◆ select appropriate subject matter</li> <li>◆ use subject matter/models/props/location as appropriate</li> </ul>
		Investigation and research	<ul style="list-style-type: none"> <li>◆ produce and compile relevant investigative research</li> <li>◆ explain the impact of social, cultural, historical, and scientific influences on photographers' work and practice</li> </ul>
Exposure	<ul style="list-style-type: none"> <li>◆ exposure triangle — relationship between aperture, shutter speed and ISO</li> <li>◆ exposure controlled through adjustment of light intensity and time value (shutter and aperture control)</li> <li>◆ under- and over-exposure</li> <li>◆ exposure compensation (EV numbers, auto-bracketing)</li> </ul>	Using exposure	<ul style="list-style-type: none"> <li>◆ use camera controls and image-making techniques to produce appropriately exposed images</li> </ul>

Question paper		Project	
Knowledge and understanding	Candidates demonstrate knowledge and understanding of:	Skill	Candidates demonstrate ability to:
ISO	<ul style="list-style-type: none"> <li>◆ ISO numbers and effect on light sensitivity</li> <li>◆ effect of ISO on exposure — relationship to shutter speed and aperture</li> <li>◆ effect of ISO on grain (film) and noise (digital)</li> </ul>	Using ISO	<ul style="list-style-type: none"> <li>◆ use ISO appropriate to the lighting conditions, intended exposure and for creative effect</li> </ul>
Aperture	<ul style="list-style-type: none"> <li>◆ function of the aperture</li> <li>◆ measurement using f-numbers</li> <li>◆ use of aperture to control exposure</li> <li>◆ use of aperture to control depth of field</li> <li>◆ effect of aperture on depth of field</li> <li>◆ effect of aperture adjustment on shutter speed</li> </ul>	Using aperture	<ul style="list-style-type: none"> <li>◆ use aperture appropriately to control exposure and depth of field</li> </ul>
Shutter speed	<ul style="list-style-type: none"> <li>◆ function of the shutter</li> <li>◆ measurement using time — for example seconds, fractions of seconds</li> <li>◆ use of shutter speed to control exposure</li> <li>◆ use of shutter speed appropriate to the subject</li> <li>◆ use of shutter speed to 'freeze' movement</li> <li>◆ use of shutter speed to create motion blur</li> <li>◆ effect of shutter speed adjustment on aperture</li> </ul>	Using shutter speed	<ul style="list-style-type: none"> <li>◆ use shutter speed as appropriate to control exposure and for creative effect</li> </ul>
Focus	<ul style="list-style-type: none"> <li>◆ auto focus — advantages/disadvantages</li> <li>◆ manual focus — advantages/disadvantages</li> </ul>	Using focus	<ul style="list-style-type: none"> <li>◆ produce appropriately focused images</li> </ul>



Question paper		Project	
Knowledge and understanding	Candidates demonstrate knowledge and understanding of:	Skill	Candidates demonstrate ability to:
White balance	<ul style="list-style-type: none"> <li>◆ colour temperature of different light sources and light conditions</li> <li>◆ colour casts</li> <li>◆ white balance controlled in camera — effect of pre-set white balance modes, for example daylight, sunny, cloudy, tungsten, fluorescent, auto</li> </ul>	Using white balance	<ul style="list-style-type: none"> <li>◆ use white balance settings appropriate to the lighting conditions</li> <li>◆ identify and correct white balance issues in camera or post-production</li> </ul>
Tonal range	<ul style="list-style-type: none"> <li>◆ using and interpreting histograms</li> <li>◆ identifying tonal issues</li> <li>◆ highlights, mid-tones and shadows</li> <li>◆ contrast/white point/black point</li> </ul>	Using tonal range	<ul style="list-style-type: none"> <li>◆ produce images which have an appropriate tonal range for the selected approach</li> </ul>
Using equipment	<ul style="list-style-type: none"> <li>◆ SLR/DSLR camera — aperture priority, shutter priority, manual, programme and automatic mode</li> <li>◆ pre-set modes — portrait, macro, landscape, sport</li> <li>◆ tripod — stabilisation</li> <li>◆ remote/cable shutter release</li> <li>◆ light meter</li> <li>◆ lighting — continuous and flash, including fill-in flash</li> <li>◆ light modifiers — reflectors, diffusers</li> <li>◆ lenses, for example focal length, zoom, telephoto, portrait, standard, macro, wide angle, fisheye</li> <li>◆ panning, tilting, zooming</li> <li>◆ filters — neutral density, polarising</li> <li>◆ computer — post-production enhancement</li> </ul>	Using equipment	<ul style="list-style-type: none"> <li>◆ select and use appropriate equipment competently and safely to produce creative and technically proficient photographs</li> </ul>

Question paper		Project	
Knowledge and understanding	Candidates demonstrate knowledge and understanding of:	Skill	Candidates demonstrate ability to:
Lighting and properties of light	<ul style="list-style-type: none"> <li>◆ incident and reflected light</li> <li>◆ specular and diffuse reflection</li> <li>◆ lighting conditions — daylight</li> <li>◆ artificial light sources</li> <li>◆ high key</li> <li>◆ low key</li> <li>◆ hard lighting</li> <li>◆ soft lighting</li> <li>◆ back lighting/rim lighting/contre-jour</li> </ul>	Using lighting	<ul style="list-style-type: none"> <li>◆ use natural and/or artificial lighting to produce creative and technically proficient photographs</li> </ul>
Composition	<ul style="list-style-type: none"> <li>◆ camera angle/viewpoint</li> <li>◆ location</li> <li>◆ pose</li> <li>◆ framing</li> <li>◆ cropping</li> <li>◆ centre of interest/point of interest</li> <li>◆ leading lines/s-curves</li> <li>◆ use of space — for example rule of thirds, foreground, mid-ground, background, balance, negative space, symmetry/asymmetry</li> <li>◆ scale</li> <li>◆ proportion</li> <li>◆ perspective</li> </ul>	Using composition	<ul style="list-style-type: none"> <li>◆ use compositional techniques to produce creative and technically proficient photographs</li> </ul>

Question paper		Project	
Knowledge and understanding	Candidates demonstrate knowledge and understanding of:	Skill	Candidates demonstrate ability to:
Visual elements	<ul style="list-style-type: none"> <li>◆ colour</li> <li>◆ tone</li> <li>◆ shape</li> <li>◆ form</li> <li>◆ line</li> <li>◆ texture</li> <li>◆ pattern</li> </ul>	Using the visual elements	<ul style="list-style-type: none"> <li>◆ use visual elements to produce creative and technically proficient photographs</li> </ul>
Effect of applied techniques	<ul style="list-style-type: none"> <li>◆ mood and atmosphere</li> <li>◆ visual impact</li> <li>◆ visual effect</li> <li>◆ creative effect</li> <li>◆ message communicated about the subject</li> <li>◆ symbolism</li> <li>◆ style</li> </ul>	Creative decision-making for visual effect	<ul style="list-style-type: none"> <li>◆ engage in ongoing critical reflection, refinement and creative decision-making</li> <li>◆ produce a sustained and creative line of development</li> <li>◆ purposefully explore and experiment with selected image-making techniques and processes</li> <li>◆ select image-making techniques to create photographs with visual impact and an appropriate style, mood and atmosphere</li> <li>◆ select images for the final prints which show a creative response to the project topic</li> </ul>

Question paper		Project	
Knowledge and understanding	Candidates demonstrate knowledge and understanding of:	Skill	Candidates demonstrate ability to:
Resolution and output	<ul style="list-style-type: none"> <li>◆ file size (megabytes)</li> <li>◆ dots per inch/pixels per inch appropriate to output</li> <li>◆ resizing</li> </ul>	Printing and presenting photographic prints	<ul style="list-style-type: none"> <li>◆ produce technically proficient photographic prints — minimum size A5, maximum size A4 (or equivalent area) in an appropriate resolution on a selected paper/substrate</li> </ul>
		Evaluation	<ul style="list-style-type: none"> <li>◆ critically evaluate the strengths and areas for development in their photographic work and practice</li> </ul>

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

# Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

## **3 Health and wellbeing**

3.1 Personal learning

## **5 Thinking skills**

5.4 Analysing and evaluating

5.5 Creating

You must build these skills into the course at an appropriate level, where there are suitable opportunities.

# Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- ◆ demonstrate their knowledge and understanding of photographic practice in multiple choice and extended-response formats in a question paper
- ◆ produce a photography project by applying and extending the skills and knowledge developed in the course

## Course assessment structure: question paper

### Question paper

**30 marks**

The question paper assesses candidates' knowledge and understanding of photographic work and practice.

The questions are designed to test candidates' ability to:

- ◆ demonstrate knowledge and understanding of the properties of light and image formation, camera controls, and image-making techniques and their effects
- ◆ analyse examples of photography

Details of the knowledge and understanding required can be found in the 'Skills, knowledge and understanding for the course assessment' table in this document.

The question paper has a total mark allocation of 30 marks. This is 23% of the overall marks for the course assessment.

The question paper has two sections.

### **Section 1: Multiple choice**

This section has 10 marks. It contains 10 multiple choice questions. Candidates answer all questions.

Marks are awarded for:

- ◆ demonstrating knowledge and understanding of the properties of light and image formation, camera controls, and image-making techniques and their effects

### **Section 2: Analysis**

This section has 20 marks. It contains two questions which ask candidates to critically analyse two unseen photographic images from a range of genres and styles. Candidates answer both questions.

Marks are awarded for:

- ◆ analysing two unseen photographic images by applying knowledge and understanding of the properties of light and image formation and photographic practice
- ◆ drawing valid conclusions and giving explanations supported by justification

### **Setting, conducting and marking the question paper**

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour to complete the question paper.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

## **Course assessment structure: project**

### **Project**

**100 marks**

The photography project assesses candidates' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice.

Candidates must plan and carry out a selected photography project. They research and investigate their project topic. Drawing on this material, they develop their own creative response by carrying out practical photographic work. From this development work, candidates select and present a series of 12 images which communicate the project topic. Candidates also evaluate the effectiveness of their photographic work and practice.

The project provides an opportunity for candidates to demonstrate the skills listed in the 'Skills, knowledge and understanding for the course assessment' table in this document. The total marks available for each section are as follows:

Section 1 — planning, research and investigation	20 marks
Section 2 — development and production	70 marks
Section 3 — evaluation	10 marks

The project has a total mark allocation of 100 marks. This is 77% of the overall marks for the course assessment.

### **Setting, conducting and marking the project**

The photography project allows candidates to demonstrate their creativity and to apply photographic skills in an appropriately challenging context. The project allows candidates to demonstrate their ability to work independently and is sufficiently open and flexible to allow personalisation and choice.

The project allows the candidate to:

- ◆ explore the topic using a selected approach
- ◆ produce a coherent body of work that challenges their photographic skills and that meets the requirements of the assessment

The project is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control
- ◆ submitted to SQA for external marking

All marking is quality assured by SQA.

### **Assessment conditions**

Candidates agree the project topic together with their teacher or lecturer. Teachers and lecturers may provide guidance to candidates on the suitability of the topic. They should also ensure that the project is achievable before candidates start the assessment.

Candidates must undertake the assessment independently.

### **Time**

Candidates produce their project over an extended period. This allows them to develop and refine their work before it is presented for assessment.



## **Supervision, control and authentication**

The project is produced under some supervision and control. This means that:

- ◆ candidates do not need to be directly supervised at all times
- ◆ the use of resources, including the internet, is not tightly prescribed
- ◆ the work an individual candidate submits for assessment is their own
- ◆ teachers and lecturers can provide reasonable assistance

## **Resources**

There are no restrictions on the resources to which candidates may have access while producing their project.

## **Reasonable assistance**

Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment or they may have been entered for the wrong level of qualification.

Candidates can seek clarification regarding the project assessment task if they find it unclear. In this case, the clarification should normally be given to the whole class.

If a candidate is working on their project and is faced with more than one possible solution to a problem, then teachers and lecturers can explore different options with them. The teacher or lecturer and candidate can discuss the pros and cons of each option. The candidate can then decide on a solution based on the discussion.

Once candidates have submitted their evidence, it must not be changed by teachers or lecturers or candidates.

Centres must not provide model plans, evaluations or writing frames to assist candidates when completing their projects.

## **Evidence to be gathered**

### **Volume**

Candidates may present their work in a variety of ways. The 12 final prints must be a minimum size of A5 and a maximum size of A4 (or equivalent area).

Only evidence which is relevant to the selected project should be submitted for assessment.

There is a 500 word limit for the evaluation.

If the word count exceeds the maximum by more than 10%, a penalty will be applied.

# Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

## **Grade description for C**

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

## **Grade description for A**

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

# Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

# Further information

The following reference documents provide useful information and background.

- ◆ [Higher Photography subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Guidance on conditions of assessment for coursework](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

# Administrative information

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## History of changes

Version	Description of change	Date

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

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