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OCR-set Assignment

Information for Students

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R090: Digital Photography

General information for students

Q What do I need to do to complete this assignment?

A You need to attempt all tasks in this assignment. The assignment describes what work you have to do. It's really important that you do the work yourself without help from anybody else. That includes teachers, parents and other students. If we think you have not done this work yourself it could mean your marks are changed.

Q What help will I get?

A Your teacher can make sure you understand the assignment. If you get stuck then they can give you some general advice but there are rules about the kind of help and how much they can give you. Too much help might mean you haven't done the work yourself.

Q What if I don't understand something?

A If you are not sure, always check with your teacher. They have instructions on how much help they are allowed to give you.

Q I've been told I must not plagiarise. What does this mean?

A Plagiarism is when you take someone else's work and pass it off as your own. The work could come from the internet, a book, another student's coursework, course handouts and OCR teaching resources. It doesn't matter where it came from, it's what you do with it that could make it plagiarism.

There are a few ways plagiarism can happen that you need to know about:

- A student is asked to describe or explain something, and they find good information on the internet or from a book. They use it in the evidence they give to their teacher to mark. They don't follow rules about saying where it came from. The 'rules' are about how to reference somebody else's work.
- A student uses information from a book and changes words but copies the sentence structure of a source and doesn't reference where the original work came from.
- A student copies so many words or ideas from a source that it makes up the majority of their work. In this case it does not matter if they have referenced it or not. When the majority of work is somebody else's ideas or thoughts it is not the student's own work.

Plagiarism has serious consequences: you could lose marks/the grade for this unit or you may not be allowed to achieve the whole qualification.

The work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q What is referencing and where can I find out more information about it?

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. You can only be given marks for what you know and understand yourself, which cannot be shown by copying the words and ideas of others. Make sure it's clear in your work how you are using the material you have referenced to inform your thoughts, ideas or conclusions.

You can find more information about how to reference in the OCR Guide to Referencing available on our website: <https://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing.pdf> or by watching the student guide to referencing video available here: <https://www.youtube.com/watch?v=uLHQD2bdurM>.

Q Can I work in a group?

A Only when your teacher tells you that you can. They need to be able to tell who has done which piece of work. People who work in groups cannot all claim the same evidence as being their individual work. Teachers also have to make sure we can see who has done what. Keep in mind that you cannot be given marks for what somebody else has done in the group.

Q Does my work for each task need to be in a particular format?

A For each task we'll tell you if your evidence has to be in a specific format. Check the wording in each task carefully.

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the marking criteria.
- You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s). If the assignment evidence is word-processed, you must ensure that your centre number, candidate number and the unit code appear on each page as a header or footer.
- If you are unsure about what evidence you need, please ask your teacher.

Q Can I ask my teacher for feedback on my work?

A We have given your teacher instructions on what kind of feedback they can give you. They are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you. You can use that reminder to try and improve your work yourself. They can say what they've noticed might be wrong with your own work. For example if you describe something where the marking criteria ask for an evaluation they can point that out to you. Your teacher can explain the difference between a description and an evaluation. It's then up to you to decide if you need to change your work. If you think it needs to change you need to change it for yourself.

Q When I have finished, what do I need to do?

A You should make sure any printed work is in the right order and that all electronic files are sensibly named.

If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised). Your teacher will tell you how to do this.

Hand in the work that you've completed for each task to your teacher. They might ask to see your draft work and early versions, so please keep your draft work in a safe place.

Q How will my work be assessed?

A Your work will be marked by your teacher. They will use the information in the unit specific marking criteria grid to decide which mark band your work meets. The marking criteria grid is divided into three mark bands. Each one has a range of marks – for example Mark Band 1 = 4 marks; Mark Band 2 = 5–7 marks and Mark Band 3 = 8–9 marks. Your teacher will decide which mark band description most closely describes your evidence and then decide how many marks from the mark band to give your evidence. Each marking criteria grid is detailed in the specification and included in the relevant set assignment. Please ask your teacher if you are unsure what the marking criteria are for this assignment.

Scenario for the assignment

The built environment

A local company of architects wish to promote the local area with a display of photographs on the theme of 'The Built Environment'. The photographs will need to be displayed in an exhibition gallery and be included in a printed magazine 'Rediscovering Architecture'. The final portfolio of photographs submitted will need to be suitable for both purposes.

You will take a series of digital photographs and select the best.

The photographic portfolio should contain images of buildings or their features such as:

- Historical buildings
- Modern buildings
- Our industrial past
- Dereliction
- Commercial buildings
- Residential property
- Key buildings such as the town hall, museum, library, schools and colleges

The architects have requested that your photographs are not changed significantly by using image editing tools and techniques.

The audience may include groups such as English Heritage, estate agents, local authority as well as the general public. You may target a specific audience for your portfolio, which can be identified in your planning. The final portfolio should be appropriate for the needs of the audience.

You can take a wide range of photographs to show your photographic skills but the final portfolio must be selected to meet the theme of 'The built environment'. As a guide, the final portfolio could be around 10 photographs.

Read through all the tasks carefully, so that you know what you will need to do to complete this assignment.

Important:

- You will need to refer to the marking criteria grid. Your teacher can explain the marking criteria if you need further clarification.
- You will need to draw upon relevant skills/knowledge/understanding from other units you have studied in this qualification.
- You can use the templates provided on the OCR Creative iMedia web pages. Ask your teacher if you wish to use any other templates.

Your Tasks

Task 1 – Types of digital cameras, their features and settings

Learning Outcome (LO) 1 is assessed in this task.

Before taking the digital photographs, you must identify features of digital photographic equipment and describe the capabilities and limitations of different digital cameras.

You need to describe the:

- capabilities and limitations of using different types of digital camera for specific purposes
- capabilities and limitations of other devices for taking digital photographs
- different features and settings of digital photographic equipment and how they are used
- suitability of digital cameras for different photographic purposes.

Tips

- Find examples of digital photographic equipment on your own
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

Identifying rules of photography and composition

You need to:

- describe the rules of photography and composition.

Make sure you summarise any investigation and research in your own words. Present your evidence in an appropriate way.

Tips

- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

LO1: Understand the features and settings of digital photographic equipment		
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Gives a basic description of some features and settings of digital photographic equipment.</p> <p>Describes some capabilities and limitations of different types of digital camera and other methods of taking digital photographs.</p>	<p>Gives a sound description of most features and settings of digital photographic equipment.</p> <p>Describes many capabilities and limitations of different types of digital camera and other methods of taking digital photographs.</p>	<p>Gives a thorough description of most features and settings of digital photographic equipment.</p> <p>Describes most capabilities and limitations of different types of digital camera and other methods of taking digital photographs.</p>
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Describes the suitability of digital cameras, with limited accuracy, for a limited range of scenarios.</p> <p>Describes a few rules of photography and composition with limited accuracy.</p>	<p>Describes the suitability of digital cameras, with some accuracy, for a range of scenarios.</p> <p>Describes some rules of photography and composition with some accuracy.</p>	<p>Describes accurately the suitability of digital cameras, for a wide range of scenarios.</p> <p>Describes many rules of photography and composition accurately.</p>

Task 2 – Plan a photo shoot

Learning Outcome (LO) 2 is assessed in this task.

You need to identify the requirements of the client brief and target audience for the digital photographs. To do this you will need to organise your time and resources so that you can start to plan for the photo shoot, including identifying the equipment and software needed.

Your client and the target audience

You need to:

- describe how the photo shoot will meet the client's requirements
- identify success criteria for the photo shoot
- identify the target audience and how this will affect the style, content and theme of the portfolio.

Creating a work plan for the photo shoot

You need to:

- create a work plan for the photo shoot
- identify the equipment and software needed to create the digital photographic portfolio giving reasons for your choices.

Tips

- If you use a template for your work plan, make sure the source is referenced
- Decide for yourself what activities you will need to complete for your photo shoot
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

Legal restrictions

The digital photographs will be used in a commercial context.

You need to:

- consider any legal issues and restrictions on the photographs you will take and present for display.

Present your evidence in an appropriate way.

Tips

- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

LO2: Be able to plan a photo shoot		
MB1: 1–6 marks	MB2: 7–11 marks	MB3: 12–15 marks
<p>Produces an interpretation from the client brief for a photo shoot which meets few of the client requirements.</p> <p>Produces a limited identification of target audience requirements.</p> <p>Draws upon limited skills/knowledge/understanding from other units in the specification.</p> <p>Produces a work plan for the photo shoot, which has some capability in producing the intended final photo shoot.</p> <p>Lists some of the equipment and software to be used in creating the digital photographic portfolio and gives basic reasons for selection in relation to the identified success criteria.</p> <p>Demonstrates a limited understanding of legislation in relation to the taking of photographs and the production of a digital photographic portfolio.</p>	<p>Produces an interpretation from the client brief for a photo shoot which meets most of the client requirements.</p> <p>Produces a clear identification of target audience requirements.</p> <p>Draws upon some relevant skills/knowledge/understanding from other units in the specification.</p> <p>Produces a work plan for the photo-shoot, which is mostly capable of producing the intended final photo shoot.</p> <p>Lists most of the equipment and software to be used in creating the digital photographic portfolio and gives sound justification for selection in relation to the identified success criteria.</p> <p>Demonstrates a sound understanding of legislation in relation to the taking of photographs and the production of a digital photographic portfolio.</p>	<p>Produces an interpretation from the client brief for a photo shoot which fully meets the client requirements.</p> <p>Produces a clear and detailed identification of target audience requirements.</p> <p>Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.</p> <p>Produces a clear and detailed work plan for the photo shoot, which is fully capable of producing the intended photo shoot.</p> <p>Lists all the equipment and software to be used in creating the digital photographic portfolio, thoroughly justifying selection in relation to the identified success criteria.</p> <p>Demonstrates a thorough understanding of legislation in relation to the taking of photographs and the production of a digital photographic portfolio.</p>

Task 3 – Taking and displaying the digital photographs

Learning Outcome (LO) 3 is assessed in this task.

You will need to take the photographs, using the features and settings of the digital camera you have selected, store the images and create a portfolio of them to meet the clients' requirements.

Using features and settings of the digital camera to take digital photographs

You need to:

- organise the photographic subject and scenes
- take digital photographs using a range of relevant features, settings, rules of photography and composition.

You need to:

- select the digital photographs for the final portfolio
- store the digital photographs selected for the portfolio
- create a display of the digital photographs using a suitable medium that is appropriate to the brief.

Provide evidence of the features and setting chosen together with the final portfolio. The final portfolio of photographs in the intended digital format must be supplied.

Tip

- When carrying out your photo shoot and selecting photographs for your portfolio, work independently making your own choices and decisions

LO3: Be able to take and display digital photographs		
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Uses some relevant features and settings of the digital camera, which are not always appropriate to the client brief. The subject and scene are organised with limited appropriateness.</p> <p>Takes digital photographs using a limited range of the rules of photography and composition.</p>	<p>Uses many relevant features and settings of the digital camera, which are mostly appropriate to the client brief. The subject and scene are in the most part appropriately organised.</p> <p>Takes digital photographs using a range of the rules of photography and composition.</p>	<p>Uses most relevant features and settings of the digital camera, all of which are appropriate to the client brief. The subject and scene are appropriately organised.</p> <p>Takes digital photographs using a wide range of the rules of photography and composition.</p>
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Stores digital images, occasionally using a medium which is appropriate.</p> <p>Creates portfolios of stored images that meet some of the client requirements. The selected images are displayed in a medium which has some appropriateness to the brief.</p>	<p>Stores digital images, mostly using a medium which is appropriate.</p> <p>Creates portfolios of stored images that meet most of the client requirements. The selected images are displayed in a medium which is mostly appropriate to the brief.</p>	<p>Stores digital images, consistently using an appropriate medium.</p> <p>Creates portfolios of stored images that meet all of the client requirements. The selected images are effectively displayed in a medium which is fully appropriate to the brief.</p>

Task 4 – Be able to check and review the digital photographs

Learning Outcome (LO) 4 is assessed in this task.

Now that the portfolio is complete, you need to be able to review how well you met the client's brief, justifying the selection of photographs used and identifying any areas for improvement.

Reviewing the digital photographs

You need to:

- review how the finished portfolio reflects the client brief, justifying the selection of the photographs from those taken
- review the final portfolio of digital photographs in terms of what worked and what didn't.

How the portfolio could be improved

You need to:

- identify how the digital photographs and portfolio could be improved
- identify areas for further development of the portfolio of digital photographs giving reasons for your choices.

Present your evidence in an appropriate way.

Tips

- When producing your review, work independently using your own thoughts and ideas
- If you use a template for your review, make sure the source is referenced

LO4: Be able to review digital photographs		
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
<p>Produces a review of the photographic portfolio which demonstrates a limited understanding of what worked and what did not, making few references back to the brief.</p> <p>Provides a limited justification for the photographs selected. Review identifies areas for improvement and further development of the photographic portfolio, some of which are appropriate and sometimes are explained.</p>	<p>Produces a review of the finished portfolio which demonstrates a reasonable understanding of what worked and what did not, mostly referencing back to the brief.</p> <p>Provides a reasonable justification for the photographs selected. Review identifies areas for improvement and further development of the photographic portfolio, which are mostly appropriate and explained well.</p>	<p>Produces a review of the finished portfolio which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief.</p> <p>Provides a thorough justification for the photographs selected. Review identifies areas for improvement and further development of the photographic portfolio, which are wholly appropriate and justified.</p>

HOW TO REFERENCE & AVOID PLAGIARISM

What is referencing?

Giving details in your work about where your information came from.

What is plagiarism?

Taking someone else's work, words or ideas and passing them off as your own.



DO

- **REFERENCE** anything you've copied from websites or books
 - Always use quotation marks “ ”
 - Say where it's from and the date you got it
- **USE YOUR OWN WORDS** as well when asked to describe or explain something



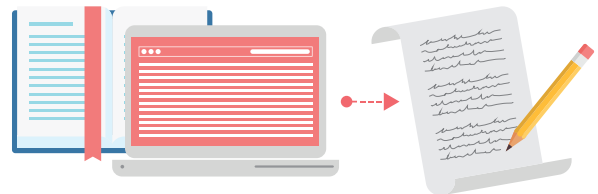
Why?

- A good way to get across your own opinions and thoughts
- Demonstrating your understanding helps get you marks



DON'T

- **JUST** copy from websites or books ... use it to support your own thoughts & ideas and make sure you **REFERENCE**



Consequences

- Copying without referencing looks like you're pretending it's your own words

This is known as plagiarism and **you could lose marks**

If you're not sure what this means for your assignment work, **ask your teacher.**

OCR-set Assignment

Information for Teachers

OCR Level 1 / 2 Cambridge National Certificate in Creative iMedia

Unit R090: Digital Photography

Guidance on using this assignment

1 General guidance

- 1.1 Assessment for this qualification **must** adhere to *Instructions for Conducting Coursework* provided by JCQ.
- 1.2 Information on referencing and acceptable levels of support for students is covered in more detail in the document 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.
- 1.3 OCR-set assignments must be used for summative assessment of students. They must not be used as practice materials. Students draw on their learning to respond to the assessment tasks in this set assignment. The rules for carrying out internal assessment are in the specification in Section 4. Pay particular attention to rules on:
 - Feedback
 - Templates
 - Revising and redrafting work
 - Authentication

Some of these rules are covered in more detail in the document 'Information for teachers on using referencing and on acceptable levels of guidance to students' which is available at <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.

2 Before carrying out the assignment

- 2.1 Give each student a copy of the *Information for Students* section of this assignment. You **must not** change or modify any of the tasks in this assignment in any way.
- 2.2 Students will not need to carry out any preparations prior to undertaking the assessment tasks such as taking photographs since these are part of the assignment tasks.
- 2.3 Students will need access to appropriate photographic equipment and resources, e.g. digital cameras and computer hardware and software in order to produce the photographic portfolio to meet the client brief with consideration for the target audience.
- 2.4 Students will need access to appropriate photographic equipment that will provide them with a wide range of features and settings that can be selected.

3 During the assessment

- 3.1 We have estimated that it will take approximately 10 guided learning hours (GLH) to complete all tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each part or individual task. You are also permitted to spread the tasks across several sessions, and therefore it is permissible for evidence to be produced over several sessions.

4 When completing the assignment and producing evidence

- 4.1 Each student **must** produce **individual** and **authentic** evidence for each task within the assignment.
- 4.2 You may give general support and guidance to students. This support and guidance should:
- focus on checking that students understand what is expected of them;
 - give generic feedback that enables the student to take the initiative in making improvements, rather than detailing what amendments should be made.

It is not acceptable for you to provide solutions/examples, to work through answers in detail or to detail specifically what amendments should be made.

For example:

Acceptable – “Consider whether these criteria are detailed enough for you to later measure whether you have been successful.”

Not acceptable – “Produce a specification for your product to include success criteria.”

- 4.3 Students may use information from any relevant source to help them with producing evidence for the tasks. Students **must not** copy published material and claim it as their own work. They **must** also acknowledge the source even where they paraphrase the original material.
- 4.4 We have specified what evidence the student is expected to produce and given examples of the format it could take. The student can use a different, appropriate format unless we state they must not. The format should be what the student considers to be the most appropriate for the purpose of, and target audience for, each individual task.

5 Presentation of work for marking and moderation

- 5.1 The guidance in Sections 4.3–4.5 of the specification **must** be followed when marking, annotating and presenting work.
- 5.2 Centres wishing to produce digital evidence in the form of an e-portfolio **must** refer to Appendix C in the specification. However, where folder structure is assessed within the unit it is **not** permissible for centres to provide students with the structure to use.
- 5.3 Centres **must** provide guidance on the Unit Recording Sheet (URS) to show where specific evidence can be found. This may be through the use of the ‘page number’ column and/or by referencing file names and locations.

6 Conditions for using this OCR-set assignment

You must not make any changes to the OCR set-assignments. OCR have created three specific templates which you can give to students when they are creating a storyboard, test table or asset table. Your students do not need to use the OCR templates we have provided, and may create their own storyboards, test tables or asset tables, from scratch.

Students may also opt to use a template from a book, a website or course notes when, for example, creating a work plan or producing a review. If learners use a template from another source, they must make sure the source is referenced.

If you provide any material to prepare learners for the set assignment, you must adhere to the rules set out within the 'Information for teachers on using referencing and on acceptable levels of guidance to students' <https://www.ocr.org.uk/Images/575972-guidance-for-teachers-on-using-referencing-and-acceptable-levels-of-guidance.pdf>.

7 Specific guidance on the tasks

It is important that students are made aware from the start of their work on this assignment of the format their evidence will take so they know whether or not they need to print their work and whether or not they need to take screenshots for some of the tasks.

In relation to Task 1 you should ensure students have the opportunity to carry out relevant investigations – this might be achieved by access to the internet. You may refer them to the teaching and learning content for the unit. You **must not** direct students to specific research tasks to be carried out.

Task 1 Tips

- Find examples of digital photographic equipment on your own
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

As an independent research task, it is expected that students source their own examples of digital photographic equipment when identifying features of digital photographic equipment and describing the capabilities and limitations of different digital cameras. Although, it is to be expected that different students may source the same piece digital photographic equipment, it would be highly unusual for all students in a cohort to have sourced an identical set of digital photographic equipment.

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with 'Information for teachers on using referencing and on acceptable levels of guidance to students' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per 'Information for teachers on using referencing and on acceptable levels of guidance to students' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

In relation to Task 2 you may refer them to the teaching and learning content for the unit. You must not direct students to complete the specific planning tasks and you **must not** provide writing frames/templates for the creation of the plans. You should ensure the students have the opportunity to create an appropriate range of planning documents in order to complete their work for this assignment.

Task 2 Tips

- If you use a template for your work plan, make sure the source is referenced
- Decide for yourself what activities you will need to complete for your photo shoot
- If you copy information from books, websites or course notes, make sure it is referenced
- Use your own words to describe or explain something

Please look at '*Information for teachers on using referencing and acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)).

When developing a work plan, students need to independently decide the activities which will need to be completed during the assignment and how long will be spent on each activity. Although, it is to be expected that different students may include some activities that are the same, it would be highly unusual for all students in a cohort to have an identical list of activities in their work plan.

In line with the guidance on completing the assignment and producing evidence, 4.3 (above), and in line with '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), please remind students about the requirement to reference all copied work.

In line with the additional guidance on LOs, 8 (below), and as per '*Information for teachers on using referencing and on acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)), where the marking criteria requires the student to relay not just facts and definitions but to demonstrate their **understanding**, the student should not rely on only using referenced information from a website or a publication.

In relation to Task 3 you should ensure students are aware of the need to provide evidence of the different features and settings they selected in order to take the photographs. You may refer them to the teaching and learning content for the unit. You **must not** direct students to use particular camera settings, exposure modes, compositions or the image processing software and techniques. You should ensure that students understand the need to specifically consider how they are going to present their final image(s) to the client. You **must not** direct students to present their final work in any particular way.

Task 3 Tip

- When carrying out your photo shoot and selecting photographs for your portfolio, work independently making your own choices and decisions

Students must work on their own when carrying out their photo shoot and selecting photographs to include within their portfolio, applying what they have learnt and not be led through a process to carry out a photo shoot.

In relation to Task 4 you should ensure that the students are aware of the need to link their reflections back to the brief. Students should be reviewing the product and not the process.

Task 4 Tips

- When producing your review, work independently using your own thoughts and ideas
- If you use a template for your review, make sure it is referenced

Students must produce their own review applying what they have learnt and not be led through a process of reviewing their completed portfolio of photographs.

Please look at '*Information for teachers on using referencing and acceptable levels of guidance to students*' ([Guidance for teachers on using referencing and acceptable levels of guidance](#)).

8 Additional guidance on LOs

Each section of the marking criteria focuses on a different aspect of student achievement. There should be no overlap between achievement credited for the different sections – although the same piece of work might be assessed in different sections, each different assessment will focus on a different aspect of that work.

LO1 assesses students' own knowledge of camera features and settings plus their own understanding of the rules of photography and composition. A list of camera specifications does not adequately meet this requirement.

LO2 assesses students' planning, with the first section assessing the initial client brief and target audience. Whilst originality and creativity are subjective they must be assessed; and centre assessors should use the comments section of the Unit Recording Sheets to explain their decisions.

LO3 is concerned with the way that the students have used the camera features and settings to take the photographs, together with the quality and appropriateness of their final portfolio. The first section of this LO assesses students' ability to take photographs using the most relevant features and settings of the digital camera, relating this to the client brief and the needs of the audience. The second section is about storing the photographs and the construction of a portfolio in a suitable medium. If evidence of specific features and settings has not been provided but the final photographs can be seen to confirm their use the centre assessor should note the features/settings used on the Unit Recording Sheet.

LO4 assesses the students' own review of their portfolio with a reflection of their photographs, which gives reasons for their selection and explains the potential for further development in relation to the client brief and audience needs.