In this assignment you will have opportunities to provide evidence against the following criteria in tasks outlined in the brief.

<table>
<thead>
<tr>
<th>Criteria Reference</th>
<th>To achieve the criteria the evidence must show that the learner is able to</th>
<th>Task no.</th>
<th>evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong></td>
<td>Learners produce their own competent digital unedited photographic images and supportive text to demonstrate an understanding of the following: a) shutter speed priority b) aperture priority c) manual priority d) depth of field e) ISO</td>
<td>1</td>
<td></td>
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<tr>
<td><strong>P2</strong></td>
<td>Learners produce their own competent unedited digital photographic images and supportive text to demonstrate an understanding of: a) appropriate use of pre-set creative settings b) appropriate use of manual settings c) format and size d) resolution and quality</td>
<td>2</td>
<td></td>
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<tr>
<td><strong>P3</strong></td>
<td>Learners produce their own competent unedited digital photographic images and informative text to demonstrate an understanding of: a) framing b) composition c) rule of thirds d) subject placement e) vantage point</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td>Learners produce their own competent unedited photographic images and informative text to demonstrate an understanding of how the following impact on digital photographs: a) natural light b) artificial light c) quality of light d) direction of light</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td>Learners produce their own competent digital photographic images with supportive text to demonstrate their use of digital editing to alter their own photographic images</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>M1</strong></td>
<td>Learners effectively use manual camera settings to take good quality unedited photographic images. They explore and compare the potential and limitations of different types of digital cameras. They effectively use a range of different digital cameras to produce good quality unedited photographic images.</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Candid at e

The work you submit for assessment must be your own

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

1. Any help or information you have received from people other than your subject teacher(s) must be clearly identified in the work itself.

2. Any books, information leaflets or other material (e.g. videos, software packages or Information from the Internet) which you have used to help you complete this work must be clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

Declaration by candidate

Assignment Title

**Scanning the Centuries:** Unit 30

Candidate Name

I have read and understood the Notice to Candidate (above). I have produced the work without any help from other people apart from that which I have declared in the work itself. I have acknowledged all source materials in the work itself.

Candidate Signature and date

The Candidate Authentication statement once completed should be stored securely within the Centre.

A copy of this authentication form must be available upon request for each coursework/portfolio submission.
General Information for Learners

Q  Do I have to pass this assignment?
A  Yes. This unit contributes to the achievement of the full qualification.

Q  What help will I get?
A  Your tutor will support you when completing the OCR Cambridge Technical assignment and will make sure that you know what resources/facilities you need and are allowed to use.

Q  What if I don’t understand something?
A  It is your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q  Can I copy other people’s work?
A  No. The work that you produce must be your own work and you will be asked to sign a declaration to say that the work is your own. You should never copy the work of other learners or allow others to copy your work. Any information that you use from other sources, e.g. books, newspapers, professional journals, the Internet, must be clearly identified and not presented as your own work.

Q  Can I work in a group?
A  Yes. However, if you work in a group at any stage you must still produce work that shows your individual contribution.

Q  When I have finished, what do I need to hand in?
A  You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q  How will my work be assessed?
A  Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment and grading criteria.
Scenario

From the attached list of stating points or ideas, choose one theme or idea and produce a set of eight final creative images based on you theme.

**Theme 1 Hinge**

‘Hinges and moveable joints’ have been interpreted or used by artists, designers and craftspeople in many interesting or unusual ways.
Joint, opening, closing, movement, rotate, revolve, turning point, mechanism, swivel, axis, pivot...

**Theme 2 Frozen**

‘Frozen elements’ have been interpreted by artists, designers and craftspeople in many interesting or unusual ways.
Frost, ice, snow, freezing, cold, chilled, arctic, glacial, winter, snowflake, icicle, zero degrees...

**Theme 2 Contrast**

Contrast and contrasting elements’ have been interpreted or used by artists, designers and craftspeople in many interesting or unusual ways.
Light and dark, unalike, range, variation, difference, opposite, conflicting, diversity, colour or tonal contrast...

**Theme 4 Ring**

‘Rings and circular formations’ have been interpreted or used by artists, designers and craftspeople in many interesting or unusual ways.
Loop, circle, band, round, halo, coil, disc, circumference, spiral, curve, ring, eternity...

**Theme 5 Public transport**

Public Transport has been interpreted or used by artists, designers and craftspeople in many interesting or unusual ways.
Bus, train, ferry, plane, underground, taxi, tram, shuttle, tube, cable car, rickshaw
In your workbooks you must show your idea development, your contact sheets, how you processed your images in Photoshop / Lightroom. Each of your final eight images must be accompanied by annotated text to show how you have used creative techniques to achieve your final images. These techniques must include:

- Camera settings used i.e. shutter speed priority, aperture priority, manual priority, depth of field, ISO
- Camera settings used, format and size, resolution and quality
- Your use of creative lighting techniques to create atmosphere
- How you creatively used framing, composition, rule of thirds, subject placement, vantage point
- Your creative use of natural light, artificial light, quality of light, direction of light
- How you used digital editing to alter your photographic images
TASK ONE: After reading the themes researching some ideas and at least three photographers who’s work could relates in some way toy your theme. Make a mind map of all your ideas and then plan what photographs you could take.

TASK TWO: P1 P2 P3 P4 & M1 is assessed in this task.

Shoot images inspired by your theme, try using shutter speed and aperture and ISO to create different creative effects. Explain in your workbooks by annotating your contact sheets and images how they were created and differ from each other because of the techniques used. Compare these images to those shot on your mobile phone or other digital cameras.

TASK THREE: P1 P2 P3 & P4 is assessed in this task.

Create photographs using the manual mode on your camera experimenting with shutter speed, aperture and ISO. These images could include light painting and motion blur photographs. Compare the outcomes achieved to what happens when using some of the cameras program modes. Print your contact sheets and some images in your notebooks and make notes comparing format, size resolution and quality of different images. Also make reference to framing & composition, rule of thirds, subject placement & vantage point.

TASK FOUR: P5 and M3 is assessed in this task.

Edit and manipulate your final images in Lightroom and Photoshop to produce final image that work with you theme. Keep a record of how you edit the images to improve them using screenshots to show the development.

TASK FIVE: M2 & D1 are assessed in this task.

Present your final images in your workbooks ready to be combined with graphics as outlined in the brief. The final selection should showcase your understanding of camera controls and the creative use of aperture and shutter speed. Each final image should be accompanied by a short text or evaluation in which you compare framing & composition, rule of thirds, subject placement & vantage point. Also discuss the use of lighting, quality & direction of light, composition, framing and image quality.
Course Moodle Site:  https://moodle2.serc.ac.uk/course/view.php?id=679

Course photo sharing site:  http://sercart.weebly.com/level-3-year-1.html

Suggested resources:

The New Manual of Photography
DK Publishing Inc
Langford, Michael.
Focal Press

Photoshop Fine Art Effects Cookbook
O'Reilly Media
Editors of Life magazine
100 Photographs That Changed the World
Life

The Book of Photography: The History, the Technique, the Art, the Future
National Geographic

Dawber, Martin.
Pixel Surgeons: Extreme Manipulation of the Figure in Photography

Phillips, Sandra S.
Martin Parr
Phaidon Press Ltd
Checklist
Checklist