



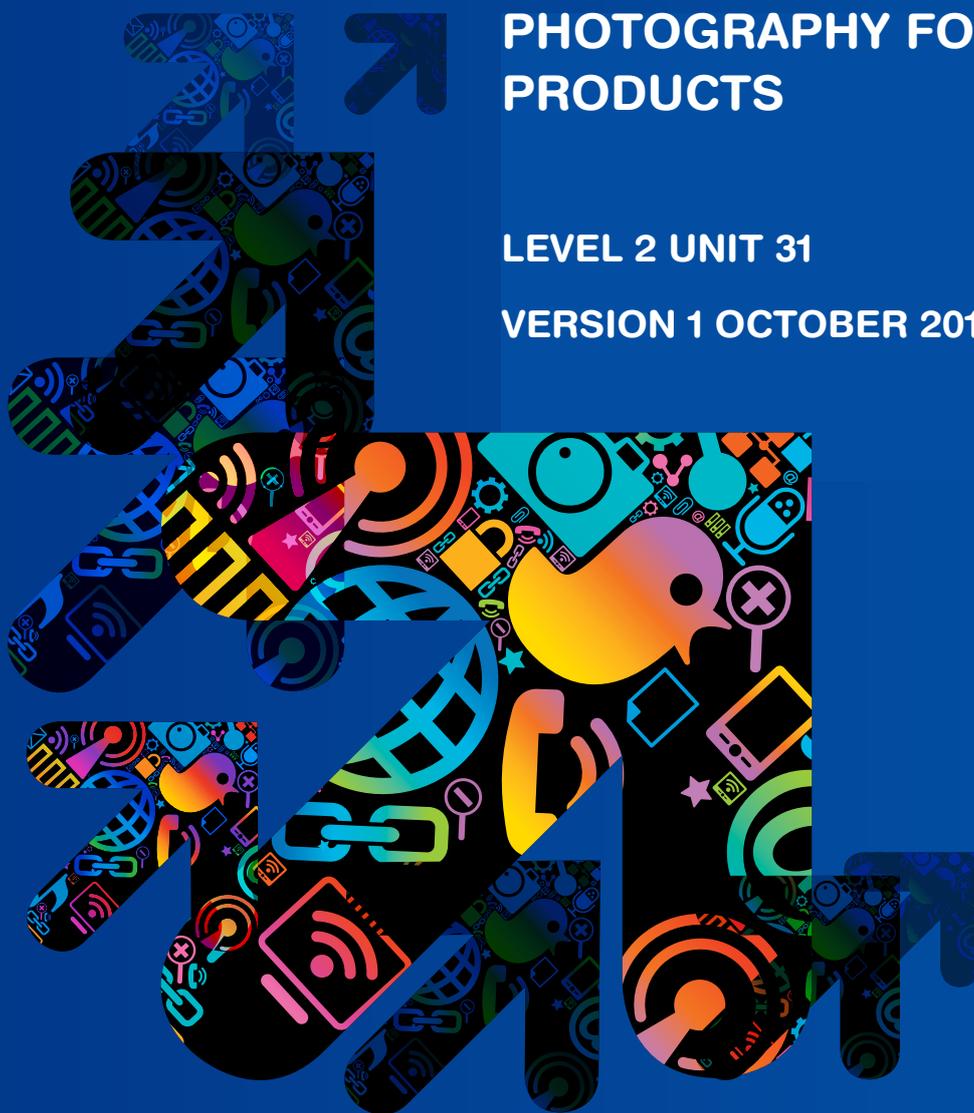
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OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

PHOTOGRAPHY FOR MEDIA PRODUCTS

LEVEL 2 UNIT 31

VERSION 1 OCTOBER 2013



OCR 

WHAT CENTRES ARE ASKING ABOUT THE CAMBRIDGE TECHNICALS IN MEDIA

Level 2 Unit 31 - Photography for Media Products

1. How might you introduce the core concepts of this unit to learners?

Learners could be shown the work of key photographers and a range of media such as exhibitions, websites, advertising posters, newspapers, magazine covers, DVD covers, etc and then be asked what role the included photographs play in creating the meaning and purpose of the media products.

2. Is there any overall industry standard that learners should adopt in this unit?

Learners should adopt guidelines such as the rule of thirds and the use of leading lines. Further information on these guidelines and others can be found at <http://www.photographymad.com/pages/view/10-top-photography-composition-rules> and <http://www.digitalcameraworld.com/2012/04/12/10-rules-of-photo-composition-and-why-they-work/>.

3. Could this unit be delivered in a brief context?

Yes, this unit can be delivered in the context of a brief. One example of a brief could be a double page spread for a fashion magazine on the theme 'Retro Chic'. Learners could then explore a range of photographic images from vintage style magazines and websites. Based on this research learners could plan a photo shoot then take, edit and review the photographs to be included in the double page spread. Another example of a brief could be a film poster for the release of a new film.

4. How should learners demonstrate evidence that they have edited photographs? What specific editing techniques are required?

Learners could demonstrate evidence by taking screen grabs of the editing process in the digital imaging software they are using, then adding annotations describing how and why the specific edits were carried out.

The specific editing techniques that would be required are cropping of images, adjustments to colour balance in the image, the application of filters for a specific purpose to the image and the use of layers to combine different elements of images.

Examples of specific photo editing techniques can be found in these links:

<http://psd.tutsplus.com/articles/web/53-crazy-good-digital-photography-tutorials/>

<http://www.hongkiat.com/blog/41-nicest-photoshop-photo-effects-photoshop-tutorials/>

<http://www.smashingmagazine.com/2008/12/07/50-excellent-digital-photography-photoshop-tutorials/>

5. How should learners present their photographic images?

Learners should present their images as part of the specific media product they were intended for. If relevant to the specific media product learners could use a printed portfolio and/or digital format with presentation software and online (Flickr, Instagram, etc).

6. Are there any health and safety issues learners should be aware of in this unit?

When planning and conducting their photo shoots learners should be aware of the risks to themselves when on location at a photo shoot, such as trailing wires from camera equipment, slippery surfaces, heat from lighting equipment and what can be done to minimize these risks. General electrical safety when using digital equipment should also be considered as well as the importance of correct posture and taking appropriate breaks when working on computers.

7. P1 is an exploratory research task. How could learners present the information they have collected?

Learners could scan or screen grab the images that they are analysing from their range of media products, then annotate them to show the photographic category, purpose, image content and meaning. Learners will then have shown their understanding of professional photographs within the context of the media product.



8. In P1 learners are required to explore 'a range'. Does this mean a range of artists or a range of work within the portfolio of one artist?

In Learning Outcome 1 P1 learners should choose a range of media products and professional photographers, then analyse a broad range of images from each product in order to develop a broad understanding of the purposes of professional photographs. For example, learners could look at fashion photography and the work of Mario Testino and David Bailey or news photography and the work of Don McCullin.

9. Are there any restrictions on the type of media products that are explored in P1?

The only restrictions are that the products must be legal and ethical.

10. P2 requires a planning exercise to enable learners to take photographs. What format should this plan take and how is this criterion distinguished from M1?

The plan in P2 should have at least five components:

- I. A brief proposal describing the theme of the photo shoot.
- II. A recce of the location that could include photographs and notes about how the location will be used in the shoot.
- III. A risk assessment detailing potential hazards during the shoot and how these risks can be eliminated or decreased. The risk assessment could be presented in table format.
- IV. A shooting schedule which could be presented in table format, which includes resources, equipment, personnel and the dates of all tasks and activities that will occur during the photo shoot.
- V. A brief statement discussing legal/ethical considerations, i.e. reference to relevant regulatory bodies.

The M1 criterion is distinguished from P2 by requiring the proposal for the photo shoot to include details on how the images will be used in the specific media product and the purpose of the location in the context of the photo shoot. The shooting schedule would be expected to have more detailed information on resources, equipment and personnel required and possibly contingency plans. The risk assessment would be expected to detail hazards relating to the location of either a studio shoot or a location shoot. Permission forms for use of location and model participation and model release should also be included for this criterion.

11. Learners may use IT applications when creating and editing their photographic images. Are there any that you would recommend?

Learners could use applications such as Adobe Photoshop/ Photoshop Elements/Photoshop Lightroom, Corel Paintshop Pro and Apple Aperture.

There are free online and downloadable software alternatives available such as Pixlr <http://pixlr.com/editor/>, Gimp <http://www.gimp.org/> and Paint.NET <http://www.getpaint.net/>.

12. Is there flexibility in how the review in P5 could be managed?

How learners complete the review is completely flexible. It can be done as a text file with images, a slideshow presentation, an audio commentary or annotations on the final edited photographs. The only stipulations are that descriptions of the quality and fitness for purpose of each image must be included.



13. Are there opportunities for using this unit in a project based approach?

Yes, this unit could be combined with Unit 30 Print Media Production, Unit 32 Graphic Design for Media Products and Unit 34 Web Authoring and Design where the project would be for learners to create a linked web and magazine product with the source images being taken and edited within this photography unit. Learners could also combine this unit with Unit 14 Print Based Advertising.

14. It appears that the weighting of this unit is focused on Learning Outcome 3. In terms of the 60 GLH allocated to this unit how much time should be allocated to this Learning Outcome?

Learners should allocate up to 40% of the time on this unit towards Learning Outcome 3.

15. How could you demonstrate differentiation in the delivery of this unit?

The learner could add annotations to their images to describe how they have used creative techniques to produce high quality photographs. For example in D1 learners could add annotations explaining how lighting was used creatively when taking an image.

16. Is there any guidance you would specify in terms of the overall portfolio structure for this unit?

The overall portfolio structure should clearly show how planning has led on to the taking and editing of the images and illustrate clearly how the images were taken and have been edited. Learners should also indicate how their final selected photographs reflect the theme of the photo shoot and purpose of the intended media product to show how they are fit for purpose.

17. Is it acceptable to use mobile cameras to take pictures for this unit?

Any form of digital device that can capture still images would be acceptable. Centres must be cautious though in ensuring that the devices used are able to control focus, exposure and framing. It is often the case that cameras on mobile devices do not have this functionality.

18. My learners have a range of themes that they are interested in for this unit. Is it acceptable for them to devise their own briefs?

Yes, learners can devise their own briefs as long as the brief enables them to cover all assessment criteria.

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