



National  
Qualifications  
2022

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# **2022 Photography**

## **Higher**

### **Finalised Marking Instructions**

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## General marking principles for Higher Photography

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Consider the extent to which the candidate's response:
  - answers the specifics of the question
  - demonstrates knowledge and understanding of photography.
- (d) In Section 2 full marks are available whether responses are provided in continuous prose, linked statements or a series of developed points.
- (e) Do not award marks for mere descriptive comment. To gain marks, candidates must develop and justify their points. Only award marks for a valid response to the question asked. For example, in response to questions that ask candidates to:
  - **identify** – they must give the name required (for example a specific camera control, technique, effect)
  - **explain** – they must apply their knowledge and understanding of light and image formation, camera controls, image-making techniques and their effects to relate **cause** and **effect** and/or make relationships between things clear
  - **discuss** – they must apply their knowledge and understanding of image-making techniques, and their effects, to communicate ideas and information about the photographer's technical and creative decisions; they must draw valid conclusions and give explanations supported by **justification**.
- (f) To gain full marks, candidates must respond to all aspects of the question.
- (g) Do not award marks for repetition of points that the candidate has not developed further in any way.

## Marking instructions for each question

### SECTION 1 – MULTIPLE CHOICE

If a candidate has selected more than one option in response to a question, do not award a mark.

Do not award a mark if it is unclear which option the candidate has selected.

| Question | Answer                                             | Max mark |
|----------|----------------------------------------------------|----------|
| 1.       | Greater depth of field                             | 1        |
| 2.       | Rule of thirds                                     | 1        |
| 3.       | Slow shutter speed                                 | 1        |
| 4.       | Polarising filter                                  | 1        |
| 5.       | Brightness of the image                            | 1        |
| 6.       | Shallow depth of field                             | 1        |
| 7.       | Contre-jour                                        | 1        |
| 8.       | The ISO could be adjusted from ISO 800 to ISO 1600 | 1        |
| 9.       | Low contrast                                       | 1        |
| 10.      | Increase f-number – Faster shutter speed           | 1        |

## SECTION 2 – ANALYSIS

| Question |     |  | Expected response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Max mark | Additional guidance                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------|-----|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11       | (a) |  | <p>A wide-angle lens has been used as the field of vision is wider than human vision. All the swimmers, the landscape and clouds are in the image.</p> <p>A standard lens has been used as the field of vision is similar to human vision. This allows the viewer to feel as though they are in the water.</p>                                                                                                                                                                                                       | 2        | <p>Award <b>1 mark</b> for correct identification of the lens.</p> <p>Award <b>1 mark</b> for a correct explanation.</p> <p>Any other valid lens along with a valid explanation of its visual effect on this image.</p>                                                                                                                                                                                               |
|          | (b) |  | <p>A fast shutter speed has been selected to avoid unwanted motion blur/detail in the diver's action.</p> <p>A small aperture (large f-number) would have been selected as the scene is in focus from divers to the trees and clouds in the background.</p> <p>A high ISO could have been used due to the cloudy lighting conditions to ensure that the image is correctly exposed.</p> <p>Sports mode could have been selected to ensure a fast shutter speed to freeze the divers as they dive into the water.</p> | 2        | <p>Award <b>1 mark</b> for each correct identification of a camera control with a valid explanation of its purpose, up to a <b>maximum of 2 marks</b>.</p> <p>The column on the left outlines examples of points which would gain marks.</p> <p>Any other valid explanation relating to the use of aperture, ISO, priority modes and focus.</p> <p>Any responses referring to white balance would not gain marks.</p> |

| Question |     |  | Expected response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Additional guidance                                                                                                                                                                                                                                                                                                                                                                           |
|----------|-----|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | (c) |  | <p>The content of the image is weighted towards the left with the negative space to the right. This helps to create balance and space for action.</p> <p>The photographer has chosen to compose the shot to allow the treeline to fill the lower third creating a sense of weight and solidity to the image.</p> <p>The photographer has used a low viewpoint in this image which allows the viewer to see along the line of the swimmers creating distance and depth.</p> <p>The photographer has chosen to photograph from within the water creating a very unusual viewpoint. This helps to make the viewer feel that they are in the middle of the action.</p> <p>The photographer has captured the divers on action, their bodies create a leading line from the left-hand side of the frame to the centre which shows the narrative.</p> | 3        | <p>Award <b>1 mark</b> for each justified explanation relating to how the photographer has used compositional techniques for creative effect, up to a <b>maximum of 3 marks</b>.</p> <p>The column on the left outlines examples of points which would gain marks.</p> <p>Any other valid justified points on how the photographer has used compositional techniques for creative effect.</p> |
|          | (d) |  | <p>The photographer has chosen to create this image in black and white. This lack of colour reinforces the seriousness of the competition.</p> <p>The arched shape of the divers is reminiscent of a crashing wave helping to add a sense of drama.</p> <p>The high contrasting tonal range in the image enhances the gritty atmosphere of this outdoor sport.</p> <p>The darkness of the water and darkness of the divers visually connect these elements together creating unity.</p> <p>The divers create a repetitive pattern, decreasing in scale. This creates a sense of perspective and depth within the shot.</p> <p>The horizontal line of the water surface allows the viewer to see both above and below the waterline which builds a sense of anticipation.</p>                                                                   | 3        | <p>Award <b>1 mark</b> for each justified explanation relating to how the photographer has used visual elements to create visual impact, up to a <b>maximum of 3 marks</b>.</p> <p>The column on the left outlines examples of points which would gain marks.</p> <p>Any other valid justified points on how the photographer has used visual elements to create visual impact.</p>           |

| Question |  |  | Expected response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Max mark | Additional guidance                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12.      |  |  | <p>A smaller aperture would have been selected as the foreground and mid ground are in focus. This allows us to take in the whole scene and highlights the woman's isolation.</p> <p>A fast shutter speed would have been used to freeze the movement of the pages in the book, suggesting that time has been frozen while waiting for the dentist.</p> <p>The photographer has used a standard lens to capture this image as the field of vision is similar to that of the human eye. This allows the viewer to feel as though they are waiting in the room with the woman.</p> <p>The photographer could have used a wide-angle lens to capture this image as the view is slightly wider than that of the human eye. This allows the viewer to see the scale of the empty room emphasising her isolation.</p> <p>A low ISO could have been selected to minimise digital noise in order to create a clean image, enhancing the clinical atmosphere.</p> <p>There is a mix of light sources/light temperatures/coloured lighting in this scene. The blue lighting and purple add to the sterile quality in this room.</p> <p>The woman is the main point of interest. She is placed towards the centre of the composition, she is contained in the centre by the surrounding cubed seats. This gives her prominence within the scene.</p> <p>The woman is looking out of the shot which helps to direct the viewer's gaze across the image creating narrative and encouraging the viewer to explore the whole composition.</p> <p>There is an overall cool colour palette of greens and blues which contrasts with the woman's warm red t-shirt. This emphasises her as the main point of interest making her seem more out of place.</p> | 10       | <p>Award <b>1 mark</b> for each justified point discussing the photographer's technical and creative decisions, up to a <b>maximum of 10 marks</b>.</p> <p>Responses must demonstrate knowledge and understanding of image-making techniques and their effects.</p> <p>The column on the left outlines examples of points which would gain marks.</p> <p>Any other valid justified points discussing the photographer's technical and creative decisions.</p> |

| Question |  |  | Expected response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Max mark | Additional guidance |
|----------|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------|
|          |  |  | <p>The photographer has captured this image from standing height looking slightly down on the person as she is seated. This helps the photographer to communicate the vulnerability of the model.</p> <p>The chosen viewpoint from the corner of the room allows us to become the receptionist sitting safely and distanced at their desk adding to the woman's sense of isolation.</p> <p>The photographer has paired the imagery of the fan on her t-shirt with a fast shutter speed which creates the illusion that the fan is blowing the pages adding humour to this serious situation.</p> <p>The photographer has chosen to dress the model in a t-shirt that is quite childlike and her skirt, shoes and bag are adult and business-like. This juxtaposition brings out the feeling of being a child at the dentist and being afraid.</p> <p>The dominant black triangular shape in the bottom right-hand corner leads the viewer towards the woman in the centre of the image, reinforcing her as the point of interest.</p> <p>The hue of the green throughout the image gives the impression of sickness which reinforces the clinical and uncomfortable atmosphere within the image.</p> <p>Pattern is suggested through the repetition of geometric shapes creating rhythm and harmony within the image. This can be seen in the repetition of seats which take the viewer on a journey around the empty space to the woman.</p> <p>The smooth texture of all the surfaces within the room contribute to a sterile and clean environment, creating an uncomfortable and clinical atmosphere.</p> |          |                     |

| Question |  |  | Expected response                                                                                                                                                                      | Max mark | Additional guidance |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------|
|          |  |  | The lack of nature within the room highlights the sterile atmosphere. The plant appears trapped behind the frosted glass, reinforcing the feeling of clinical isolation for the woman. |          |                     |

**[END OF MARKING INSTRUCTIONS]**