

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA/MArts Photojournalism and Documentary Photography		
Module:	Photojournalism in Context		
Module code:	M4X01632	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Paul Duerinckx	Internal Verifier:	Hamish Gane
Assignment Title:	Moving Pictures	Word count (or equivalent):	3,000 equivalent
Submission deadline:	13/5/19	Return date of provisional marks & written feedback:	10/6/19
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
1. Initiate, plan and deliver documentary assignments using a range of appropriate techniques
2. Exhibit an understanding of the history and traditions of photojournalism and explore the challenges to these traditions within contemporary practice
3. To demonstrate an understanding of visual narratives through the medium of the photographic series and incorporate text to complement the visual output

TASK DESCRIPTION

Moving Pictures

Over the past few years the development of new media forms in photojournalism and documentary practice, enabled by the development of convergence technology (digital still cameras with high definition video capability), alongside the development of the Web as a platform for the display and dissemination of digital stories, using the interaction of moving and still imagery, text and sound, has become standard. For this task, you will create an online story that effectively communicates using these technologies. You will provide evidence of the use of video, sound (recorded as part of your filming or added later), still image, and text. Your final piece can be moving image, a series of stills, or an effective combination of both. The use of sound is crucial. You should demonstrate an understanding of how different experiential elements can combine to tell a story in a way that mute, still images can't.

Requirements for the Assessment – 13/5/18

Online presentation of your story as a slideshow with sound, film or combination of the two. This can be presented on your blog, website, or film sites such as Vimeo or YouTube. Provide a link.

A visual diary with evidence of project development – photographers looked at, analysis of provisional and final work

Guidance Notes

Attend all lectures, workshops, tutorials & critiques – an introduction to DSLR moving image will help you to establish confidence with this technology

You can develop your existing Photo Essay project, Individual Practice, or develop a new project specifically for this brief. If using a current story you are being separately assessed on, ensure that your submission for this brief demonstrates a clear development of the work: e.g., setting your Photo Essay or Individual Practice outcome to music online will not be deemed a significant development – new images, still or moving, are required.

If working with moving image, shoot a range of footage to allow editing – 'B' footage for cutaways etc. Consider also the use of archive and/or informational material for your edit.

If adding music, you can find un-copyrighted material online. The use of copyrighted material without permission or payment is illegal.

Look at multimedia and moving image sites. The web sites listed below all contain examples of appropriate material, and many photographers also have moving image sections on their websites:

<http://mediastorm.com/>

https://www.vice.com/en_uk/series/picture-perfect

<http://inmotion.magnumphotos.com>

<http://www.worldpressphoto.org/collection/mm/2016>

<http://www.laygatestories.com/>

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

2. Knowledge and Understanding Skills - 20%

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: Choose a subject that can be appropriately explored over the duration of the project to yield a multi-media project.

3. Cognitive and Intellectual Skills – 30%

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: Apply skills learned in semester 1 in terms of selecting modes of practice, research and editing. Instigate a journalistic regime to develop awareness of your subject and knowledge of specific examples chosen.

4. Practical Skills – 30%

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: Demonstrate an ability to engage with a subject over time; to evaluate work as part of an ongoing process based on research-derived knowledge; continual photographic practice; engagement with the subject *and* with the outcomes during tutorial, workshop and critique scenarios.

5. Transferable Skills for Life and Professional Practice – 20%

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: Consider professional levels of presentation and editing technique to fully communicate your ideas in a coherent way to appropriate audiences.