



Advanced Higher Health and Food Technology

Draft National Course Assessment Specification



Valid from August 2015

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title:	Advanced Higher Health and Food Technology
SCQF level:	7 (32 SCQF credit points)
Course code:	to be advised
Course assessment code:	to be advised

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — project	60%
Component 2 — question paper	40%
Total marks (to be determined)	100%

This Course includes eight SCQF credit point to allow time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

The learner will be assessed through a combination of a project and a question paper. Together they will add challenge and application to the Course as the learner will integrate, extend and apply the skills, knowledge and understanding they have learned during the Course.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

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Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a project and a question paper.

Component 1 — project

The purpose of this project is to assess the application of knowledge, understanding and skills from across the Units through an investigative approach.

The project will have 60% of the total marks available and will be externally assessed.

The project is designed to assess learners' ability to use research skills to analyse, investigate and evaluate an issue or topic related to nutrition, health, consumer food choices or commercial food manufacturing.

This project will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ analysing the relationships between food and health, and the importance of these relationships
- ◆ analysing contemporary issues affecting nutrition, health, consumer food choices and trends and commercial food manufacturing
- ◆ developing skills of independent enquiry, critical thinking, and analysis and evaluation

The project will have three Sections:

1. Producing a project proposal
2. Undertaking research into the chosen issue or topic
3. Evaluating evidence and coming to conclusions about the issue or topic

Component 2 — question paper

The purpose of this question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the Units.

The question paper will have 40% of the total marks.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ developing detailed knowledge and understanding of the science of food
- ◆ analysing contemporary issues affecting consumer food choices
- ◆ developing in-depth knowledge and understanding of commercial food manufacturing

For further details of the Course requirements, please see the 'Further mandatory information on Course coverage' section.

Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Controlled assessment — project

This project is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

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Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Advanced Higher Health and Food Technology Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Mandatory skills, knowledge and understanding
<p>Learners will understand and analyse sources of energy and nutrients. They will distinguish between sources and functions of different nutrients. This should include consideration of:</p> <ul style="list-style-type: none">◆ macro-nutrients◆ micro-nutrients <p>Learners should demonstrate understanding of the interrelationship between nutrients.</p> <p>Learners should explain the effect of storage, preparation and cooking on nutrients.</p>
<p>Learners will analyse dietary needs of individuals and groups in a minimum of three stages of life from:</p> <ul style="list-style-type: none">◆ infants◆ young children◆ adolescents◆ adults◆ elderly <p>A special group from the following will also be considered:</p> <ul style="list-style-type: none">◆ during pregnancy and lactation◆ convalescents◆ vegetarians/vegans◆ during weight reduction/management
<p>Learners will examine current dietary advice which should be related to the impact on health of individuals and groups.</p> <p>Learners should explore diet-related diseases/disorders. They should examine the links between a range of diet-related diseases and nutritional intake and recognise the implications of such diseases. Learners will recommend steps to address a range of specific diet-related diseases.</p> <p>In addition to the most widespread diet-related disorders, these should include:</p> <ul style="list-style-type: none">◆ PKU◆ arthritis◆ osteomalacia/Paget's disease

- ◆ diabetes
- ◆ stroke
- ◆ diverticular disease
- ◆ malnutrition
- ◆ allergies/intolerance
- ◆ cancers related to diet or nutrition

Learners should evaluate the relationship between food, nutrition and health. This evaluation must include reference to a balanced and varied diet and energy balance.

Learners should be able to refer to:

- ◆ current national food and drink policy
- ◆ current national diet and nutrition statistical information

Learners should understand the necessity to apply safe and hygienic practices during commercial food manufacturing. This will include showing understanding of:

- ◆ current legislation relating to food hygiene practices
- ◆ food spoilage/food poisoning safeguards

Learners should describe and apply the stages of the food product development process. This should include:

- ◆ explaining and applying, in detail, all the stages of the food product development process plus related issues, including: sensory testing, market research, technological advances, marketing and advertising of products

Learners should analyse the effect of technological developments related to the food manufacturing process. Learners should consider the advantages and disadvantages of these developments.

Learners should understand and explain a range of the functional properties of ingredients in food product development and manufacturing. This range should include:

- ◆ denaturation/coagulation
- ◆ aeration
- ◆ gelatinisation
- ◆ crystallisation
- ◆ dextrinisation
- ◆ fermentation
- ◆ caramelisation
- ◆ shortening
- ◆ preservation
- ◆ emulsification

Learners should examine a range of food issues, which should include:

- ◆ ethical and cultural issues
- ◆ environmental and sustainability issues
- ◆ nutritional health claims
- ◆ food labelling
- ◆ current food trends
- ◆ nutritional requirements of special individual(s)

Learners should examine consumer advice agencies. Learners must be able to distinguish between help on offer from various food agencies and be able to select the most appropriate, depending on specific needs.

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Administrative information

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Superclass: to be advised

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version of the Course Specification.