

# Further information on Higher Health and Food Technology Course Assessment

(November 2013)

## Key messages

SQA is currently developing Course and Unit assessments. This document outlines our progress in Course assessment for the Higher Course in Health and Food Technology.

Course assessment will have two components: an assignment that will be externally assessed, and a question paper.

The revised Higher Health and Food Technology Course will maintain the standard of the current qualification at Higher and will continue to be benchmarked against SCQF level 6, as well as ensuring that the level of demand for candidates is consistent with other Higher qualifications.

The skills, knowledge and understanding demonstrated at this level will provide progression to Advanced Higher Health and Food Technology, further study in Health or Food Studies related courses in further and higher education establishments, or employment.

Building on the National 5 Course and popular elements of the existing Higher Course, candidates will be given the opportunity to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices.

The question paper will assess the candidate's ability to integrate and apply knowledge, understanding and skills from across the Units.

The assignment will assess the application of knowledge, understanding and skills through a technological approach. Candidates will use skills to investigate an issue relating to food and health or a contemporary food issue, and develop a food product.

Course assessment at Higher will be out of 100 marks: 50 marks for the question paper and 50 marks for the assignment.

## Higher specimen question paper (publication by 28 February 2014)

The purpose of the question paper is to give candidates an opportunity to demonstrate the following knowledge, understanding and skills:

- ◆ explaining the relationship between health, food and nutrition and application of understanding in practical contexts
- ◆ explaining the functional properties of food
- ◆ understanding current consumer issues and how to make informed consumer decisions

The question paper will have one section. It will have four structured questions, and there will be no options. Question 1 will be worth 20 marks. Questions 2, 3 and 4 will each be worth 10 marks. Questions will be themed, and will be broken down into sub-questions, each with a mark allocation of between 2 and 9 marks. The questions will integrate skills and knowledge from across the Course, as is the current practice at Higher, and in line with National 5.

The question paper will have 50% of the total marks available.

(For sample questions from the current draft of the Specimen Question Paper, please see Appendix 1.)

## Higher Assignment

**(publication by 31 March 2014)**

The assignment is a food product development task based on a brief. Candidates will plan and produce an idea for a food product, then test and evaluate the suitability of the food product for the brief.

SQA will set and issue briefs annually and candidates will have a choice of which brief to work to. These will be equivalent in challenge to the briefs currently used for Higher.

The assignment will give candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ investigation skills in researching themes that are relevant to the brief
- ◆ applying knowledge and understanding in the selection and justification of appropriate features and ingredients that will be used to make a food product that meets the brief
- ◆ carrying out testing on the food product
- ◆ evaluating the suitability of the food product for meeting the brief

The assignment will have four sections:

Section	Tasks	Mark allocation
1	Planning	22 marks
2	The product	10 marks
3	Product testing	8 marks
4	Evaluation	10 marks

The assignment will be externally marked by SQA.

(For further information from the current draft of the Assignment, please see Appendix 2.)

# Appendix 1

The following example illustrates the type of questions that may be used in the Specimen Question Paper for Higher Health and Food Technology.

A nursery wants to offer a range of healthy snacks that are appealing to the children.

- 1a. The nursery must meet the nutritional needs of the children.  
Table 1 shows the Dietary Reference Values for four six-year-old males.

**Table 1**

Dietary Reference Values for 4–6-year-old males				
Estimated Average Requirements	Reference Nutrient Intakes			
Energy (MJ)	Vitamin B2 (mg)	Vitamin C (mg)	Calcium (mg)	Sodium (mg)
4.06	0.8	30	450	700

The food intake of a four-year-old boy at the nursery includes the snack below.

Snack	
White breadsticks and carrot sticks	Smoked mackerel dip with salsa dip

The dietary analysis of his food intake, including the snack, is shown below.

**Table 2**

Dietary analysis of the four-year-old boy's food intake				
Estimated Average Requirements	Reference Nutrient Intakes			
Energy (MJ)	Vitamin B2 (mg)	Vitamin C (mg)	Calcium (mg)	Sodium (mg)
4.91	0.9	24	455	850

Analyse **three different** aspects of the boy's diet, in relation to the Dietary Reference Values for 4–6-year-old males.

For **each** aspect of his diet you have identified, comment on the impact of his diet in relation to the DRVs, the potential consequence for his health and a conclusion about the contribution made by the snack.

9 marks

**1b.** The snack must include fruit or vegetables.  
Explain how a diet high in fruit and vegetables can reduce the risk of the following dietary diseases:

- bowel disease
- obesity

**2 marks**

**1c.** Fruit and vegetables may be bought in modified atmosphere packaging (MAP).  
Evaluate the suitability of MAP for use in the nursery.

**3 marks**

**A baker wants to add cupcakes to the current range of baked goods on sale.**

**2a.** Explain why the manufacturer would carry out the following stages of food product development.

- Prototype production
- First production run

**4 marks**

**2b.** Evaluate the use of additives in the cupcakes.

**4 marks**

**2c.** Describe the result on the baked cupcakes of increasing the proportion of sugar in the cake mixture.

**2 marks**

The approach to marking will draw on the current Higher and will build on the approach taken at National 5 making marking instructions clear while allowing for a range of appropriate answers.

# Appendix 2

Examples of possible briefs include:

- ◆ *A local café is holding an event to promote the use of Fair Trade ingredients. Develop a food product suitable to be sold in the café at the event.*
- ◆ *A retailer wants to extend the range of vegetarian products available to include dishes that use alternative proteins. Develop a product suitable for this range.*

The assignment will have 50 marks and will have four sections:

## Section 1: Planning (22 marks)

### 1 (a) Exploring the brief

You should:

- ◆ Identify a range of key issues that reflect all aspects of the brief
- ◆ Identify the three key issues that you consider to be the most important. These should reflect all aspects of the brief
- ◆ Explain why each is important to the brief

### 1 (b) Research (17 marks)

You should provide evidence of carrying out **three** investigations into the identified key issues using **at least two different** investigative techniques and showing how the investigations demonstrate progress towards your product.

The investigations should be carried out in a logical sequence to allow you to gather the information which you will use to develop a product that meets the needs of the brief. You must show how your solution develops with each investigation.

Present the information you have gathered from **each** investigation. You may use any suitable format.

However you choose to present your work, you should include the following:

- ◆ the investigative technique you used
- ◆ the source(s) of your information
- ◆ the results of your research
- ◆ the key information from your research, and explanation of how you will use this information to develop your product

## Section 2: The Product (10 marks)

### 2 (a) Describe your food product.

You may provide a written description of your food product, a recipe, a labelled diagram or any other appropriate means of describing it clearly.

### 2 (b) Justification of the product

You should explain the ways your product meets the needs of the brief, based on the results of your research.

### Section 3: Product Testing (8 marks)

You must now make your product following safe and hygienic practices so that you can use it as a basis for sensory testing and evaluation.

You should include a photograph of your finished food product prototype:

You should carry out **two** tests on the food product. **This should include one sensory test and one other test.**

Present the information you have gathered from **each** test. You may use any suitable format.

You should include the following information:

- ◆ the method of testing used, including the source(s) of the information
- ◆ the results of testing carried out
- ◆ the key information from the results of testing which you could use for evaluation

### Section 4: Evaluation (10 marks)

#### 4 (a) Evaluation

Evaluate the suitability of food product for the brief **based on the results of testing.**

#### 4 (b) Amending the food product

Describe three amendments that might be made to your food product.

These amendments should be based on the needs of the brief, the information gathered in the investigations or the results of testing.

Amendments could include:

- ◆ improvements to the product
- ◆ adaptations to the product
- ◆ variations of the product

Provide justification for each suggested amendment.