

## National Unit Specification: general information

<b>UNIT</b>	Health and Food Technology: Consumer Studies (Intermediate 2)
<b>NUMBER</b>	D269 11
<b>COURSE</b>	Home Economics: Health and Food Technology (Int 2)

### SUMMARY

At the end of this Unit, candidates will be able to use investigative techniques to: compare consumer products; draw conclusions from information relating to consumer issues and the food industry; and demonstrate the underpinning knowledge and understanding relating to influences affecting consumer choice of food.

### OUTCOMES

- 1 Use skills and techniques to make a comparative study of a consumer product.
- 2 Draw a conclusion from specified source information for a specific task.
- 3 Use knowledge and understanding of an area of study to address a problem or situation.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- a Course or its component Units at Intermediate 1 in Home Economics
- Standard Grade Home Economics at General level, or equivalent

The Unit is also suitable for ‘new starts’ and adult returners with appropriate prior experience.

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### Administrative Information

<b>Superclass:</b>	BA
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## **National Unit Specification: general information (cont)**

**UNIT** Health and Food Technology:  
Consumer Studies (Intermediate 2)

### **CREDIT VALUE**

1 credit at Intermediate 2.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this Unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT        Health and Food Technology:               Consumer Studies (Intermediate 2)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Use skills and techniques to make a comparative study of a consumer product.

##### **Performance criteria**

- (a) The choice of skills and techniques used is appropriate to the nature of the comparative study.
- (b) The methods of application of the skills and techniques are devised and delivered accurately.
- (c) The results are presented clearly and reflect the differences/similarities across the product range.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is an investigation which may form part of a design activity. The investigation could be completed on pro-forma. Attainment could be recorded by the use of an observational checklist. Specific advice:

- (a) The aspects to be compared are identified, eg, taste, appearance, freshness, cost/value for money, effect on the environment. Appropriate choice of techniques would include at least two of the following: sensory evaluation; questionnaire; interview; testing for quality; costing analysis. The techniques chosen must be relevant to the purpose.
- (b) Procedures used to execute the techniques should be carried out accurately and show appreciation of purpose.
- (c) Recording and presenting of results should be easy to interpret.

#### **OUTCOME 2**

Draw a conclusion from given source information for a specific task.

##### **Performance criteria**

- (a) The main points identified from the given source information relate clearly to the task.
- (b) An accurate conclusion is drawn, supported by a reasoned explanation to meet the needs of the task.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a report which may form part of a design activity. Attainment should be assessed by the use of a marking scheme. Specific advice:

- (a) and (b) – a task could be derived from investigations within a design activity or from an area from the content for the Unit.

## **National Unit Specification: statement of standards (cont)**

**UNIT**        Health and Food Technology:  
                  Consumer Studies (Intermediate 2)

### **OUTCOME 3**

Use knowledge and understanding of an area of study to address a problem or situation.

#### **Performance criterion**

- (a) An accurate explanation, reflecting consideration of the problem or situation, is given.

#### **Evidence requirements**

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument of assessment is a question paper requiring short and restricted responses, using a closed-book approach. The questions will be derived from sampling the content of the Unit. Attainment should be assessed by the use of a marking scheme.

## **National Unit Specification: support notes**

### **UNIT           Health and Food Technology: Consumer Studies (Intermediate 2)**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The content on which this Unit is based is listed in the Course specification for Home Economics: Health and Food Technology (Intermediate 2).

This Unit is set in the context of Health and Food Technology. The content of the Unit is concerned with: aspects of the food industry which relate to consumer choice and acceptance of food; technological innovation; consumer protection; the use of comparative testing for products. The candidate is required to develop the skills and techniques used to compare products against criteria for a range of purposes. Candidates will use a variety of investigative techniques in a systematic way, presenting results and conclusions. Knowledge and understanding of an area of the Unit content will be used to address problems.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Learning and teaching approaches for this Unit should match the Unit outcomes. Knowledge and understanding of the content can be acquired or consolidated through provision of practical activities which focus on the specific area of content.

#### ***Outcomes 1 and 2***

A candidate-centred approach to learning is recommended. There should be access to source materials, such as commercial food products, as well as videos, magazines and catalogues. The shared experiences of the candidates can be a stimulus to learning, for example, home experiences or experience of the work place. Brainstorming and group discussion should be used in the initial stages to motivate candidates and develop confidence.

Candidates should be given opportunities to identify the main features of a commercial food product and to use these features as a basis for comparison with other products.

A way of introducing candidates to the comparative testing of commercial products is to organise stations and employ a group approach to learning within the stations. The stations could involve candidates looking at different products or looking at one product in detail. The types of activities within stations could be: investigation; sensory evaluation; comparison of an identified feature, eg, nutritional information, costing, home-made and commercial. It is important that the teacher/lecturer provides examples of the procedures for setting up investigations, testing and presenting results. The procedures must be clear so that candidates can replicate the processes for a variety of tasks.

Candidates should be encouraged to communicate and use discussion skills with each other and the teacher/lecturer, so that conclusions drawn can be exchanged during group activity.

## **National Unit Specification: support notes (cont)**

### **UNIT           Health and Food Technology: Consumer Studies (Intermediate 2)**

#### ***Outcome 3***

The underpinning knowledge and understanding should be reinforced by using a more traditional teacher-centred approach. This will ensure coverage of all the content for the Unit. Arrangements for visits and outside speakers should be made to make learning more interesting for the candidate, and give a real-life perspective.

The teacher/lecturer can pre-test knowledge and understanding of the content by using oral-questioning techniques during practical activities. When using a group approach, candidates may demonstrate knowledge and understanding by presenting a short talk after a practical activity. It is necessary to cover the entire content of the Unit for the benefit of the overall candidate experience.

The use of information technology is recommended to enhance the generation of evidence and access to appropriate software is important.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Whilst it is possible to devise test instruments for each of the Unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- activities – investigation
- demonstration of the knowledge and understanding which underpins the practical activity.

#### ***Outcomes 1 and 2***

While attainment of Outcomes 1 and 2 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the later stages of the Unit. Assessment could take place as an end of unit test. However, it is possible for evidence to be gathered when candidates are carrying out investigations throughout the Unit.

The evidence requirements demand that the candidate can use investigative techniques to carry out comparative testing of a product, and can present results that are clear to the reader. The investigation could be targeted on a particular range of products, and candidates could have some choice in the methods and techniques to be used.

The report containing the conclusion should be structured, and as short and concise as possible.

#### ***Outcome 3***

In the interests of confidentiality and national standards it would be more appropriate for all candidates to carry out this assessment item at the same time within any one class.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this Unit is open to alternative methods to support the inclusion of all candidates. Examples include:

## **National Unit Specification: support notes (cont)**

### **UNIT**      Health and Food Technology: Consumer Studies (Intermediate 2)

- extension to the notional design length
- use of technology to record information/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment.

### **SPECIAL NEEDS**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).