



Course report 2022

Subject	Health and Food Technology
Level	Advanced Higher

This report provides information on candidates' performance. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published assessment documents and marking instructions.

The statistics used in this report have been compiled before the completion of any appeals.

Grade boundary and statistical information

Statistical information: update on courses

Number of resulted entries in 2022	70
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Statistical information: performance of candidates

Distribution of course awards including grade boundaries

A	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	15	Minimum mark required	70
B	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	20	Minimum mark required	57
C	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	20	Minimum mark required	45
D	Percentage	[c]	Cumulative percentage	[c]	Number of candidates	10	Minimum mark required	32
No award	Percentage	[c]	Cumulative percentage	N/A	Number of candidates	[c]	Minimum mark required	N/A

All figures are rounded to the nearest five. Figures between one and four inclusive have been suppressed to protect against the risk of disclosure of personal information. All percentage figures for a course have been suppressed where values between one and four inclusive have been suppressed. Cells containing suppressed figures are marked up with the shorthand [c].

You can read the general commentary on grade boundaries in appendix 1 of this report.

In this report:

- ◆ 'most' means greater than 70%
- ◆ 'many' means 50% to 69%
- ◆ 'some' means 25% to 49%
- ◆ 'a few' means less than 25%

You can find more statistical reports on the statistics page of [SQA's website](#).

Section 1: comments on the assessment

Question paper

Candidates were asked to complete either question 1 or 2, and questions 3 ,4 and 5 in the question paper. It sampled knowledge and understanding from a range of topics in the mandatory skills, knowledge and understanding. There was a range of marks gained in the question paper.

Feedback from the marking team suggested the paper was fair in terms of overall demand and course coverage, and candidates were able to complete it in the allocated time.

However, many candidates chose to answer all the questions in the paper, so they should ensure that they read the question paper instructions carefully in the future.

Project

Candidates performed as expected in the project and achieved a range of marks. There were some interesting and informative topics covered from all areas of the mandatory skills, knowledge and understanding. Most candidates provided a research question, backed up with two valid objectives, which helped to focus the research. This then allowed them to carry out the research using the appropriate methods.

Candidates generally performed well in stages 1 and 2 and were weaker in stage 3. Most candidates adhered to the 4,000-word limit, those who didn't had the word penalty applied.

Section 2: comments on candidate performance

Areas that candidates performed well in

Question paper

Question 1

Candidates who chose this question performed well if they were able to apply the skill of evaluation to a high standard. They also had a clear understanding of the role of the specific stages of the product development process they were asked about and therefore were able to access the marks.

Question 2

Candidates who chose this question performed well if they were able to apply the skill of evaluation to a high standard. Those who were able to demonstrate a good knowledge of current dietary advice and how it can help contribute to a reduction in obesity, were able to access the marks for this question.

Question 3

The candidates who answered this question well were able to demonstrate a good understanding of the 'discuss' command word, and use this to answer the question in relation to how budget, lifestyle and health factors may influence consumer choice of food.

Question 4

The candidates who answered this question well were confident in applying the command word 'explain'. They had a very good understanding of micronutrients and were able to be specific in their answers in relation to the diet of an adult.

Question 5

Candidates who were able to answer this question well had a really good understanding of the technique needed to answer an 'analyse' question and were able to apply this to the context of the question to a high standard.

Project

Stage 1(a)

Most candidates performed well in this section by providing a clear, concise, and informative literature review, which focused clearly on the chosen topic. Candidates were also able to back the literature review up with credible and current sources of information, which were cited correctly. Candidates benefited from being able to answer the extra marks in this section.

Stage 1(b)

Most candidates provided a research question, which was relevant and based on the topic of the literature review. This was then followed up with two valid objectives which allowed the candidate to clearly focus on the research question and allowed them to prove or disprove the research question. Once again there were some excellent and different research questions.

Stage 1(c)

Almost all candidates were able to access marks for providing a clear and concise outline plan for how they were going to carry out their research and explaining why with valid reasons.

Stage 2(a)

This section was carried out to a very high standard. Candidates were able to access marks here as they carried out their research using the techniques and sources they outlined in the plan.

Stage 2(b)

Candidates were able to access the marks in this section by providing sufficient relevant evidence for analysis. Candidates made sure the type of research they carried out was clearly linked to the research question, therefore giving them more information to analyse.

Stage 3(a)

The candidates who performed best in this stage were the ones who had carried out their research to a high standard and were able to clearly interpret the results and the importance of these results, linking them to evidence from the literature review. This session we saw a vast improvement in candidates accessing marks in this section, as they were able to correctly use the skill of analysis.

Stage 3(b)

Many candidates accessed the marks in this section as they were able to evaluate the research process and on the basis of the evaluation, explain appropriate next steps in the research, some of which were particularly interesting.

Areas that candidates found demanding

Question paper

Question 1

Some candidates lacked knowledge in relation to specific stages of the new product development process they were being asked about.

Question 2

Some candidates had limited knowledge of current dietary advice, if they did not state the piece of advice correctly then they were unable to access the marks. At this level, candidates should have a good knowledge of current dietary advice.

Question 4

Some candidates had limited knowledge of the micronutrients and the role they can play in an adult's diet, this therefore stopped them from accessing the marks.

Question 5

Candidates had the knowledge for this question however, they were unable to link all the elements of the question together to fully analyse.

Project

Stage 3(a)

This is still the area where candidates do not access the marks available. They did not fully analyse the results and link what they had found out from their research to the results. Some candidates introduced new information at this stage, which was not backed up by the research undertaken. Many candidates purely repeated the results at this stage, without offering any extra information. At Advanced Higher level, more depth is required, especially as it is the technique of analysis which marks are being awarded for.

Section 3: preparing candidates for future assessment

Question paper

Candidates should be made aware of the knowledge and understanding being assessed in this component of the course. This can be found in the mandatory 'skills, knowledge and understanding' section in the course specification on SQA's website.

They should also be aware of the element of choice, where they can answer one evaluation question, instead of two. Candidates should be given more experience of answering exam-style questions with optionality included, in the correct time allocation.

Project

There was a varying degree of quality in the work submitted. There were a particularly good range of topics chosen for research, which were from all areas indicated in the 'skills, knowledge and understanding' section of the course specification.

Centres must use the advice given on the submission of the project on SQA's website. There is also useful understanding standards information that will help with project submission.

Candidates must adhere to the word count, otherwise the word count penalty is applied.

Presentation of projects was varied. It would be beneficial if line spacing was 1.5 and a minimum font size of 11pt was used throughout. There was a lack of bibliographies in many projects. Bibliographies should be included.

Many candidates referred to themselves throughout the project. This should be avoided, where possible use 'the researcher found that'.

Candidates should be using up-to-date and credible research material, and make sure it is cited correctly throughout.

Appendix 1: general commentary on grade boundaries

SQA's main aim when setting grade boundaries is to be fair to candidates across all subjects and levels and maintain comparable standards across the years, even as arrangements evolve and change.

For most National Courses, SQA aims to set examinations and other external assessments and create marking instructions that allow:

- ◆ a competent candidate to score a minimum of 50% of the available marks (the notional grade C boundary)
- ◆ a well-prepared, very competent candidate to score at least 70% of the available marks (the notional grade A boundary)

It is very challenging to get the standard on target every year, in every subject at every level. Therefore, SQA holds a grade boundary meeting for each course to bring together all the information available (statistical and qualitative) and to make final decisions on grade boundaries based on this information. Members of SQA's Executive Management Team normally chair these meetings.

Principal assessors utilise their subject expertise to evaluate the performance of the assessment and propose suitable grade boundaries based on the full range of evidence. SQA can adjust the grade boundaries as a result of the discussion at these meetings. This allows the pass rate to be unaffected in circumstances where there is evidence that the question paper or other assessment has been more, or less, difficult than usual.

- ◆ The grade boundaries can be adjusted downwards if there is evidence that the question paper or other assessment has been more difficult than usual.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the question paper or other assessment has been less difficult than usual.
- ◆ Where levels of difficulty are comparable to previous years, similar grade boundaries are maintained.

Grade boundaries from question papers in the same subject at the same level tend to be marginally different year on year. This is because the specific questions, and the mix of questions, are different and this has an impact on candidate performance.

This year, a package of support measures including assessment modifications and revision support, was introduced to support candidates as they returned to formal national exams and other forms of external assessment. This was designed to address the ongoing disruption to learning and teaching that young people have experienced as a result of the COVID-19 pandemic. In addition, SQA adopted a more generous approach to grading for National 5, Higher and Advanced Higher courses than it would do in a normal exam year, to help ensure fairness for candidates while maintaining standards. This is in recognition of the fact that those preparing for and sitting exams have done so in very different circumstances from those who sat exams in 2019.

The key difference this year is that decisions about where the grade boundaries have been set have also been influenced, where necessary and where appropriate, by the unique circumstances in 2022. On a course-by-course basis, SQA has determined grade boundaries in a way that is fair to candidates, taking into account how the assessment (exams and coursework) has functioned and the impact of assessment modifications and revision support.

The grade boundaries used in 2022 relate to the specific experience of this year's cohort and should not be used by centres if these assessments are used in the future for exam preparation.

For full details of the approach please refer to the [National Qualifications 2022 Awarding — Methodology Report](#).