



Advanced Higher
Course Assessment
Specification



Advanced Higher Health and Food Technology Course Assessment Specification (C736 77)

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:	C736 77
Course assessment code:	X736 77

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 marks
Component 2 — question paper	40 marks
Total marks	100 marks

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/Unit 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 skills in practical and 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.

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 marks (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 relevant to the Course. Learners may research any appropriate topic based on a current scientific, sociological or technological food issue.

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

- ◆ using research skills to investigate a current food issue
- ◆ evaluating, analysing and presenting information

The project will have three stages:

1. Project proposal
2. Research
3. Analysis and evaluation

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 marks (40% of the total marks).

This question paper 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
- ◆ demonstrating knowledge and understanding of food science
- ◆ analysing contemporary issues affecting consumer food choices
- ◆ demonstrating 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. Learners will complete this in 2 hours.

Controlled assessment — project

This project is:

- ◆ set by SQA
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

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

Learners must be able to understand the functions and inter-relationships between the following nutrients and analyse their impact on health:

- ◆ macronutrients
 - protein, fat, carbohydrate
- ◆ micronutrients
 - vitamin A, vitamin B complex, vitamin C, vitamin D, vitamin E, vitamin K, calcium, phosphorus, iron, sodium
- ◆ plus water, dietary fibre and energy

Learners must be able to explain in detail dietary needs of individuals and groups at different stages of life:

- ◆ infants, young children, adolescents, adults, elderly

Learners must be able to explain the implications for diet and health specific to the following groups:

- ◆ during pregnancy and lactation
- ◆ lacto-vegetarians, ovo-lacto-vegetarians, ovo-vegetarians, vegans
- ◆ during weight reduction/management

Learners must be able to:

- ◆ source
 - current dietary advice
 - information about national food and drink strategies/initiatives
 - current national diet and nutrition statistical information
- ◆ analyse the impact of the identified advice on the health of individuals and groups

Learners should be able to explain:

- ◆ the links between nutritional intake and diet-related diseases or conditions and
- ◆ the effects on health of the following diet-related diseases or conditions:
 - obesity, coronary heart disease, stroke, type 2 diabetes, osteoporosis, anaemia, bowel disease

<p>Learners must be able to explain the implications for a food manufacturer of carrying out stages in the product development process:</p> <ul style="list-style-type: none"> ◆ concept generation, concept screening, prototype production, product testing, first production run, marketing plan, product launch ◆ sensory testing, market research, marketing
<p>Learners must be able to explain the functional properties of a range of ingredients in food products and their impact on the food manufacturing process.</p>
<p>Learners must be able to analyse contemporary food issues affecting consumer food choice including:</p> <ul style="list-style-type: none"> ◆ environmental and sustainability issues ◆ ethical issues ◆ food packaging and labelling ◆ media and advertising
<p>Learners should be able to evaluate the effect of technological developments related to the food manufacturing process:</p> <ul style="list-style-type: none"> ◆ food additives <ul style="list-style-type: none"> — emulsifiers, preservatives, anti-oxidants, colourings, flavourings ◆ functional foods, cook/chill products, modified-atmosphere-packed products, alternative proteins
<p>Learners must be able to:</p> <ul style="list-style-type: none"> ◆ evaluate types of market research methods used in the food sector <ul style="list-style-type: none"> — qualitative/quantitative — primary/secondary ◆ select appropriate primary and secondary research techniques to use to gather information about health or consumer issues
<p>Learners must be able to select appropriate techniques to use to research health and consumer issues.</p>

Administrative information

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History of changes to Course Assessment Specification

Version	Description of change	Authorised by	Date
2.0	Marks have been amended for each Component in the Course assessment structure section. Wording in the Added value section and Structure and coverage of the Course assessment section has been amended for clarification. Wording in Setting, conducting and marking of assessment section has been amended. Changes made to wording to clarify content in the Further mandatory information on Course coverage section.	Qualifications Development Manager	April 2015

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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.

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