



Higher
Course Assessment
Specification



Higher Health and Food Technology Course Assessment Specification (C736 76)

Valid from August 2014

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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:	Higher Health and Food Technology
SCQF level:	6 (24 SCQF credit points)
Course code:	C736 76
Course assessment code:	X736 76

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 — question paper	50% of the marks
Component 2 — assignment	50% of the marks
Total marks 100 marks	100% of the marks

This Course includes six SCQF credit points to allow additional 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 skills
- ◆ application — requiring application of knowledge and skills in practical or theoretical contexts as appropriate

The learner will be assessed through a combination of an assignment 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 question paper and an assignment.

Component 1 — question paper

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

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

- ◆ analysing the relationship between health, food and nutrition
- ◆ understanding the practical application of the functional properties of ingredients
- ◆ understanding a range of contemporary issues influencing food choice
- ◆ applying understanding of the food product development process

The question paper will have 50 marks, which is 50% of the total marks available for the Course assessment.

Component 2 — assignment

The purpose of this assignment is to assess the application of knowledge, understanding and skills from across the Units through a problem-solving approach. Learners will use skills to research and analyse information regarding a food or consumer issue, and make a food product(s).

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

- ◆ applying a range of technological skills related to the production of a food product to meet specified health and/or consumer needs
- ◆ investigative and research skills
- ◆ organisational and management skills
- ◆ evaluation skills

The assignment will have 50 marks, out of a total of 100 marks. This is 50% of the total marks available for the Course assessment.

This assignment has four Sections.

Section 1: Planning

A total of 22 marks will be awarded for:

- ◆ identifying key issues from the brief
- ◆ using a range of techniques to investigate the key issues of the brief

Section 2: The food product

A total of 10 marks will be awarded for:

- ◆ producing and justifying an appropriate solution for a food product based on the results of investigation

Section 3: Product testing

A total of 8 marks will be awarded for:

- ◆ carrying out two tests on the food product

Section 4: Evaluation

A total of 10 marks will be awarded for

- ◆ evaluating the food product with reference to the results of testing
- ◆ identifying and justifying amendments that might be made to the food product

Advice and guidance

The range of advice and guidance the assessor may give learners could include:

- ◆ advice and guidance on how to structure the assignment
- ◆ recommendations regarding time spent on each Section of the assignment
- ◆ the level of detail required for each stage

While learners may be presented with feedback as they move on to the next stage of the assessment, they are not allowed to be re-assessed on stages already completed.

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 1 hour and 30 minutes.

Controlled assessment — assignment

This assignment 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.

Setting the assessment

The assignment is set by SQA.

Conducting the assessment

The assignment is conducted under some supervision and control.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the 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-relationship between the following nutrients and analyse their impact on health: <ul style="list-style-type: none">◆ protein, fat, carbohydrate, vitamin A, vitamin B complex, vitamin C, vitamin D, vitamin E, folic acid, calcium, phosphorus, iron, sodium◆ plus water, dietary fibre and energy
Learners must be able to analyse dietary needs of individuals and groups throughout different stages of life.
Learners must be able to source current dietary advice and explain the effect on health of individuals of following the identified advice.
Learners must be able to explain the effects of the following diet-related diseases or conditions on health. <ul style="list-style-type: none">◆ obesity, coronary heart disease, type 2 diabetes, osteoporosis, anaemia, bowel disease
Learners must be able to explain the benefits to health of a balanced and varied diet.
Learners must be able to demonstrate knowledge of food contamination sources and conditions for bacterial growth and apply this knowledge to food production.
Learners must be able to explain, in detail, the following stages of the food product development process: <ul style="list-style-type: none">◆ concept generation, concept screening, prototype production, product testing, first production run, marketing plan, product launch
Learners must be able to explain the functional properties of a range of ingredients in food products and the impact of these on the food product development process.
Learners must be able to explain in detail, how the following factors affect a consumer's choice of foods: <ul style="list-style-type: none">◆ budget, lifestyle, nutritional knowledge
Learners must be able to explain how a range of contemporary food issues affect consumer choice of foods including: <ul style="list-style-type: none">◆ environmental and ethical issues, the media, food packaging and labelling

Learners must be able to explain how the use of the following technological developments in food production affect a consumer's choice of foods:

- ◆ food additives, functional foods, cook-chill products, modified atmosphere packed products, Ultra Heat Treated products, alternative proteins

Learners must be able to source information and advice about food issues, and explain how organisations protect the consumer.

Learners must be able to select appropriate techniques from the following range to research health or consumer issues:

- ◆ questionnaire, survey, interview, sensory testing, literary/internet search, nutritional analysis, cost analysis

Administrative information

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History of changes to Course Assessment Specification

Version	Description of change	Authorised by	Date
1.1	Marks inserted in the Course Assessment structure section. Within the Structure and coverage of Course assessment section, the order of information of question paper and assignment has been reversed, the number of Sections in the assignment has changed from four to three and marks available for each Section inserted. Changes to wording to clarify content in the further mandatory information on Course coverage section.	Qualifications Development Manager	April 2014
1.2	Page 2: 'Course assessment structure' section — typographical error corrected. Components renumbered to: Component 1 question paper and Component 2 assignment.	Qualifications Manager	April 2015

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