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Fashion and Textile Technology  
Health and Food Technology  
Hospitality: Practical Cake Craft  
Hospitality: Practical Cookery



This update contains information on any recent updates to documents for Fashion and Textile Technology, Health and Food Technology, Hospitality: Practical Cake Craft and Hospitality: Practical Cookery, along with further information and guidance.

I hope you find this information helpful. If you have any questions please do not hesitate to contact me.

**Graeme Findlay**  
Qualifications Manager



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## The Qualifications Team

### **Graeme Findlay**

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**Amber Reid** Subject Implementation Manager for Fashion and Textile Technology

## Changes to documents in August and September

As part of our agreed schedule of planned changes to documents for session 2016–17, the following documents have been revised.

### **Practical Cake Craft**

#### **National 5 Unit assessment support**

Minor amendments have been made to the Cake Finishing unit-by-unit approach and combined and portfolio approaches to reflect amendments made to the Course Assessment Specification.

#### **National 5 Coursework**

Amendments have been made to the marking criteria for Finishing Decoration Techniques, and the layout of the candidate assessment record.

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## **Practical Cookery**

### **National 3 Unit assessment support**

Amendments have been made to the Cookery Skills, Techniques and Processes unit-by-unit approach to include stir frying as well as shallow frying.

Amendments have been made to column 4 of the Judging evidence table to reflect the exemplar recipes and the revised Dietary Goals for Scotland.

### **National 4 Unit assessment support**

Amendments have been made to the Cookery Skills, Techniques and Processes unit-by-unit approach to include stir frying as well as shallow frying.

Amendments have been made to column 4 of the Judging evidence table, to reflect the revised Dietary Goals for Scotland.

Amendments have been made to the Organisational Skills for Cooking unit-by-unit approach. Ingredients for garnishing have been added to exemplar recipe.

Amendments have been made to recipes in the combined approach, to fully meet requirements of all the units.

### **National 5 Unit assessment support**

Amendments have been made to the Cookery Skills, Techniques and Processes unit-by-unit approach to include stir frying as well as shallow frying.

Amendments have been made to column 4 of the Judging evidence table to reflect the revised Dietary Goals for Scotland.

Amendments have been made to the combined approach recipes, in order to fully meet the requirements of all of the units.

### **National 5 Coursework**

Amendments have been made to the assessment conditions to clarify the time allocation for Stage 1: Planning.

Amendments have been made to the General Assessment Information to clarify the time allocation and permitted resources for Stage 1: Planning, and to the wording for Stage 2: Implementing, for clarification of how to mark when dishes are presented more than 5 minutes after the planned time.

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## Health and Food Technology

### National 3 Unit assessment support

#### Health and Food Technology: Food for Health — Package 1, Unit-by-Unit:

Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of expected candidate responses and consistency across units. Minor amendments have been made to wording in Appendix 1 for consistency with the amendments made to the Judging evidence table.

#### Health and Food Technology: Contemporary Food Issues — Package 1, Unit-by-Unit:

The 'What this pack covers' section has been amended to remove Outcome 2. Amendments to all other sections have been made for consistency with the removal of this Outcome. Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of expected candidate responses and consistency across units.

#### Health and Food Technology: Food Product Development — Package 1, Unit-by-Unit:

Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of expected candidate responses and consistency across units.

#### Package 2, Portfolio approach:

The 'What this pack covers' section has been amended to remove Outcome 2 from the Contemporary Food Issues unit. Amendments to all other sections have been made for consistency with the removal of this Outcome.

Minor amendments have been made to the wording in columns 3 and 4 of the Judging evidence table for clarification of expected candidate responses and consistency across units.

#### Package 3, Combined approach:

The 'What this pack covers' section has been amended to remove Outcome 2 from the Contemporary Food Issues unit. Amendments to all other sections have been made for consistency with the removal of this Outcome.

Minor amendments have been made to the wording in columns 3 and 4 of the Judging evidence table for clarification of expected candidate responses and consistency across units.

### National 3 Course and Unit Support Notes

Amendments have been made to the content to correspond with the removal of Outcome 2 from the Contemporary Food Issues Unit Specification.

### National 4 Unit assessment support

#### Health and Food Technology: Food for Health — Package 1, Unit-by-Unit:

Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of expected candidate responses and consistency across units. Minor amendments have been made to the wording in Appendix 1 for consistency with amendments to the Judging evidence table.

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### **Health and Food Technology: Contemporary Food Issues — Package 1, Unit-by-Unit:**

The 'What this pack covers' section has been amended to remove Outcome 2. Amendments to all other sections have been made for consistency with the removal of this Outcome. Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of expected candidate responses and consistency across units. Also, amendments have been made to the candidate task to reflect changes in evidence requirements.

### **Health and Food Technology: Food Product Development — Package 1, Unit-by-Unit:**

Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of the expected candidate responses and consistency across units.

### **Package 2, Portfolio approach:**

The 'What this pack covers' section has been amended to remove Outcome 2 from the Contemporary Food Issues unit. Amendments to all other sections have been made for consistency with the removal of this Outcome.

Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of the evidence required to achieve the assessment standards and for consistency across units.

### **Package 3, Combined approach:**

The 'What this pack covers' section has been amended to remove Outcome 2 from Contemporary Food Issues Unit. Amendments to all other sections have been made for consistency with the removal of this Outcome.

Amendments to columns 3 and 4 of Judging evidence table for clarification of the evidence required in order to achieve the assessment standards and for consistency across units.

### **Added Value Unit**

Minor amendments have been made to the wording in columns 3 of the Judging evidence table and Appendix 1, for consistency across units.

### **National 4 Course and Unit Support Notes**

Amendments have been made to the content to correspond with the removal of Outcome 2 from the Contemporary Food Issues Unit Specification.

### **National 5 Unit assessment support**

#### **Health and Food Technology: Food for Health — Package 1, Unit-by-Unit:**

Amendments have been made to column 3 of the Judging evidence table for clarification of the evidence required to achieve the assessment standards.

Amendments have been made to column 4 of the Judging evidence table for clarification of the expected candidate responses and consistency across units.

Amendments have been made to the Candidate Task to reflect the changes in evidence requirements.

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### **Health and Food Technology: Contemporary Food Issues — Package 1, Unit-by-Unit:**

The 'What this pack covers' section has been amended to remove Outcome 2. Amendments to all other sections have been made for consistency with the removal of this Outcome. Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of the expected candidate responses and consistency across units.

### **Health and Food Technology: Food Product Development — Package 1, Unit-by-Unit:**

Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of the expected candidate responses and consistency across units.

### **Package 2, Portfolio approach:**

The 'What this pack covers' section has been amended to remove Outcome 2 from the Contemporary Food Issues Unit. Amendments to all other sections have been made for consistency with the removal of this Outcome.

Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of the evidence required in order to achieve the assessment standards and for clarification of expected candidate responses.

### **Package 3, Combined approach:**

The 'What this pack covers' section has been amended to remove Outcome 2 from the Contemporary Food Issues Unit. Amendments to all other sections have been made for consistency with the removal of this Outcome.

Amendments have been made to columns 3 and 4 of the Judging evidence table for clarification of the expected candidate responses, and for consistency across units. Amendments have been made to the candidate task to reflect the changes in evidence requirements, and minor amendments to wording, giving clarification of the expected candidate responses.

## **National 5 Coursework**

### **Coursework Assessment Task, Instructions for Candidates and General Assessment Information documents**

Minor amendments have been made to the Detailed Marking Instructions for clarification of the expected candidate response. Minor amendments have also been made to the wording in Appendix 1: Instructions for Candidates, for consistency.

### **Candidate Workbook**

A minor amendment has been made to Section 3: Product Testing. It is now a requirement that candidates should include a photograph of their food product, rather than being an optional choice. A new box has been inserted as the intended space for a photograph to be included in a candidate's submission.

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## **Assessment task briefs**

The same coursework briefs will be used for both National 5 and Higher Health and Food Technology. Please remember, these are updated annually and published by the end of September each year.

## **National 5 Course and Unit Support Notes**

Amendments have been made to the content to correspond with the removal of Outcome 2 from the Contemporary Food Issues Unit Specification.

## **Higher Unit assessment support**

### **Health and Food Technology: Food for Health — Package 1, Unit-by-Unit:**

Amendments have been made to column 3 of the Judging evidence table for assessment standard 1.4 to include 'diseases'.

A minor amendment has been made in the Candidate Task Part 1 to include 'diseases' for consistency with other levels.

### **Health and Food Technology: Contemporary Food Issues — Package 1, Unit-by-Unit:**

The 'What this pack covers' section has been amended to remove assessment standard 1.4. Amendments to all other sections have been made for consistency with the removal of this assessment standard.

An amendment to the scenario in the candidate task has also been made, to reflect the removal of assessment standard 1.4.

### **Package 2, Portfolio approach:**

The 'What this pack covers' section has been amended to remove assessment standard 1.4 from the Contemporary Food Issues Unit. Amendments to all other sections have been made for consistency with the removal of this assessment standard.

Minor amendment has been made to the wording in column 3 of the Judging evidence table for clarification of the expected candidate response.

### **Package 3, Combined approach:**

The 'What this pack covers' section has been amended to remove assessment standard 1.4 from the Contemporary Food Issues Unit. Amendments to all other sections have been made for consistency with the removal of this assessment standard.

A minor amendment has been made to the wording of Part 2(c) of the candidate task for clarification.

## **Higher Coursework**

### **Coursework Assessment Task and General Assessment Information documents**

Amendments have been made to the wording in Sections 4i and 4ii of the Detailed Marking Instructions, for clarification of the application of Marking Instructions.

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An amendment has been made to Appendix 1, Section 4 of the Coursework Assessment Task document, for clarification of evaluation.

### **Assessment task briefs**

The same coursework briefs will be used for both National 5 and Higher Health and Food Technology. Please remember, these are updated annually and published by the end of September each year.

## **Fashion and Textile Technology**

### **National 4 Unit assessment support**

#### **Fashion and Textiles Technology: Fashion and Textile Choices — Package 1, Unit-by-Unit:**

The 'What this pack covers' section has been amended to highlight the revised Outcomes and assessment standards. Amendments have been made to all sections for consistency with the revised Outcomes and assessment standards.

#### **Package 2, Portfolio approach:**

The 'What this pack covers' section has been amended to show the revised Outcomes and assessment standards for the Fashion and Textile Choices Unit. Amendments have been made to all sections for consistency with the revised Outcomes and assessment standards for this unit.

#### **Package 3, Combined approach:**

The 'What this pack covers' section has been amended to remove Outcome 2 from the Fashion and Textile Choices unit. Amendments have been made to all other sections for consistency with this change.

### **National 4 Course and Unit Support Notes**

Amendments have been made to the 'Aims', 'Approaches to learning, teaching and assessment' and 'Equality and inclusion' sections to reflect the removal of Outcome 2 from the Fashion and Textile Choices Unit.

### **National 5 Unit assessment support**

#### **Fashion and Textiles Technology: Fashion and Textile Choices — Package 1, Unit-by-Unit:**

The 'What this pack covers' section has been amended to highlight the revised Outcomes and assessment standards. Amendments have been made to all sections for consistency with the revised Outcomes and assessment standards.

#### **Package 2, Portfolio approach:**

The 'What this pack covers' section has been amended to show revised Outcomes and assessment standards for the Fashion and Textile Choices Unit. Amendments have been made



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to all sections for consistency with the revised Outcomes and assessment standards for this unit.

**Package 3, Combined approach:**

The 'What this pack covers' section has been amended to remove Outcome 2 from the Fashion and Textile Choices Unit. Amendments have been made to all other sections for consistency with this change.

**National 5 Coursework**

**Coursework/Practical Activity Assessment Task (CAT) and General Assessment Information (GAI) documents**

Amendments have been made to the mark allocation in Sections 1(b), 1(c) and 2(b) of the Detailed Marking Instructions. Marks are now awarded for each investigative technique identified and for presenting the solution.

Amendments have been made to the Construction Techniques Marking Instructions and the Practical Activity Assessment Record to clarify the application of marks.

Wording has been amended in the Detailed Guidelines in Appendix 1 of the Coursework Assessment Task document for consistency with amendments to the marking instructions and for clarification of expected candidate responses.

**Practical Activity Template document**

Amendments have been made to the sections titled 'Fashion/Textile solution to the brief', 'Equipment and Tools', 'Making the detailed fashion/textile item' and the 'Candidate Marking Information'. These changes and additional text have been added to reflect the amended mark allocation, and for clarification on evidence requirements.

**Assessment Task briefs**

The same coursework briefs will be used for both National 5 and Higher Fashion and Textile Technology. Please remember, these are updated annually and published by the end of September each year.

**National 5 Course and Unit Support Notes**

Amendments have been made to the 'Aims', 'Approaches to learning, teaching and assessment' and 'Equality and inclusion' sections to reflect the removal of Outcome 2 from the Fashion and Textile Choices Unit.

**Higher Coursework**

**Coursework/Practical Activity Assessment Task (CAT) and General Assessment Information (GAI) documents**

Amendments have been made to the mark allocation in sections 1(c) and 1(e) of the Detailed Marking Instructions. Marks are now awarded for presenting the solution.

Amendments have been made to the Construction Techniques Marking Instructions and to the Practical Activity Assessment Record to clarify the application of marks.

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Wording has been amended in the Detailed Guidelines in Appendix 1 of the Coursework Assessment Task document, for consistency with amendments to the marking instructions, and for clarification of expected candidate responses.

### **Assessment task briefs**

The same coursework briefs will be used for both National 5 and Higher Health and Food Technology levels. Please remember, these are updated annually and published by the end of September each year.

The Notification of Changes spreadsheets have been updated to reflect the latest changes to documents. You can view these spreadsheets at [www.sqa.org.uk/nqsubjectchanges](http://www.sqa.org.uk/nqsubjectchanges)

## **Changes to mandatory documents**

The following necessary changes have been identified as a result of the subject reviews that were carried out. Feedback from verification activities, the exam diet and grade boundary meetings, which took place during the summer months, have also influenced this work.

### **Health and Food Technology**

#### **National 3, National 4 and National 5 Course Specification**

Reference to the application of knowledge and skills in practical food contexts have been removed from the description of Contemporary Food Issues unit, in the 'Course structure and conditions of award' and 'Assessment' sections.

#### **National 3, National 4 and National 5**

##### **Unit Specification — Health and Food Technology: Contemporary Food Issues**

Outcome 2 and the associated assessment standard have been removed.

#### **Higher Course Specification**

Reference to the application of knowledge and skills in practical food contexts have been removed from the description of Contemporary Food Issues unit, in the 'Course structure and conditions of award' and 'Assessment' sections.

#### **Higher**

##### **Unit Specification — Health and Food Technology: Contemporary Food Issues**

Assessment standard 1.4 has been removed. An amendment has been made to the Evidence Requirements section for consistency with the removal of assessment standard 1.4.

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## Fashion and Textile Technology

### National 4 and National 5 Course Specification

Amendments have been made to the structure and assessment of the Fashion and Textile Choices unit, to reflect changes to the Unit Specification.

### National 5 Course Assessment Specification

Amendments have been made to Fashion and Textile Choices unit information in the 'Further mandatory information on course coverage' section, to reflect changes to the Unit Specification.

### National 4 and National 5

#### Unit Specification — Fashion and Textile Technology: Fashion and Textile Choices

Outcome 2 has been removed.

Outcome 1 has been revised from 'Prepare to make or adapt detailed fashion/textile items that take into account factors that affect the fashion and textile choice of others' to 'Develop a detailed fashion/textile item that takes into account factors that affect the fashion and textile choice of others'.

Assessment standard 1.2 has been changed from 'Developing a solution for a detailed fashion/textile item that will meet the fashion/textile choices of this group' to 'Presenting and justifying a solution for a detailed fashion/textile item that will meet the fashion/textile choices of this group'.

## Further information and guidance

### Changes to National Courses

In September 2016, the Deputy First Minister announced that unit assessments will be removed from National 5, Higher and Advanced Higher courses. These changes will be implemented over a three-year period and we have started to review how each course is assessed.

[Find out more about the changes to National Courses.](#)

### What's next for Subject Review Reports?

Following the Scottish Government decision to make changes to unit assessment in National Courses, we are reviewing current activities with regard to the Subject Review Reports and associated guidance notes.

Completed review report actions for 2016–17 will remain. Actions for 2017–18 onwards may be cancelled or rescheduled in light of the work associated with the revisions to National Courses, especially those relating to unit assessments.

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Further information and subject-specific updates will continue to be communicated via Centre News and the subject web pages.

### Guidance notes

- [Fashion and Textile Technology: Understanding the next steps for session 2016–17](#)
- [Health and Food Technology: Understanding the next steps for session 2016–17](#)
- [Hospitality: Practical Cake Craft: Understanding the next steps for session 2016–17](#)
- [Hospitality: Practical Cookery: Understanding the next steps for session 2016–17](#)

These documents outline the specific actions to take or points to be aware of when carrying out assessments with your candidates in session 2016–17.

### Removal of exemplar question papers

Exemplar question papers were created as a revision resource for learners during the implementation of the new Higher and Advanced Higher National Qualifications. As we now have two years' worth of past papers for new Higher as well as a specimen question paper for each subject with an exam, the exemplar question papers will be removed from our website in the week commencing 24 October 2016. Associated guidance documents and guidance on the use of past paper questions documents will also be removed at this time.

The Advanced Higher exemplar question papers and associated guidance will remain for session 2016–17 and will be removed from the website in July 2017.

### Course Reports

We strongly recommend that you read the annual Course Reports for the subject(s) and levels you are teaching. These reports are produced following the annual diet of exams and are published by the end of October. The reports provide informed and valuable commentary on the assessment for each component in the course, and include a summary of:

- candidate performance in the course assessment
- areas in which candidates performed well
- areas which candidates found demanding

The reports also contain advice on preparing future candidates, and statistical data relating to grade boundaries. Course Reports will be available from the relevant subject pages of our website at [www.sqa.org.uk/nqsubjects](http://www.sqa.org.uk/nqsubjects)

### Verification Key Messages

Key messages from rounds 1 and 2 of verification in session 2015–16 are available on the relevant subject pages of our website at [www.sqa.org.uk/nqsubjects](http://www.sqa.org.uk/nqsubjects). You can access them from the 'Verification and Course Reports' tab.

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# Looking ahead to session 2016–17

## Marker recruitment opportunities for 2017

We are now accepting marker applications from teaching professionals to contribute to the 2017 exam diet. If you are interested in joining us as a marker, please visit the [appointee opportunities](#) section of our website where you will find a marker advert for all subjects and levels, with details of the role.

Becoming a marker helps to increase your awareness of the demands of course assessment and provides excellent professional and personal development.

Please check [www.sqa.org.uk/appointees](http://www.sqa.org.uk/appointees) regularly for other appointee opportunities which may be of interest to you.

## Understanding Standards programme

Our Understanding Standards programme will continue in the coming session and will include nominee training events, subject-specific course events and the publication of further Understanding Standards materials.

### Understanding Standards course events 2016–17

We are running a programme of subject-specific Understanding Standards events from October 2016 until January 2017. The majority of these events will focus on the standards required for course assessment at Advanced Higher.

For more information and to book your place, visit [www.sqa.org.uk/ngevents](http://www.sqa.org.uk/ngevents). Please note that for each subject there is a maximum of one place per centre.

### Understanding Standards materials

Understanding Standards materials contain real examples of candidate evidence from course and unit assessments, along with a commentary that explains why the evidence has or has not met the assessment standards. These materials are a really useful resource for helping you to strengthen your understanding of the standards required for assessment.

We will continue to publish new Understanding Standards materials throughout the coming session and you can access them from the following locations:

<b>SQA Understanding Standards website</b> ( <a href="http://www.understandingstandards.org.uk">www.understandingstandards.org.uk</a> )	<b>SQA Secure website</b> ( <a href="https://secure.sqa.org.uk">https://secure.sqa.org.uk</a> )
Candidate evidence and commentaries for <b>externally assessed</b> components of course assessment (including question papers).	Candidate evidence and commentaries for unit assessment and <b>internally assessed</b> components of course assessment.

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You can arrange access to our secure website through your SQA co-ordinator. Any materials downloaded from our secure website must be stored securely and treated as confidential.

## Extra support to help you deliver your courses

### Continuing professional development (CPD)

We will continue to offer subject-specific CPD support at a local authority, independent school or college level, subject to request. This involves an experienced SQA appointee providing advice and guidance on any areas of concern that are not already addressed by the Understanding Standards programme.

Please note that CPD requests should be made by the appropriate representative from the local authority, independent school or college. For each request we will agree with the representative the content to be covered and the most appropriate way to deliver the support, eg in person, by webinar or by video conference/teleconference.

CPD requests can be made at [www.sqa.org.uk/cpdform](http://www.sqa.org.uk/cpdform)

## Stay informed

### Subscribe to Centre News

Our weekly Centre News newsletter contains the latest news and updates for centres delivering SQA qualifications. It also includes subject-specific news and a regular reminder of key dates during the session.

To subscribe, visit <http://mailer.sqa.org.uk>

### Visit your subject pages

Make sure you regularly visit your subject pages, where you can access documents and assessment support materials for your courses, Verification Key Messages and information on coursework. You will also find the latest news updates for your courses in the 'Updates and announcements' section.

Visit [www.sqa.org.uk/nqsubjects](http://www.sqa.org.uk/nqsubjects)

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