National Qualifications

Health and Food Technology Project
General assessment information

This pack contains general assessment information for centres preparing candidates for the project Component of Advanced Higher Health and Food Technology Course assessment.

It must be read in conjunction with the specific assessment task for this Component of Course assessment which may only be downloaded from SQA's designated secure website by authorised personnel.

Valid from session 2015/16 and until further notice

Contents

Introduction

This is the general assessment information for Advanced Higher Health and Food Technology project

The project is worth 60 marks out of a total of 100 marks. This is 60% of the overall marks for the Course assessment. The Course will be graded A–D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment. The other Component is a question paper.

This document describes the general requirements for the assessment of the project Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the Assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment 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 candidates 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 in this Course is provided in the *Course/Unit Support Notes*.

What this assessment covers

This assessment contributes 60% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the project in the *Course Assessment Specification*. These are:

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

The project is designed to assess the candidate's ability to integrate and apply the knowledge and skills gained in individual Units, and provides added value. Added value in Course assessment focuses on one or more of breadth, challenge or application.

In the case of this assessment, the focus is on challenge and application:

♦ challenge allows candidates to demonstrate greater depth or extension of knowledge and skills assessed in the Units of the Course, through research into a current food issue
♦ application allows candidates to analyse and draw conclusions about the identified current food issue

Assessment

Purpose

The purpose of this assessment is to generate evidence for this Component of the Added Value of this Course by means of a project.

Assessment overview

The project requires candidates to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of carrying out research into a current food issue.

The topic chosen for the project may be related to an area candidates have studied in the Units of the Course, but they are free to research any appropriate topic based on a current scientific, sociological or technological food issue.

An overview of the process to be undertaken by the candidate is shown in the table below:

Stage	
1 **Project proposal**	1(a) Carry out a literature review to gather information about the chosen topic.
	1(b) Provide a research question based on the results of the literature review.
	1(c) Outline the plan for research into the identified research question.
2 **Research**	2(a) Communicate relevant results of research clearly.
	2(b) Provide sufficient relevant information for analysis.
	2(c) Present results logically and appropriately referenced.
3 **Analysis and evaluation**	3(a) Analyse the results from the research undertaken.
	3(b) Draw conclusions based on the results of the analysis.
	3(c) Evaluate the research process.

Evidence which meets the requirements of this Component of Course assessment will be a report of between 3,000 and 4,000 words, excluding references, footnotes and appendices. The word count should be submitted with the report. If the word count exceeds 10%, a penalty will be applied.

Anonymity, confidentiality and ethical guidelines

If candidates undertake gathering of information which involves interviewing or surveying individuals, either directly or indirectly, they must discuss the suitability of this with the assessor before commencing the process. If the assessor agrees, then appropriate permission from the relevant person(s) **must** be sought and granted before commencing the research. Candidates must take appropriate steps in order to maintain the anonymity of the individual(s) throughout the project if they are sharing sensitive personal information, eg about a diet-related condition.

In instances where the job description/post/position of an individual is central to the authenticity of the information to be gathered, permission to disclose this information **must** be sought and granted before commencing the research.

Throughout the project, care should be taken to ensure that appropriate safeguards and boundaries are established to ensure that privacy, confidentiality and anonymity are maintained at all times, where appropriate.

Candidates should refer to **relevant ethical guidelines** from any appropriate regulatory body, eg for health professionals, when required.

Referencing information
The information the candidate accesses for use in their project must be current, relevant and from a credible source.

They must reference any information used in their report such as publications including books, professional journals and government reports; online sources and other types of media; specialist organisations and individuals.

Downloading directly from the internet or copying directly from books without acknowledgement is plagiarism. It is also plagiarism for a candidate to present others' ideas as their own.

The purpose of referencing is to:

♦ show clearly which ideas or words are not their own
♦ provide enough information for someone else to find the source of those ideas or words
♦ present that information consistently

Candidates may use any system of referencing in their report provided it meets those requirements.

For example, words and ideas that are not the candidate's own should have their source cited clearly beside them in the text, with those sources listed alphabetically at the end of the report, as shown in the examples below.

Books

In the text: 'by eating a wide variety of foods in moderation you will obtain all the nutrients you need to support growth and development of all tissues, regulate metabolic process and provide adequate energy for proper weight control.' (Williams, 2007, p.37)

In the list of references: Williams, M.H., (2007) *Nutrition for Health, Fitness and Sport*. 8th ed., McGraw-Hill.

Journals/periodicals

In the text: 'organic crops and crop-based foods are up to 69% higher in a number of key anti-oxidants than conventionally-grown crops' (Baranski et al, 2014, p.807)

In the list of references: Baranski, M. et al, (2014) Higher antioxidant and lower cadmium concentrations and lower incidence of pesticide residues in organically grown crops: a systematic literature review and meta-analyses. *British Journal of Nutrition* Vol 112 (Issue 5) pp. 794-811.

In the text: 'Successful weight loss may be detrimental because it may be seen as a license to return to unhealthy eating habits'. (Allom and Mullan, 2014, p.159)

In the list of references: Allom, V., and Mullan, B., (2014) Maintaining healthy eating behaviour: experiences and perceptions of young adults. *Nutrition and Food Science* Vol 44 (Issue 2) pp.156-167.

Websites

In the text: 'Each week over 1 million members attend over 40,000 meetings around the world.' (www.weightwatchers.co.uk)

In the list of references:
http://www.weightwatchers.co.uk/util/art/index_art.aspx?tabnum=4&art_id=98102&sc=3046 (Accessed 18/09/14)

The date accessed and the full URL must be referenced:
www.weightwatchers.co.uk is not enough in the list of references because it does not lead to the cited content.

Appendices

Candidates may provide supplementary material at the end of the report in an appendix. Material that complements the report by supporting its content could include data from results of testing, questionnaires/surveys, diagrams, illustrations, mind maps or any other relevant material.

Only information that is referenced in the document should be included in the appendix.

No marks will be awarded for any materials presented in the appendix.

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

This assessment will be carried out over a period of time. Candidates should begin this assessment at an appropriate point in the Course. This will normally be when they have completed most of the work on the Units in the Course.

Evidence which meets the requirements of this Component of Course assessment will be between 3,000 and 4,000 words. The word count should be submitted with the report. If the word count exceeds 10%, a penalty will be applied.

The evidence for assessment should be produced by the candidate in time to meet a submission date set by SQA.

There are no restrictions on the resources to which candidates may have access.

Candidates must undertake the assessment, whatever the nature, independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Coursework in Advanced Higher may involve learners undertaking a larger amount of autonomous work without close supervision than they have previously undertaken. Assessors may provide guidance and support as part of the normal teaching and learning process. However, assessors should not adopt a directive role or provide specific advice on how to re-phrase, improve responses or provide model answers.

Assessors should provide reasonable guidance on the types of current food issue which will enable candidates to meet all the requirements of the project. They may also guide candidates as to the likely availability and accessibility of resources for their chosen issue.

Once work on the assessment has begun, the candidate should be working independently.

Clarification may be sought by candidates regarding the requirements for the assessment if they find them unclear. In this case, the clarification should normally be given to the whole class.

The project will be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place.

Assessors should put in place mechanisms to authenticate candidate evidence. For example:

♦ regular checkpoint/progress meetings with candidates
♦ short spot-check personal interviews
♦ checklists which record activity/progress
♦ photographs, film or audio evidence

Group work approaches as part of the preparation for assessment can be helpful to simulate real-life situations, share tasks and promote team working skills. However, group work is not appropriate once formal work on assessment has started.

Evidence to be gathered

The following candidate evidence is required for this assessment:

♦ the candidate's completed report

General Marking Instructions

In line with SQA's normal practice, the following general marking instructions are addressed to the marker. They will also be helpful for those preparing learners for Course assessment.

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

General Marking Principles for the Advanced Higher Health and Food Technology Project

This information is provided to help you understand the general principles you must apply when marking candidate responses to this project. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.

b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum mark on the basis of errors or omissions.

c) Candidates may demonstrate their skills, knowledge and understanding in a variety of ways and at different points in the project evidence. Marks should be awarded for relevant and appropriate skills, knowledge and understanding wherever they are demonstrated.

d) Assessment items that ask candidates to *explain* require them to relate cause and effect and/or make relationships between things clear.

e) Assessment items that ask candidates to *evaluate* require them to make a judgement based on criteria or determine the value of something (eg the value of a particular source of information).

f) Assessment items that ask candidates to *analyse* require them to identify appropriate information from a range of sources, identify the relationships between these, and their significance when taken together.

Detailed Marking Instructions for the Advanced Higher Health and Food Technology Project

Where there is a range of marks available:
The assessor should first select the mark range descriptor which most closely describes the evidence demonstrated by the candidate.

Once the mark range has been selected:

Where two marks are available in the range descriptor:
♦ where the evidence fully or more closely meets the description of the mark range, the higher mark should be awarded
♦ where the evidence just meets, or more closely meets the description of the mark range, the lower mark should be awarded

Where three marks are available in the range descriptor:
♦ where the evidence fully matches the description of the mark range, the highest mark from the range should be awarded
♦ where the evidence just meets the description of the mark range, the lowest mark from the range should be awarded
♦ where the evidence falls between the above, the mark from the middle of the mark range should be awarded

Stage	Max mark	Marking instructions	Additional guidance
Project proposal	15	In the project proposal stage, marks will be awarded for: ♦ Literature review (9 marks) ♦ Research question (1 mark) ♦ Research plan: Explanation of techniques (5 marks) **Literature review** **Up to 9 marks** are available for a literature review. **1 mark is available** for each discrete point of information obtained through the literature review. Each point should: ♦ be communicated clearly ♦ be referenced appropriately	The candidate should conduct a broad review of the topic, through a literature review, to devise a clear focus for the research and provide a clear statement of the research question. The sources of information referred to must be current, credible and relevant to the context of the topic. Appropriate sources of information could include books, professional journals, government reports, statistical information and online sources.

		♦ be clearly relevant to the topic ♦ support the choice of research question No marks will be given for information that is not relevant to the topic, is not clearly referenced, or is not readily understood by the assessor. **Research question** **1 mark** is available for identifying an appropriate research question. The research question must: ♦ be clear ♦ provide an appropriate focus for research **Research plan: Explanation of techniques** **Up to 5 marks** are available for explanation of techniques to be used in the Research Plan. **I mark** is available for each clear point of explanation of the suitability of a research technique to be used for the research undertaken, up to a maximum of 3 marks for each research technique.	Candidates should plan to carry out at least two research techniques. Candidates should provide an explanation of the suitability of each technique to be used in the research. Research techniques could include a questionnaire, an interview eg with a sector specialist, food experiments/testing, data analysis, sensory evaluation, nutritional analysis, or any other appropriate research technique as agreed by the assessor. If a candidate chooses to interview an

			appropriate expert, guidance on anonymity, confidentiality and ethics in the Assessment Overview section of this document must be followed.
Research	20	In the Research stage, marks will be awarded for: ♦ Results: Relevance and clarity (12 marks) ♦ Results: Coverage (5 marks) ♦ Results: Presentation (3 marks) **Results: Relevance and clarity** **Up to 12 marks** are available for relevance and clarity. **10–12 marks** At least two sets of results relevant to the research question are communicated clearly. **7–9 marks** At least two sets of results relevant to the research question are communicated, mostly clearly. **4–6 marks** One set of results relevant to the research question is communicated, mostly clearly. OR At least two sets of results relevant to the research question are communicated, with limited clarity. **1–3 marks** One set of results relevant to the research question is communicated, with limited clarity.	The candidate is expected to use at least two research techniques, as identified in their plan. The information presented should be relevant to the research question.

		0 marks No results relevant to the research question are communicated.	
		Results: Coverage **Up to 5 marks** are available for results which fully address the research question. **5 marks** The results presented represent comprehensive coverage of the research question. **3-4 marks** The results presented represent adequate coverage of the research question. **1-2 marks** The results presented represent inadequate coverage of the research question. **0 marks** The results presented are not relevant to the research question.	The range of information presented should be sufficient to allow the candidate to carry out analysis and to draw sufficient valid conclusions relevant to the context of the research question.
		Results: Presentation **Up to 3 marks** are available for presentation of results. **3 marks** Presentation of all results is clear and logical (including appropriate referencing in the text and in a list of references). **2 marks**	The presentation of the results of research should be clear and logical. Results should be sequenced to facilitate interpretation.

		Presentation of most results is clear and logical (including appropriate referencing in the text and in a list of references). **1 mark** Presentation of most results is not clear and logical (including referencing in the text and in a list of references). **0 marks** There is no evidence that results are presented appropriately (including referencing).	
Analysis and evaluation	25	In the analysis and evaluation stage, marks will be awarded for: ♦ analysis (15 marks) ♦ conclusion (5 marks) ♦ evaluation (5 marks) **Analysis** **Up to 15 marks** are available for analysing the results of research. **13-15 marks** Information is synthesised from at least two pieces of research. Explanations clearly identify relevant pieces of information from the results, and relationships between them, and the analysis demonstrates a comprehensive consideration of all aspects of the research question and the way(s) in which those may be relevant to the research question. **10-12 marks** Information is synthesised from at least two pieces of research. Explanations clearly identify relevant pieces of information	Candidates should analyse the results of research carried out. Analysis requires the candidate to identify relevant pieces of information, the relationship between the pieces of information, and their significance when taken together. Candidates should therefore clearly identify relevant pieces of information, and relate these to each other in the context of their research question. The relationships between the pieces of information may reveal similarities and consistency, or contradictions and inconsistency.

from the results, and relationships between them, and the analysis demonstrates consideration of most aspects of the research results and the way(s) in which those may be relevant to the research question.

7-9 marks
Information is synthesised from at least two pieces of research.

Explanations clearly identify relevant pieces of information from the results, and relationships between them, and the analysis demonstrates a consideration of some aspects of those results and the way(s) in which those may be relevant to the research question.

4-6 marks
Information is synthesised from at least two pieces of research.

Explanations identify relevant pieces of information from the results, and relationships between them, and the analysis demonstrates a basic consideration of some aspects of those results and the way(s) in which those may be relevant to the research question.
OR
Information is synthesised from one piece of research.

Explanations clearly identify relevant pieces of information from the results, and relationships between them, and the analysis demonstrates a consideration of most aspects of those results and the way(s) in which those may be relevant to the research question.

| | | **1-3 marks**
Information is synthesised from one or more pieces of research.

Explanations identify pieces of information from the results, and relationships between them, and the analysis demonstrates basic consideration of some aspects of the research results and the way(s) in which those may be relevant to the research question.

0 marks
There is no evidence of relevant analysis. | |
| | | **Conclusion**

Up to 5 marks are available for drawing one or more conclusions from the analysis of research findings.

5 marks
The conclusion(s) drawn are all relevant to the research question, and are clearly and explicitly linked to the analysis undertaken.

3-4 marks
The conclusion(s) drawn are mostly relevant to the research question, and most are clearly and explicitly linked to the analysis undertaken.

1-2 marks
The conclusion(s) drawn are mostly irrelevant to the research question, and may or may not be clearly and explicitly linked to the analysis undertaken. | Providing a conclusion requires candidates to offer a reasoned opinion, supported by information gathered from the analysis of research findings related to the research question. |

| | | **0 marks**
No conclusions, or irrelevant conclusions, are drawn. | |
| | | **Evaluation**
Up to 5 marks are available for evaluation of the research process undertaken.

1 mark will be awarded for a point of evaluation **or** a development of a point of evaluation that relates to the research process undertaken **and** leads to a valid recommendation for further research in relation to the research question/topic. | Candidates should evaluate the research process undertaken and, on the basis of that evaluation, explain appropriate 'next steps' in research on this issue.

An evaluation requires the candidate to make a judgement on the research process undertaken based on the strengths and/or limitations of the techniques and sources used, and/or the relevance and quality of the information gathered in relation to the issue.

The judgement should be evidenced in the report. |

Administrative information

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History of changes

Version	Description of change	Authorised by	Date

Security and confidentiality

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