



National
Qualifications

Health and Food Technology Assignment

General assessment information

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

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

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Introduction

This is the general assessment information for the Higher Health and Food Technology assignment.

This assignment is worth 50 marks. The marks contribute 50% of the overall marks for the Course assessment. The Course will be graded A-D.

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

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 document describes the general requirements for the assessment of the assignment 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 Support Notes*.

What this assessment covers

This assessment contributes 50% of the total marks for the Course.

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

- ◆ applying a range of technological skills in relation to food production
- ◆ organisational and management skills necessary to research, plan, prepare and evaluate products and processes
- ◆ problem solving skills related to a range of health, diet, nutrition and consumer needs

Assessment

Purpose

The purpose of this assessment is to generate evidence for the added value of this Course by means of an assignment.

The assignment will address challenge and application by assessing the candidate's ability to apply skills, knowledge and understanding from across the Course.

Assessment overview

This assignment is designed to allow candidates to carry out a product development task to demonstrate skills, knowledge and understanding based on the requirements of a brief.

A range of briefs will be provided by SQA and will be sufficiently open and flexible to allow personalisation and choice in both the focus for the technological process and the food product made.

Candidates will work to a brief to develop a food product and will have a choice of briefs. Briefs at Higher will have a minimum of two key themes relevant to the brief which could impact on the food product developed by the candidate. The themes will reflect knowledge and understanding from across the Course and will have a health or a contemporary food issue focus.

The assignment requires candidates to carry out a food product development activity based on their chosen brief to demonstrate their ability to plan, research and analyse information to develop a food product prototype. Examples of possible briefs are provided below:

- ◆ A local café is holding an event to promote the use of Fair Trade ingredients. Develop a food product suitable to be sold in the café at the event.

This brief contains two key themes: the food product must include Fair Trade produce and must be suitable for sale in a café.

- ◆ A retailer wants to extend the range of vegetarian products available to include dishes that use alternative proteins. Develop a product suitable for this range.

This brief contains two key themes: the food product must be suitable for vegetarians and must include alternative proteins.

Marks will be awarded in the assignment for:

- ◆ Section 1 – Planning
- ◆ Section 2 – The product
- ◆ Section 3 – Product testing
- ◆ Section 4 – Evaluation

For the purposes of this assessment candidates are required to develop a single food product although the product could have more than one component. Candidates should not produce a food product with a range of variations, and accompaniments are not required.

Section 1: Planning

Exploring the brief: Candidates are required to identify a range of key issues which arise from the themes in the brief, choose and justify the three most relevant issues to take forward to investigate.

Research: Candidates are required to:

- ◆ gather relevant information about each key issue identified from the brief using at least two different research techniques – the sources of the information gathered should be clearly identified
- ◆ present the information gathered
- ◆ identify the important points from the information gathered to develop the product

Section 2: The product

Candidates should develop a food product to meet the requirements of the brief, based on the information generated from the research. Candidates are required to:

- ◆ describe the food product
- ◆ identify and explain features and ingredients to be used in the food product

Section 3: Product testing

Candidates must make the product they have developed using safe and hygienic practices in order to carry out the required product testing and evaluation.

Product testing: Candidates are required to provide evidence of carrying out two appropriate tests, including one sensory test and one other test on the food product and include:

- ◆ the methods of testing including the source(s) of the information
- ◆ clearly presented results
- ◆ the key information from the results of testing which can be used for evaluation

Section 4: Evaluation

Candidates are required to evaluate the suitability of the food product for the brief. Candidates are required to:

- ◆ make evaluative comments on the suitability of the food product for the brief based on the results of testing
- ◆ make suggestions for adaptations, improvements or further developments, supported by:
 - experience of the development process, and/or
 - the results of sensory testing

Assessment conditions

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

This assessment is a single assessment event. The assignment has four sections: Planning, the Product, Product testing and Evaluation. Candidates should undertake the assessment at an appropriate point in the Course. This will normally be when they have completed all three Units:

- ◆ Food Product Development
- ◆ Food for Health
- ◆ Contemporary Food Issues

The following table gives an overview of the requirements of each section in the assignment:

Section	Item
1 Planning	(a) Exploring the brief
	(b) Research
2 The product	Justification
3 Product testing	Testing
4 Evaluation	(a) Evaluation
	(b) Adaptations

The four sections of the assignment should be completed in sequence and candidates should complete each section before undertaking the next.

Candidates must complete the assignment independently. However, reasonable assistance may be provided to try to balance the need for support with the need to avoid giving too much assistance. Reasonable assistance may be given on a generic basis to a class group but may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of the evidence candidate has already produced or demonstrated, there is a danger it becomes support for assessment and assessors need to be aware that this may be going beyond reasonable assistance.

Sections 1, 2 and 3: will be conducted under some supervision and control. Candidates may carry out investigations and research out with the learning and teaching setting. During these stages of the assignment, reasonable assistance may include:

- ◆ directing candidates to the instructions for candidates in Appendix 1
- ◆ clarifying instructions/requirements of the task
- ◆ advising candidates on their choice of brief
- ◆ advising candidates on possible sources of information

- ◆ arranging visits to enable gathering of evidence
- ◆ answering questions from candidates about the availability of ingredients or equipment
- ◆ interim progress checks

Reasonable assistance does not include:

- ◆ directing candidates to/providing candidates with specific resources to be used
- ◆ providing model answers
- ◆ providing detailed feedback on drafts, including marking

During these stages, assessors should put in place mechanisms to authenticate candidates' work and ensure that plagiarism has not taken place. For example:

- ◆ regular spot checks /interim progress meetings with candidates
- ◆ questioning
- ◆ candidates' record of activity/progress
- ◆ assessor observation

The following will be undertaken independently by candidates under the supervision of the assessor:

- ◆ presentation of the key issues of the brief
- ◆ presentation of the results of research and product testing

When completing these sections there are no restrictions on the resources to which candidates may have access.

Candidates should be given sufficient time to carry out their investigations and research. It is recommended that presentation of research and the reporting of information be completed within a notional time period of up to four hours.

Section 4 Evaluation: will be conducted under the direct supervision of the assessor. This section should be completed within a notional time of forty five minutes. Candidates should have access to their completed work during this time.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ completed candidate assignment

There are prompts in the *Higher Health and Food Technology Assignment Assessment Task document* to guide candidates and assessors to include the correct information to meet the requirements of the assessment. The completed work must be printed and submitted to SQA for marking. Separate information will be given about arrangements for the submission of evidence.

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 candidates for Course assessment.

This assessment will be marked by SQA. Separate information will be given on arrangements for submission of evidence.

All marking will be quality assured by SQA.

General Marking Principles for the assignment

This information is provided to help you understand the general principles you must apply when marking candidate responses to this assignment. 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 on the basis of errors or omissions.
- (c) In the assignment, candidates should show the following skills, knowledge and understanding:

Drawing on knowledge and understanding of the key themes in the brief. Candidates may be awarded up to 5 marks for demonstrating:

- ◆ knowledge of appropriate key issues
- ◆ understanding of the significance of issues

Carrying out research into the key issues. Candidates may be awarded up to 17 marks for demonstrating:

- ◆ knowledge of appropriate research techniques and sources
- ◆ knowledge of relevant areas for investigation
- ◆ selection of appropriate information
- ◆ ability to draw conclusions
- ◆ logical progression between investigations

Drawing on knowledge and understanding to analyse information. Marks may be awarded for answers which move beyond description and explanation to identify how the aspects of the food product might impact on the needs of the brief. Candidates will identify aspects such as features, ingredients and cooking methods.

Candidates may access full marks **either** by providing a wider range of factors **or** a greater depth of analysis.

Candidates may be awarded up to 10 marks for demonstrating:

- ◆ ability to identify significant aspects of the food product
- ◆ ability to establish links between aspects of the food product
- ◆ ability to establish inconsistencies/contradictions between aspects of the food product
- ◆ ability to identify possible consequences/implications

Carrying out testing of the food product. Candidates may be awarded up to 8 marks for demonstrating:

- ◆ knowledge of appropriate techniques and sources for the tests
- ◆ knowledge of relevant areas for testing
- ◆ knowledge of methods of presentation of results
- ◆ selection of appropriate information from test results

Evaluating the food product. Candidates will use the results of testing in order to provide evidence in support of their judgement on the suitability of the food product for the brief.

Candidates may be awarded up to 10 marks for demonstrating:

- ◆ the extent to which the judgement was supported by evidence
- ◆ counter arguments and possible alternative strategies

Marks will be awarded in the assignment for:

- ◆ Section 1 – Planning (22 marks)
- ◆ Section 2 – The product (10 marks)
- ◆ Section 3 – Product testing (8 marks)
- ◆ Section 4 – Evaluation (10 Marks)

Detailed Marking Instructions for the assignment

Item			Marking Instruction	Max mark	Additional guidance
1	(a)	i	<i>Identifying a range of key issues from the brief.</i>	2 marks	<p>2 marks: at least four key issues which reflect all aspects of the brief correctly identified.</p> <p>1 mark: three key issues which reflect all aspects of the brief correctly identified.</p> <p>0 marks: fewer than three key issues correctly identified/all aspects of the brief not reflected.</p>
		ii	<i>Identifying and justifying the key issues to be taken forward.</i>	3 marks	<p>3 marks: all three identified key issues have appropriate justification linked to different aspects of the brief.</p> <p>2 marks: two identified key issues have appropriate justification linked to different aspects of the brief.</p> <p>1 mark: one identified key issue has appropriate justification linked to an aspect of the brief.</p> <p>0 marks: no identified key issues have appropriate justification.</p>
	(b)	i	<i>Using one appropriate research technique from one relevant source to select and summarise main points of information.</i>	5 marks	<p>1 mark: for demonstrating an appropriate research technique with appropriate source.</p> <p>0 marks: inappropriate research technique demonstrated/inappropriate sources.</p> <p>4 marks: four main points of information made which can be used to develop the product.</p> <p>3 marks: three main points of information made which can be used to develop the product.</p> <p>2 marks: two main points of information made which can be used to develop the product.</p> <p>1 mark: one main point of information made which can be used to develop the product.</p> <p>0 marks: no points made.</p>

		<p>ii <i>Using a second appropriate and different research technique from a different relevant source to select and summarise main points of information.</i></p>	<p>5 marks</p>	<p>1 mark: for demonstrating carrying out of an appropriate research technique with appropriate source.</p> <p>0 marks: inappropriate research technique demonstrated/inappropriate source.</p> <p>4 marks: four main points of information made which can be used to develop the product.</p> <p>3 marks: three main points of information made which can be used to develop the product.</p> <p>2 marks: two main points of information made which can be used to develop the product.</p> <p>1 mark: one main point of information made which can be used to develop the product.</p> <p>0 marks: no points made.</p>
		<p>iii <i>Using an appropriate research technique from a different relevant source to select and summarise main points of information.</i></p>	<p>5 marks</p>	<p>1 mark: for demonstrating carrying out of an appropriate research technique with appropriate source.</p> <p>0 marks: inappropriate research technique demonstrated/inappropriate source.</p> <p>4 marks: four main points of information made which can be used to develop the product.</p> <p>3 marks: three main points of information made which can be used to develop the product.</p> <p>2 marks: two main points of information made which can be used to develop the product.</p> <p>1 mark: one main point of information made which can be used to develop the product.</p> <p>0 marks: no points made.</p>

		iv	<i>Demonstrating links between the investigations.</i>	2 marks	<p>2 marks: evidence of links/progression between all investigations.</p> <p>1 mark: evidence of link/progression between two investigations.</p> <p>0 marks: no evidence of link/progression.</p>
2			<i>Justifying an appropriate food product based on the information generated from the research and relevant to the brief.</i>	10 marks	<p>1 mark for each relevant point of justification related to the following:</p> <ul style="list-style-type: none"> ◆ A minimum of four features of the product. ◆ A minimum of four ingredients used in the product. <p>Up to a total of 10 marks.</p>
3		i	<i>Using an appropriate sensory test to provide relevant information about the product.</i>	4 marks	<p>Use of appropriate sensory testing technique:</p> <p>1 mark: evidence of implementation of appropriate sensory testing technique with appropriate source identified.</p> <p>0 marks: inappropriate sensory testing technique/inappropriate source identified.</p> <p>Presentation of results:</p> <p>2 marks: results of sensory testing are presented clearly.</p> <p>1 mark: results of sensory testing are presented adequately.</p> <p>0 marks: no appropriate results/no results.</p> <p>Identifying key information:</p> <p>1 mark: at least two key pieces of information derived from the results of sensory testing are identified.</p> <p>0 marks: only one/no key pieces of information derived from the results of sensory testing for use in evaluation are required.</p>
		ii	<i>Using a different appropriate test to provide relevant</i>	4 marks	<p>Use of appropriate testing technique:</p> <p>1 mark: evidence of implementation of appropriate testing technique with appropriate source identified.</p>

			<i>information about the product.</i>		<p>0 marks: inappropriate testing technique/inappropriate source identified.</p> <p>Presentation of results:</p> <p>2 marks: results of testing are presented clearly.</p> <p>1 mark: results of testing are presented adequately.</p> <p>0 marks: no appropriate results/no results.</p> <p>Identifying key information:</p> <p>1 mark: at least two key pieces of information derived from the results of testing for use in evaluation are identified.</p> <p>0 marks: only one/no key pieces of information derived from the results of testing for use in evaluation are identified.</p>
4		i	<i>Evaluating the food product based on the results of testing.</i>	4 marks	<p>2 marks: provides two evaluative comments that refer to the suitability of the product for the brief, based on the results of an appropriate sensory test.</p> <p>1 mark: provides one evaluative comment that refers to the suitability of the product for the brief, based on the results of an appropriate sensory test.</p> <p>0 marks : no relevant evaluative comment based on results of an appropriate sensory test/sensory test not appropriate</p> <p>Plus</p> <p>2 marks: provides two evaluative comments that refer to the suitability of the product for the brief, based on the results of a second appropriate test.</p> <p>1 mark: provides one evaluative comment that refers to the suitability of the product for the brief, based on the results of a second appropriate test.</p> <p>0 marks: no relevant evaluative comment based on the results of a second appropriate test/test not appropriate</p>
		ii	<i>Improving or adapting the</i>	6 marks	1 mark for each appropriate variation or adaptation or improvement, up to a maximum of 3 marks.

			<i>product.</i>		<p>1 mark for each point of justification related to each suggested appropriate variation or adaptation or improvement linked to the needs of the brief and based on the information gathered in the investigations or the results of testing, up to a maximum of 3 marks.</p> <p>0 marks: no appropriate variation or adaptation or improvement suggested.</p>
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Administrative information

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History of changes

Version	Description of change	Authorised by	Date
1.1	Amendments to Detailed Marking Instructions in sections 1a i, 1a ii, 3 i, 3 ii, 4 i and 4 ii.	Qualifications Manager	September 2015
1.2	Amendments to page 4 to align information with Course Assessment Task document.	Qualifications Manager	November 2015
1.3	Amendments to Detailed Marking Instructions in Sections 4i and 4ii.	Qualifications Manager	September 2016

Security and confidentiality

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