



National  
Qualifications

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# Health and Food Technology

## Assignment

### General assessment information

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This pack contains general assessment information for centres preparing candidates for the assignment Component of National 5 Health and Food Technology Course assessment.

It must be read in conjunction with the specific assessment tasks for this Component of Course assessment which 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 National 5 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.

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 assignment has four sections.

**Section 1**, titled 'Planning', will have 20 marks

**Section 2**, titled 'The product', will have 12 marks

**Section 3**, titled 'Product testing', will have 10 marks

**Section 4**, titled 'Evaluation', will have 8 marks

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](http://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:

- ◆ A range of technological skills in relation to food production
- ◆ Organisational skills necessary to plan and evaluate products and processes
- ◆ Solving problems related to a range of health, diet, nutrition and consumer needs

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, added value will be assessed through the Course assessment. Course assessment 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 and application.

In the National 5 Health and Food Technology Course, added value is assessed through a question paper and an assignment. The purpose of this assignment is to provide challenge and require application by assessing the candidate's ability to apply skills and knowledge from across the Course in response to a given brief. The assignment will require candidates to apply their skills, knowledge and understanding in the context of planning, producing an idea for a food product, then testing and evaluating the food product.

# Assessment

## Purpose

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

## 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.

The assignment is worth 50 marks. Candidates will work to a brief to develop a food product. Candidates will have a choice of briefs. Briefs at National 5 will have two issues for the candidate to investigate. Briefs will be provided by SQA.

Candidates must complete their assignment in the candidate workbook provided. In the workbook, there is space for each section of the assignment and candidates must attach their work to the appropriate pages of the workbook. There are prompts in the workbook to guide candidates and assessors to include the correct information. The completed workbook must be able to be printed off and submitted to SQA for marking.

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.

Briefs suitable for National 5 would contain reference to two key issues relevant to the scenario in the brief which could impact on the food product developed by the candidate. The issues will reflect knowledge and understanding from across the Course and will have a health or a contemporary food issue focus.

Examples of the kinds of briefs which may be issued by SQA are:

- ◆ *A restaurant chain is opening a number of branches throughout Scotland. Restaurant managers are required to use local produce. You have been asked by the manager of your local branch to develop a product that includes locally-produced ingredients suitable for the restaurant.*

This brief contains two issues: the product must be suitable for a restaurant and must include local produce.

- ◆ *The latest Scottish Health Survey has identified an increase in the number of children being diagnosed as obese. A manufacturer wants to develop a*

*range of products which could help to reduce the risk of obesity. You have been asked by the product development team to develop a product suitable for this range.*

This brief contains two issues: the product must be suitable for children and must contribute to reducing the risk of obesity.

- ◆ *A recent survey of consumer trends has indicated that an increasing number of consumers are following a vegetarian diet. A retailer wants to develop a range of products which include alternative proteins. You have been asked by the retailer to develop a product suitable for this range.*

This brief also contains two issues: the product must contain alternative proteins and be suitable for sale.

The assignment has **four** sections.

### **Section 1: Planning (20 marks)**

#### **(a) Exploring the brief (4 marks)**

The candidate should identify two key issues and explain why each issue is important for the brief.

#### **(b) Research (10 marks)**

The candidate should:

- ◆ Use different research techniques to gather relevant information about each key issue identified from the brief. The sources of the information gathered should be clearly identified.
- ◆ Summarise the information gathered.
- ◆ Use the information gathered to generate a range of appropriate ideas for food products which could address the needs of the brief and comment on the suitability of each idea.

#### **(c) Product idea (6 marks)**

The candidate must develop a food product to meet the requirements of the brief based on the ideas generated from the research.

The candidate must:

- ◆ Identify and justify an appropriate food product to develop
- ◆ Provide a recipe for the food product.

## **Section 2: The product (12 marks)**

### **(a) Information about the product idea (12 marks)**

The candidate should provide information about their food product in **two** of the following areas and explain the importance of this information to their product:

- ◆ Labelling
- ◆ Advertising/marketing
- ◆ Packaging
- ◆ Costing
- ◆ Nutritional analysis

## **Section 3: Product testing (10 marks)**

Candidates must make the product they have developed in order to carry out the required sensory testing and evaluation.

### **(a) Sensory testing (10 marks)**

The candidate should undertake an appropriate sensory test on their food product and include:

- ◆ A description of the test to be carried out
- ◆ Reasons for choosing that testing method
- ◆ Record of the results of the sensory testing
- ◆ Conclusions about the food product based on the results of the sensory test

## **Section 4: Evaluation (8 marks)**

### **(a) Evaluating the food product (8 marks)**

The candidate must evaluate the food product in respect of:

- ◆ The suitability of the food product based on the results of research
- ◆ The suitability of the food product based on the results of sensory testing
- ◆ Adaptations or improvements which could be made to the product, or give reasons why no changes are required
- ◆ The overall suitability of the food product based on the needs of the brief

This table gives an overview of how marks are allocated in the assignment:

Section	Item	Mark allocation	Total marks for section
1 Planning	(a) Exploring the brief	4	20
	(b) Research	10	
	(c) The product idea	6	
2 The product	(a) Product information	12	12
3 Product testing	(a) Sensory testing	10	10
4 Evaluation	(a) Evaluation	8	8
<b>TOTAL</b>		<b>50 marks</b>	

## 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; Evaluation. Candidates should undertake the assessment at an appropriate point in the Course. This will normally be when they have completed the *Food Product Development Unit*, and undertaken most of the *Food for Health* and *Contemporary Food Issues Units*.

The four sections of the assignment should be completed in sequence. 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 what the 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 outwith 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 the choice of brief

- ◆ Advising candidates on possible sources of information
- ◆ Arrange 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, or 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

Candidates will complete the candidate workbook and present the results of research, conduct the sensory evaluation and evaluate the food product independently under the supervision of the assessor.

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

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 30 minutes. Candidates should have access to their completed candidate workbook during this time.

## Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ Completed candidate workbook

Candidates must complete their assignment in the candidate workbook provided. In the workbook, there is space for each section of the assignment and candidates must attach their work to the appropriate pages of the workbook. There are prompts in the workbook to guide candidates and assessors to include the correct information. The completed workbook and all attachments must be submitted to SQA for marking.

# General Marking Instructions

## General Marking Principles for National 5 Health and Food Technology Assignment

In line with SQA's normal practice, the following 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.

*This information is provided to help you understand the general principles you must apply when marking candidate responses in 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.

## Detailed Marking Instructions for the assignment

			Marking Instructions	Max mark	Additional guidance
1	a	i	Identifying key issues from the brief	2	<p>Candidates can be credited to a maximum of 2 marks as follows:</p> <p><b>2 marks:</b> two key issues correctly identified  <b>1 mark:</b> one key issue correctly identified  <b>0 marks:</b> no key issues identified</p>
		ii	Explaining the significance of the key issues to the brief	2	<p>Candidates can be credited to a maximum of 2 marks as follows:</p> <p><b>2 marks:</b> relevance to the brief of both identified key issues correctly explained  <b>1 mark:</b> relevance to the brief of one identified key issue correctly explained  <b>0 marks:</b> no key issues correctly explained</p>
1	b	i	Using one appropriate research technique from one relevant source to select and summarise main points of information	4	<p>Candidates can be credited to a maximum of 4 marks as follows:</p> <p><b>1 mark:</b> for demonstrating an appropriate research technique with appropriate source  <b>0 marks:</b> inappropriate research technique demonstrated/inappropriate sources</p> <p><b>3 marks:</b> three main points of information which can be used to develop the product  <b>2 marks:</b> two main points of information which can be used to develop the product  <b>1 mark:</b> one main point of information which can be used to develop the product  <b>0 marks:</b> no points made</p>

		ii	<b>Using a second appropriate and different research technique from a different relevant source to select and summarise main points of information</b>	<b>4</b>	<p>Candidates can be credited to a maximum of 4 marks as follows:</p> <p><b>1 mark:</b> for demonstrating an appropriate research technique with appropriate source  <b>0 marks:</b> inappropriate research technique demonstrated/inappropriate sources</p> <p><b>3 marks:</b> three main points of information which can be used to develop the product  <b>2 marks:</b> two main points of information which can be used to develop the product  <b>1 mark:</b> one main point of information which can be used to develop the product  <b>0 marks:</b> no points made</p>
		iii	<b>Generating appropriate food product ideas</b>	<b>2</b>	<p>Candidates can be credited to a maximum of 2 marks as follows:</p> <p><b>2 marks:</b> describe three relevant ideas based on results of research, all of which are accompanied by valid comments for why they are or are not suitable for the brief  <b>1 mark:</b> describe three relevant ideas, based on results of research – comments not valid or three relevant ideas given, not all described, but valid comments provided  or describe two relevant ideas based on results of research, both of which are accompanied by valid comments for why they are or are not suitable for the brief  <b>0 marks:</b> less than two relevant ideas presented, or ideas not relevant, or not accompanied by comment</p>
<b>1</b>	<b>c</b>	<b>i</b>	<b>Justifying an appropriate food product based on the ideas generated from the research</b>	<b>3</b>	<p>Candidates can be credited to a maximum of 3 marks as follows:</p> <p><b>3 marks:</b> product idea identified with three reasons for choice related to the brief/research  <b>2 marks:</b> product idea identified with two reasons for choice related to the brief/research  <b>1 mark:</b> product identified with one reason for choice related to the brief/research  <b>0 marks:</b> no or inappropriate product identified</p>

		ii	<b>Providing a recipe for manufacture of the food product idea</b>	<b>3</b>	<p>Candidates can be credited to a maximum of 3 marks as follows:</p> <p><b>2 marks:</b> ingredients and method are sufficiently detailed to allow the product to be made repeatedly with identical results</p> <p><b>1 mark:</b> incomplete in some aspects but is sufficient to allow for accurate result</p> <p><b>0 marks:</b> recipe does not give enough detail to allow manufacture of food product</p> <p><b>1 mark:</b> for noting substantial variation to either ingredients or method in an existing recipe or developing own recipe</p> <p><b>0 marks:</b> for no variation noted</p>
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			Marking Instructions	Max mark	Additional guidance
2	a	i	<p>Providing and explaining the significance of information on one aspect of product from:</p> <ul style="list-style-type: none"> <li>◆ labelling</li> <li>◆ advertising/marketing</li> <li>◆ packaging</li> <li>◆ cost</li> <li>◆ nutritional analysis</li> </ul>	6	<p>Candidates can be credited to a maximum of 6 marks as follows:</p> <p><b>1 mark:</b> for each relevant point of information, up to a maximum of 3 marks  <b>1 further mark:</b> for explanation of the relevance of the point of information to the issues in the brief, up to a maximum of 3 marks</p>
		ii	<p>Providing and explaining the significance of information on a second, different aspect of the development of the product from:</p> <ul style="list-style-type: none"> <li>◆ labelling</li> <li>◆ advertising/marketing</li> <li>◆ packaging</li> <li>◆ cost</li> <li>◆ nutritional analysis</li> </ul>	6	<p>Candidates can be credited to a maximum of 6 marks as follows:</p> <p><b>1 mark:</b> for each relevant point of information up to a maximum of 3 marks  <b>1 further mark:</b> for explanation of the relevance of the point of information to the issues in the brief, up to a maximum of 3 marks</p>

			Marking Instructions	Max mark	Additional guidance
3	a	i	<p>Identifying an appropriate sensory test</p> <p>Identifying three reasons why this method of testing will provide relevant information</p>	4	<p>Candidates can be credited to a maximum of 4 marks as follows:</p> <p><b>1 mark:</b> appropriate test identified  <b>0 marks:</b> no or inappropriate test identified</p> <p><b>3 marks:</b> three relevant reasons for choice of test identified  <b>2 marks:</b> two relevant reasons for choice of test identified  <b>1 mark:</b> one relevant reason for choice of test identified  <b>0 marks:</b> no relevant reasons for choice of test identified</p>
		ii	Presenting the results of the testing	4	<p>Candidates can be credited to a maximum of 4 marks as follows:</p> <p><b>4 marks:</b> evidence that relevant sensory testing has been carried out to obtain at least three valid aspects of information sought  <b>3 marks:</b> evidence that relevant sensory testing has been carried out to obtain two valid aspects of information sought  <b>2 marks:</b> evidence that relevant sensory testing has been carried out to obtain one valid aspect of information sought  <b>1 mark:</b> evidence that sensory testing has been carried out but not clearly related to information sought/results not clearly displayed  <b>0 marks:</b> no evidence of sensory testing, or no results/results not valid</p>
	iii	Coming to conclusions from the results of testing	2	<p>Candidates can be credited to a maximum of 2 marks as follows:</p> <p><b>2 marks:</b> presents at least two valid conclusions that are derived from the results of testing  <b>1 mark:</b> presents one valid conclusion that is derived from the results of testing  <b>0 marks:</b> conclusions not derived from the results of testing, or no conclusion</p>	

			Marking Instructions	Max mark	Additional guidance
4	a	i	Evaluating the food product based on the results of research	2	<p>Candidates can be credited to a maximum of 2 marks as follows:</p> <p><b>2 marks:</b> provides at least two evaluative comments that refer to the suitability of the product for the brief based on the results of research</p> <p><b>1 mark:</b> provides one evaluative comment that refers to the suitability of the product for the brief based on the results of research</p> <p><b>0 marks:</b> no relevant evaluative comment based on the results of research</p>
		ii	Evaluating the food product based on the results of sensory testing	2	<p>Candidates can be credited to a maximum of 2 marks as follows:</p> <p><b>2 marks:</b> provides at least two evaluative comments that refer to the suitability of the product for the brief based on the results of sensory testing</p> <p><b>1 mark:</b> provides one evaluative comment that refers to the suitability of the product for the brief based on the results of sensory testing</p> <p><b>0 marks:</b> no relevant evaluative comment based on the results of sensory testing</p>
		iii	Improving or adapting the product	2	<p>Candidates can be credited to a maximum of 2 marks as follows:</p> <p><b>2 marks:</b> describes at least one adaptation or one improvement supported by a valid reason OR gives at least two reasons why no adaptations or improvements are required</p> <p><b>1 mark:</b> one adaptation or one improvement is described but not supported by a valid reason OR gives one reason why no adaptations or improvements are required</p> <p><b>0 marks:</b> no adaptation or improvement identified or no reasons given</p>
		iv	Make final conclusions on the overall suitability of the food product based on the issues in the brief	2	<p>Candidates can be credited to a maximum of 2 marks as follows:</p> <p><b>2 marks:</b> provides at least two valid comments about the food product based on the issues in the brief</p> <p><b>1 mark:</b> provides one valid comment about the food product based on the issues in the brief</p> <p><b>0 marks:</b> no valid comments made about the overall suitability of the food product</p>

# Administrative information

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## History of changes

Version	Description of change	Authorised by	Date
1.1	In the 'General Marking Instructions' section, small change to wording made, table 2 removed and minor additional wording included within Column 3 (additional guidance).	Qualifications Manager	September 2014
1.2	Amendment to wording in Assessment overview, section 3(a) for clarification.  Amendments to Detailed Marking Instructions in sections 1b i, ii and iii; 1c ii; 3a i; and 4a i and ii.	Qualifications Manager	September 2015
1.3	Minor amendments made to wording of Detailed Marking Instructions section for clarification.	Qualifications Manager	September 2016

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