



Questions & Answers

Changes to assessment in National 5 Health and Food Technology

1 Administrative questions

Can you confirm that most recent version of Course Specification is version 2.0?

Yes, version 2.0 is the most up-to-date. It has the course support notes as an appendix. The content of the course specification has not changed.

2 Question paper

Can the Specimen Question Paper be used as a prelim?

The paper should not be used as a prelim in its entirety. Questions from previous National 5 papers could be used, and combined with some questions from the Specimen Question Paper to create an unfamiliar paper.

In the diet evaluation question, did you say that the maximum number of responses was 4, or can they give 6 straight 1 mark answers that are not developed?

No, there is a maximum of 4 marks for responses that are not developed. In order to access all 6 marks, at least 2 developed answers must be given.

Are the extra 10 marks being split over the entire course?

The 60 marks will come from the areas outlined on pages 4, 5 and 6 from the course specification document.

In previous National 5 exam papers there were questions similar to Handling Information questions from Standard Grade. This year there were no questions like this, does mean these types of questions will no longer be asked?

Handling Information is not a skill assessed in National 5 Health and Food Technology. Although there have been questions of that type in previous papers, it is not the intention to include them in the future.

Will marking instructions be given for answering the questions?

Yes, the Specimen Question Paper has been published with accompanying marking instructions. These include acceptable candidate responses.

Would National 5 pupils be expected to know the exact detail (g per day) of each dietary goal or would increase intake of/ reduce intake of be sufficient in an answer in the exam?

It is good practice for candidates to know the exact current dietary advice, but they will be credited with accurate references to increase / decrease intake.

If there was an age given in the DRV case study then the term 'man' would not be enough, they would have to make reference to their age?

Yes, the candidates do have to make reference to the age group, or another feature in the case study, eg overweight within the scenario to access the marks.

3 Course Assessment Task

Can we change the layout of the assignment documentation to make it more user friendly for the pupils?

No, the booklet should not be changed.

What is suggested time allocation for the whole assignment?

This is a centre decision. On page 14 of the course specification it states that 4 hours should be given for writing up results of research.

What does the term 'feature' mean? How might that differ from ingredients?

A feature could be something specific relating to the product such as the product is 'organic' or 'low in fat' or 'the product is suitable to eat on the go'. Any feature mentioned should be found in the results of the investigations.

What kind of information would you expect to see in the final conclusion part?

In this section we are looking for candidates to comment on the overall suitability of the product based on the issues in the brief.

In section 2a the product idea, 8 marks are allocated for 3 ingredients, 1 cooking method, 2 features. Where do the other 2 marks come from please?

For section 2a it is a minimum of 3 ingredients, minimum of 1 cooking method and minimum of 2 features to gain 8 marks, so the other 2 marks can come from any of these areas.

What types of investigation techniques would be appropriate within the Course Assessment Task?

For advice on investigations please refer to Appendix 3 of the course specification document.

How could a candidate justify the cooking method if their investigations have led them to manufacture a product that does not require cooking?

If a candidate chose a product, which did not require a cooking method, then the 1 mark for that explanation would not be available to them – that is a decision for the candidate.

Can we have marked examples of past assignments please?

Marked examples of past assignments cannot be made available as this is the first year of pupils completing the revised assignment. Materials will be available after Diet 2018.

Do candidates still have to make a significant change to recipe / claim originality?

Candidates must ensure that the recipe is based upon results of the investigations and suitable for the brief. There is no longer a requirement to make a significant change to an existing recipe, or to create an original recipe.

How different can a key be, especially if based on a rating test, for example, how can pupils make their own key for sensory testing?

It should not be a generic centre produced proforma for sensory testing.

The pupils should come up with the key themselves ensuring that these are appropriate to their own developed product. Candidates should be creative with their choice of key, as not all pupils use the same language to describe things.

Should the candidates use exactly the same sensory attributes as their peers to sensory test the products.

No, candidates should avoid using the same sensory attributes as one another as these attributes such as flavour, crunchiness, sweetness etc. will be specific to each candidates' unique product. It is likely that there will be similarities, but all candidates should not be using exactly the same attributes, with identical keys.