



Higher  
Coursework  
Assessment Task



# Higher Health and Food Technology Assignment Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It **must** be read in conjunction with the course specification.

**Valid from session 2018-19 and until further notice.**

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# Introduction

This document contains marking instructions and instructions for candidates for the Higher Health and Food Technology assignment. You must read it in conjunction with the course specification.

This assignment is worth 60 marks. This is 50% of the overall marks for the course assessment.

The assignment has four sections.

|                            |          |
|----------------------------|----------|
| Section 1: Planning        | 30 marks |
| Section 2: The product     | 12 marks |
| Section 3: Product testing | 8 marks  |
| Section 4: Evaluation      | 10 marks |

This is one of two course assessment components. The other component is a question paper.

Candidates must use one of the briefs provided separately in the *Health and Food Technology Assignment: Assessment Task Brief* as the basis for their assignment.

# Marking instructions

In line with SQA's normal practice, the following marking instructions for the Higher Health and Food Technology assignment are addressed to the marker. They will also be helpful if you are preparing candidates for course assessment.

Candidates' evidence is submitted to SQA for external marking.

## General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- a Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- b If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

## Detailed marking instructions

| Assessment item |   | Assessment item instruction                                      | Max mark | Additional guidance   |
|-----------------|---|--|----------|---|
| 1               | a | Identifying and justifying a range of key issues from the brief. | 4        | <p><b>4 marks:</b> four key issues, which reflect all aspects of the brief, correctly identified and justified.</p> <p><b>3 marks:</b> three key issues, which reflect aspects of the brief, correctly identified and justified.</p> <p><b>2 marks:</b> two key issues, which reflect aspects of the brief, correctly identified and justified.</p> <p><b>1 mark:</b> one key issue, which reflects an aspect of the brief, correctly identified and justified.</p> <p><b>0 marks:</b> no key issues identified and justified or key issues identified but not justified.</p>   |
| 1               | b | i  | 8        | <p><b>Aim of investigation</b><br/> <b>1 mark:</b> evidence provided to show that aim of investigation has been met.</p> <p><b>0 marks:</b> evidence provided within investigation does not meet the stated aim.</p> <p><b>Research techniques</b><br/> <b>1 mark:</b> technique correctly demonstrated for the investigation.</p> <p><b>0 marks:</b> technique not demonstrated correctly for the investigation.</p> <p><b>Sources</b><br/> <b>1 mark:</b> valid source(s) for investigation provided.</p> <p><b>0 marks:</b> inappropriate source(s) or no source(s) provided for investigation.</p> <p><b>Presentation of results</b><br/> <b>1 mark:</b> results clearly and logically presented.</p> <p><b>0 marks:</b> results not clearly or logically presented.</p> <p><b>Points of information</b><br/> <b>4 marks:</b> four main points of information</p> |

| Assessment item |   |    | Assessment item instruction   | Max mark | Additional guidance   |
|-----------------|---|----|---|----------|---|
|                 |   |    |   |          | <p>made which can be used to develop the product.</p> <p><b>3 marks:</b> three main points of information made which can be used to develop the product.</p> <p><b>2 marks:</b> two main points of information made which can be used to develop the product.</p> <p><b>1 mark:</b> one main point of information made which can be used to develop the product.</p> <p><b>0 marks:</b> no points made.</p>   |
| 1               | b | ii | Using a second appropriate and different research technique from a different relevant source(s) to select and summarise main points of information. | 8        | <p><b>Aim of investigation</b><br/> <b>1 mark:</b> evidence provided to show that aim of investigation has been met.</p> <p><b>0 marks:</b> evidence provided within investigation does not meet the stated aim.</p> <p><b>Research techniques</b><br/> <b>1 mark:</b> technique correctly demonstrated for the investigation.</p> <p><b>0 marks:</b> technique not demonstrated correctly for the investigation.</p> <p><b>Sources</b><br/> <b>1 mark:</b> valid source(s) for investigation provided.</p> <p><b>0 marks:</b> inappropriate source(s) or no source(s) provided for investigation.</p> <p><b>Presentation of results</b><br/> <b>1 mark:</b> results clearly and logically presented.</p> <p><b>0 marks:</b> results not clearly or logically presented.</p> <p><b>Points of information</b><br/> <b>4 marks:</b> four main points of information made which can be used to develop the product.</p> <p><b>3 marks:</b> three main points of information made which can be used to develop the product.</p> |

| Assessment item |   |     | Assessment item instruction   | Max mark | Additional guidance  |
|-----------------|---|-----|---|----------|--|
|                 |   |     |   |          | <p><b>2 marks:</b> two main points of information made which can be used to develop the product.</p> <p><b>1 mark:</b> one main point of information made which can be used to develop the product.</p> <p><b>0 marks:</b> no points made.</p>   |
| 1               | b | iii | Using an appropriate research technique from a different relevant source(s) to select and summarise main points of information. | 8        | <p><b>Aim of investigation</b><br/> <b>1 mark:</b> evidence provided to show that aim of investigation has been met.</p> <p><b>0 marks:</b> evidence provided within investigation does not meet the stated aim.</p> <p><b>Research techniques</b><br/> <b>1 mark:</b> technique correctly demonstrated for the investigation.</p> <p><b>0 marks:</b> technique not demonstrated correctly for the investigation.</p> <p><b>Sources</b><br/> <b>1 mark:</b> valid source(s) for investigation provided.</p> <p><b>0 marks:</b> inappropriate source(s) or no source(s) provided for investigation.</p> <p><b>Presentation of results</b><br/> <b>1 mark:</b> results clearly and logically presented.</p> <p><b>0 marks:</b> results not clearly or logically presented.</p> <p><b>Points of information</b><br/> <b>4 marks:</b> four main points of information made which can be used to develop the product.</p> <p><b>3 marks:</b> three main points of information made which can be used to develop the product.</p> <p><b>2 marks:</b> two main points of information made which can be used to develop the product.</p> |

| Assessment item |   |    | Assessment item instruction   | Max mark | Additional guidance   |
|-----------------|---|----|---|----------|---|
|                 |   |    |   |          | <p><b>1 mark:</b> one main point of information made which can be used to develop the product.</p> <p><b>0 marks:</b> no points made.</p>   |
| 1               | b | iv | Demonstrating links between the investigations.   | 2        | <p><b>2 marks:</b> evidence of links and progression between all investigations.</p> <p><b>1 mark:</b> evidence of link and progression between two investigations.</p> <p><b>0 marks:</b> no evidence of link and progression between any investigations.</p>  |
| 2               | a |    | Providing a recipe for manufacture of the food product idea.  | 2        | <p><b>2 marks:</b> ingredients and method sufficiently detailed to allow the product to be made successfully with identical results.</p> <p><b>1 mark:</b> either ingredients or method sufficiently detailed and accurate to allow the product to be made successfully with identical results.</p> <p><b>0 marks:</b> ingredients and method not sufficiently detailed and accurate to allow the product to be made again successfully with identical results.</p> |
| 2               | b |    | Justifying an appropriate food product based on the information generated from the research and relevance to the brief. | 10       | <p>Award <b>1 mark for each different</b> relevant point of justification, based on results of investigations and relevance to the brief, related to the following:</p> <ul style="list-style-type: none"> <li>◆ a minimum of four features of the product</li> <li>◆ a minimum of four ingredients used in the product</li> <li>◆ a minimum of one cooking method used in the product</li> </ul> <p>Award up to a total of <b>10 marks</b>.</p>                    |
| 3               | a | i  | Using an appropriate sensory test to provide relevant information about the product.                                    | 4        | <p><b>Use of appropriate sensory testing technique</b></p> <p><b>1 mark:</b> evidence provided of implementation of appropriate sensory testing technique with appropriate source identified.</p> <p><b>0 marks:</b> inappropriate sensory testing technique or inappropriate source identified.</p>  |

| Assessment item |   |    | Assessment item instruction   | Max mark | Additional guidance  |
|-----------------|---|----|---|----------|--|
|                 |   |    |   |          | <p><b>Presentation of results</b><br/> <b>2 marks:</b> results of sensory testing presented clearly.</p> <p><b>1 mark:</b> results of sensory testing presented adequately.</p> <p><b>0 marks:</b> no appropriate results or no results.</p> <p><b>Identifying key information</b><br/> <b>1 mark:</b> at least three key pieces of information derived from the results of sensory testing for use in evaluation identified.</p> <p><b>0 marks:</b> fewer than three key pieces of information derived from the results of sensory testing for use in evaluation identified.</p>  |
| 3               | a | ii | Using a different appropriate test to provide relevant information about the product. | 4        | <p><b>Use of appropriate testing technique</b><br/> <b>1 mark:</b> evidence provided of implementation of appropriate testing technique with appropriate source identified.</p> <p><b>0 marks:</b> inappropriate testing technique or inappropriate source identified.</p> <p><b>Presentation of results</b><br/> <b>2 marks:</b> results of testing presented clearly.</p> <p><b>1 mark:</b> results of testing presented adequately.</p> <p><b>0 marks:</b> no appropriate results or no results.</p> <p><b>Identifying key information</b><br/> <b>1 mark:</b> at least three key pieces of information derived from the results of testing for use in evaluation identified.</p> <p><b>0 marks:</b> fewer than three key pieces of information derived from the results of testing for use in evaluation identified.</p> |

| Assessment item |   |    | Assessment item instruction   | Max mark | Additional guidance  |
|-----------------|---|----|---|----------|--|
| 4               | a | i  | Evaluating the food product based on the results of sensory testing.  | 3        | <p><b>3 marks:</b> three evaluative comments provided that refer to the suitability of the product for the brief, based on the results of an appropriate sensory test.</p> <p><b>2 marks:</b> two evaluative comments provided that refer to the suitability of the product for the brief, based on the results of an appropriate sensory test.</p> <p><b>1 mark:</b> one evaluative comment provided that refers to the suitability of the product for the brief, based on the results of an appropriate sensory test.</p> <p><b>0 marks:</b> no relevant evaluative comment based on results of an appropriate sensory test or sensory test not appropriate.</p> |
| 4               | a | ii | Evaluating the food product based on the results of a different test. | 3        | <p><b>3 marks:</b> three evaluative comments provided that refer to the suitability of the product for the brief, based on the results of a second appropriate test.</p> <p><b>2 marks:</b> two evaluative comments provided that refer to the suitability of the product for the brief, based on the results of a second appropriate test.</p> <p><b>1 mark:</b> one evaluative comment provided that refers to the suitability of the product for the brief, based on the results of a second appropriate test.</p> <p><b>0 marks:</b> no relevant evaluative comment based on results of an appropriate test or test not appropriate.</p>                       |
| 4               | b |    | Improving or adapting the product.                                    | 4        | <p><b>Amendments</b></p> <p><b>2 marks:</b> at least two adaptations/improvements/variations of the product described.</p> <p><b>1 mark:</b> one adaptation/improvement/variation of the product described.</p> <p><b>0 marks:</b> no adaptations/improvements/variations described.</p> <p><b>Justifications</b></p> <p><b>2 marks:</b> each adaptation/improvement/variation supported by a valid reason linked to</p>   |

| Assessment item |  | Assessment item instruction | Max mark | Additional guidance   |
|-----------------|--|-----------------------------|----------|---|
|                 |  |                             |          | <p>investigations/testing and the brief.</p> <p><b>1 mark:</b> one adaptation/improvement/variation supported by a valid reason linked to investigations/testing and the brief.</p> <p><b>0 marks:</b> no valid reasons given or reasons not linked to investigations or testing and the brief.</p> |

# Instructions for candidates

This assessment applies to the assignment for Higher Health and Food Technology.

This assignment is worth 60 marks. This is 50% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ applying a range of technological skills related to the production of a food product to meet specified health and/or consumer needs
- ◆ investigative and research skills
- ◆ organisational and management skills
- ◆ evaluation skills

The assignment has four sections.

|                            |          |
|----------------------------|----------|
| Section 1: Planning        | 30 marks |
| Section 2: The product     | 12 marks |
| Section 3: Product testing | 8 marks  |
| Section 4: Evaluation      | 10 marks |

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

In this assessment, you have to develop a food product in response to a brief.

You will plan and produce an idea for a food product, then test and evaluate the suitability of the food product for the brief.

You must use one of the briefs published annually by SQA as the basis for your assignment. These are provided separately in the *Health and Food Technology Assignment: Assessment Task Brief*.

A candidate workbook is provided for you to record your work. You must use this to complete your assignment.

- ◆ If you enter information into the workbook electronically, you must submit the completed workbook to your teacher or lecturer.
- ◆ If you handwrite your assignment, and need additional pages, you must insert these into the workbook at the appropriate section(s) before you submit them to your teacher or lecturer.

Your completed assignment must be submitted to SQA for marking.

Once you have chosen your brief, you should carry out the following sections in this order:

## Section 1: Planning

30 marks

### 1a Exploring the brief (4 marks)

You should identify and justify **four** key issues that reflect all aspects of the brief.

### 1b Research (total: 26 marks)

You should provide evidence of carrying out **three** investigations into the identified key issues using **at least two** different investigative techniques. You should show how the investigations demonstrate progression towards your product. (24 marks)

You should carry out the investigations in a logical order to allow you to gather the information you need to develop a product that meets the needs of the brief.

You should also show the links between each investigation. You can do this at the end of each investigation, or you could include it when your investigations are complete. (2 marks)

You should present the information you have gathered from **each** investigation in a clear and logical fashion. You may use any suitable format. However you choose to present your work, you must include the following:

- ◆ the aim of your investigation
- ◆ the investigative technique you used
- ◆ the source(s) of your information
- ◆ the results of your research
- ◆ the key information from your research, and an explanation of how you will use this information to develop your product

## Section 2: The product

12 marks

### 2a Describing the product (2 marks)

You must provide a recipe for your food product which includes a detailed ingredients list and accurate method.

### 2b Justification (10 marks)

You should explain **at least ten ways** your product meets the needs of the brief, based on the results of your research. You should identify and explain why the following aspects of your product are important in meeting the needs of the brief:

- ◆ a **minimum of four** features of your product
- ◆ a **minimum of four** of the ingredients used
- ◆ a **minimum of one** cooking method

You could gain the 10 marks available by providing comments in any of the following ways:

- ◆ four comments about the features of your product, five comments about the ingredients in your product and one comment about the cooking method of your product

- ◆ four comments about the ingredients in your product, five comments about the features of your product and one comment about the cooking method of your product
- ◆ four comments about the features of your product, four comments about the ingredients in your product and two comments about the cooking methods in your product

### Section 3: Product testing

**8 marks**

You must now make your product so that you can use it as a basis for sensory testing and evaluation. You must follow safe and hygienic practices.

You must include photographic evidence of making your product at each of the stages listed below:

- ◆ showing all ingredients prior to commencing manufacture
- ◆ showing a stage in the manufacturing process
- ◆ the finished product

You should:

- ◆ Carry out **two** tests on the food product. This should include one sensory test and one other test.
- ◆ Present the information you have gathered from **each** test. You may use any suitable format. (4 marks for each test)

You should include the following for each test:

- ◆ the method of testing you used, including the source(s) of the information (1 mark)
- ◆ the results of the tests you carried out (2 marks)
- ◆ the key information from the results of your testing which you could use for evaluation (1 mark)

### Section 4: Evaluation

**10 marks**

#### 4a Evaluation (6 marks)

Evaluate the suitability of the food product for the brief **based on the results of testing**.

Your evaluation should include:

- ◆ **three** comments based on the results of the sensory test you carried out (3 marks)
- ◆ **three** comments based on the results of the second test you carried out (3 marks)

#### 4b Amendments (4 marks)

**Describe two** amendments that might be made to your food product. (2 marks)

You should link these amendments to the needs of the brief, based on the information you have gathered in your investigations or the results of your testing. Amendments could include:

- ◆ improvements to the product
- ◆ adaptations to the product
- ◆ variations of the product

**Explain** why each amendment/adaptation/variation is appropriate, linked to the needs of the brief and based on the information you have gathered in your investigations or the results of your testing. (2 marks)

# Administrative information

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## History of changes

| Version | Description of change  | Date      |
|---------|--|-----------|
| 1.1     | Amendments made to 'Detailed marking instructions' section for clarification of expected candidate responses (pp 3-6). | July 2019 |
|         |  |           |
|         |  |           |
|         |  |           |

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

## Security and confidentiality

This document can be used by SQA approved centres for the assessment of National Courses and not for any other purpose.

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