



National
Qualifications
2019

2019 Health and Food Technology

Advanced Higher

Finalised Marking Instructions

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General marking principles for Advanced Higher Health and Food Technology

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. 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)** If a specific 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.
- (d)** Candidates may demonstrate their skills, knowledge and understanding at different points in their response. Marks should be awarded for relevant and appropriate skills, knowledge and understanding wherever they are demonstrated.
 - (i)** For marks to be awarded, candidate's responses must relate to the context and demonstrate the skill required by the question.
 - (ii)** In this question paper, the following command words are used
 - A: Explain
 - B: Evaluate
 - C: Analyse.
 - (iii)** For each candidate response, the following provides an overview of the marking principles. Refer to the specific marking instructions for further guidance on how these principles should be applied.

A. Questions that ask candidates to Explain . . .

Candidates should make a number of points that relate to the cause and effect and/or make the relationship between things clear in the context of the question.

Candidates may provide a number of straightforward explanations, developed points, or a combination of these.

Up to the total mark allocation for the question

- **1 mark** should be awarded for each accurate, relevant point of explanation
- **1 further mark** should be awarded for any accurate, relevant development of that point.

B. Questions that ask the candidate to Evaluate . . .

Candidates should make points which make a judgement or determine the value of something based on criteria.

Candidates may provide straightforward points, developed points, or a combination of these.

Up to the mark allocation for this question

- **1 mark** should be awarded for each accurate, relevant evaluative point
- **1 further mark** should be awarded for any accurate, relevant development of that point.

C. Questions that ask the candidate to Analyse . . .

Candidates should identify appropriate points of information and the relationship(s) between points or their significance when taken together.

The relationship(s) identified by the candidate will go beyond describing the points of information and should support a structured line of argument.

The relationship(s) between the points of information could include

- similarities and consistency in the information
- contradictions and inconsistency in the information.

Up to the mark allocation for the question

- 1 mark should be awarded for each accurate, relevant point of analysis
- 1 further mark should be awarded for any accurate, relevant development of that point.

Marking instructions for each question

| Question | | Expected response | Max mark | Additional guidance |
|----------|--|--|----------|--|
| 1. | | <p>Evaluative points should make judgements on how the role of the media influences teenagers' food choice.</p> <p>Appropriate types of media could include</p> <ul style="list-style-type: none"> • television • newspapers • magazines • social media • internet • radio. <p>Or any other appropriate type of media related to the question.</p> | 10 | <p>Candidates should make a number of evaluative points related to how the role of the media influences teenagers' food choices.</p> <p>Award 1 mark for each relevant evaluation.</p> <p>Award a further mark for any evaluation that is developed.</p> <p>Marks can be awarded for each evaluation related to the role of the media in influencing teenagers' food choices, wherever they appear in the candidate response.</p> <p>Possible responses could include</p> <ul style="list-style-type: none"> • the media is very powerful when it comes to influencing teenager's food choices, a variety of techniques are used as teenagers can be seen as a vulnerable population for a lucrative market, and advertisers in the media often target specific campaigns directly at them (1 mark awarded for evaluative comment) • many teenagers use social media as a way of communicating with their peers, so if the teenager has shown an interest in a certain food product whilst on the internet, this may appear as advertising on their social media feed, and could lead to them investigating the product further by recognising it and they may be more likely to buy it if they see it for sale. (1 mark awarded for evaluative comment) |

| Question | | Expected response | Max mark | Additional guidance |
|----------|--|---|----------|--|
| 2. | | <p>The main ingredients could include</p> <ul style="list-style-type: none"> • fats (butter, margarine, oils, fat replacers, buttermilk, yoghurts) • flour (plain, self-raising, wholemeal, bread flour, oat flour, semolina) • eggs • liquid (water, milk, juice, stock, fruit purees) • sugar (granulated, caster, demerara, icing, soft brown sugar, sweeteners for example xylitol). <p>The explanation should include each of the following</p> <ul style="list-style-type: none"> • an identified ingredient and its functional property in the baked product • the function of the ingredient on the manufacture of the baked good. | 10 | <p>Candidates should make points that explain clearly the relationship(s) between the function of a main ingredient and its use in the manufacture of baked goods.</p> <p>Award 1 mark for an accurate relevant explanation linked to an identified ingredient, and the function of the ingredient on the manufacture of the baked good.</p> <p>Award a further mark for any accurate relevant explanation clearly linked to the ingredient and function.</p> <p>For full marks, the candidate response must refer to the function of at least two main ingredients in a baked good.</p> <p>A maximum of 6 marks for one main ingredient, linked to any number of functions in a baked good.</p> <p>Possible answers could include</p> <p>Sugar Manufacturers could use sugar to improve the texture of a crème brûlée. This is because when sugar is cooked with a blow torch it begins to caramelise and change colour. Caramelisation hardens the sugar and makes it crunchy. (1 mark for accurate explanation) Sugar also caramelises under a dry heat. Manufacturers may use this to improve the appearance of baked goods, making them golden brown. (1 mark for development of explanation of the same ingredient but linked to a different function)</p> <p>Egg Manufacturers may use eggs to thicken the mixture of baked goods. This is because when heat is applied, the protein in egg denatures and so changes from a liquid to a solid. This property can be used to improve the texture/mouthfeel of egg custards, quiche etc. (1 mark for accurate explanation) When egg whites are whisked, they trap air to form foam which is stabilized by the egg protein albumin. The air bubbles in the foam expand when heat is applied to give the product a light texture when baked. Manufacturers could use this property to make meringues. (1 mark for a further accurate explanation)</p> |

| Question | | Expected response | Max mark | Additional guidance |
|----------|--|---|----------|--|
| 3. | | <p>Candidates may be awarded marks for responses that, for the identified issue, make appropriate references to</p> <ul style="list-style-type: none"> • current dietary advice • diet related conditions. <p>For full marks, candidates must refer to both current dietary advice and dietary related conditions.</p> | 10 | <p>Candidates should identify a number of relevant points of information about the impact of food manufacturers meeting current dietary advice to reduce the risk of dietary related conditions, the relationship(s) between these points, and their significance when taken together.</p> <p>The relationship(s) between points of information could include</p> <ul style="list-style-type: none"> • similarities and consistency in the information • contradictions and inconsistency in the information. <p>Award 1 mark for an accurate point of analysis clearly related to current dietary advice and diet related conditions.</p> <p>Award a further mark for any accurate analysis which is developed within the candidate's response.</p> <p>Possible responses could include</p> <ul style="list-style-type: none"> • the Eatwell Guide suggests that consumers should be including more fruit and vegetables in their diets. Manufacturers are helping to meet this need because they are trying to incorporate more fruit and vegetables into ready made products and advising consumers how many of their '5 a day' are in the products. This is good for consumers because if they are more aware of what they are consuming, they may be eating less high fat or sugar foods, therefore hopefully going someway to preventing obesity (1 mark for relevant analysis) • current dietary advice suggests that consumers 'average intake of salt to reduce to 6g per day.' Manufacturers are going someway to helping meet this need, as they are providing many 'lo salt' or lower in salt alternatives next to the original products, this is giving consumers more of a choice and hopefully making them more aware of the salt they are consuming. This will hopefully appeal to those who suffer from high blood pressure, or those who want to try and prevent themselves from developing the condition. (1 mark for another relevant point of analysis) |

| Question | | Expected response | Max mark | Additional guidance |
|----------|--|--|----------|---|
| 4. | | <p>Evaluative points should make a judgement on how</p> <ul style="list-style-type: none"> • a vegetarian diet can impact on an individual's diet and health. | 10 | <p>Candidates should make evaluative points related to the impact of a vegetarian diet on the health of an individual.</p> <p>Award 1 mark for each relevant evaluation point clearly linked to how a vegetarian diet can impact on an individual's diet and health.</p> <p>Award a further mark for any evaluation point which is developed.</p> <p>Possible responses could include</p> <ul style="list-style-type: none"> • protein that is derived from animal food sources contains all the amino acids that the body requires to grow, repair and maintain its cells and tissues so, if a vegetarian avoids all animal food sources, this will not be good as they may be at risk of muscles not repairing after an injury or the slow healing of cuts and wounds. (1 mark awarded for evaluative comment) However, if a vegetarian combines a variety of plant based protein sources, they can consume the amino acids necessary for the growth repair and maintenance of body cells and tissues, and are less at risk of prolonged injuries and wound will heal quicker (1 further mark awarded for development of evaluative comment) • vegetarians who consume milk and dairy products are likely to have adequate intakes of calcium, this is beneficial as it will ensure the strengthening of bones and teeth and assist in avoiding dietary conditions like dental decay and osteoporosis. (1 mark awarded for evaluative comment) However, vegetarians who obtain their calcium from plant based sources may not obtain adequate amounts, as the presence of phytic acid in wholegrains and green leafy vegetables may make the absorption of calcium more difficult, making them more at risk of dietary conditions like osteoporosis. (1 further mark awarded for development of evaluative comment) |

[END OF MARKING INSTRUCTIONS]