

# Higher Health and Food Technology



## Subject-specific guidance on gathering key evidence in session 2020–21

Please read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

### Gathering key evidence for Higher Health and Food Technology

This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during this process.

The following types of key evidence are likely to provide a good predictive value and may be helpful to you, although there may be other types of key evidence you would like to use.

#### Types of key evidence

A holistic review of a candidate's performance in Higher Health and Food Technology should have as its focus two key pieces of evidence generated from:

- ◆ a question paper
- ◆ an assignment

The relative weightings of marks, which contribute to the Higher Health and Food Technology course assessment for session 2020–21 are given below. You should take these into account when reviewing candidates' evidence across the two components. These have been altered this session, in recognition of the fact that centres are experiencing difficulties in carrying out practical work.

#### Component 1: question paper

This question paper has a relative weighting of 50% of the overall course assessment.

For session 2020–21, the question paper will have a form of optionality in it.

Candidates must attempt question 1, as it is a mandatory question. Questions 2, 3, 4 and 5 form a section with optionality in it, where candidates must attempt three out of these four questions. This change reduces the total mark for this component from 60 to 50 marks.

Candidates do not need to produce evidence for the question paper component on a single occasion, but it is important that assessment tasks are unseen. It is important to remember, assessment that generates evidence from across a range of course content will have better predictive value.

You can generate the most valid evidence in response to a question paper that replicates, as far as possible, the same standard, format and security as SQA question papers. You should gather evidence for this component from occasions where you give candidates opportunities to demonstrate their skills, knowledge and understanding from across the course in unseen situations.

If your candidates have the opportunity to sit a question paper, it must include subject content on:

- ◆ functions and sources of nutrients
- ◆ dietary needs of individuals and groups
- ◆ current dietary advice and benefits to health of a balanced and varied diet
- ◆ diet-related conditions and diseases
- ◆ food product development process
- ◆ factors affecting consumers' choice of food
- ◆ technological developments
- ◆ functional properties

When devising a question paper, please refer to the specimen question paper and marking instructions, and the 2019 past paper and marking instructions. These illustrate the standard and requirements of the question paper.

The past papers, which you can download from the [Higher Health and Food Technology web page](#), should not be used in their entirety. You should combine questions from several papers, or amend the context of existing questions to create a new question paper. You can use the 2021 Higher Health and Food Technology question paper in part or in its entirety.

Information from the Preparing Assessment Materials webinar, which includes advice on devising your own question paper, is available on the [Higher Health and Food Technology web page](#), under the 'Understanding Standards' tab, and on the [SQA Understanding Standards Health and Food Technology web page](#).

Evidence with a high predictive value for the question paper may be generated using a class test conducted under a high degree of supervision and control, where possible.

Candidates should:

- ◆ be within direct sight of a teacher or lecturer
- ◆ not interact with other candidates
- ◆ not access email, the internet or mobile phones
- ◆ complete their work independently
- ◆ not have access to learning and teaching materials or their own notes
- ◆ not have sight of display materials that might provide assistance — you should cover or remove these

Evidence generated later in the year, once learning and teaching has taken place and candidates have had opportunities to consolidate knowledge and understanding, should have a higher predictive value than evidence generated earlier in the course.

If centres are not familiar with the course, good practice would be to engage with other delivering centres in their local authority for help and advice when creating assessment materials.

Note: existing unit assessment support packs are open book assessments and will not have the same predictive value as a closed book assessment, where candidates do not have access to their notes or any other resources.

## **Component 2: assignment**

The assignment has a relative weighting of 50% of the overall course assessment.

Due to the current issues regarding carrying out practical activities in centres this session, candidates only need to complete sections 1 and 2 of the assignment. There is no requirement to make a product.

The knowledge and skills normally assessed in sections 3 and 4 (sensory testing and evaluation skills) have been removed this session; however, these may be assessed in the question paper, ensuring all knowledge and skills are still being assessed, retaining validity and reliability of the course.

In section 1, the number of investigations has been reduced from three to two, which reduces the time that candidates must spend on the assessment. The number of justifications for choice of product in section 2 is subsequently reduced from ten to eight, to reflect the lower number of investigations. The requirement to justify choice linked to a cooking method is removed, as is the need to show a link between the two investigations.

For session 2020–21, this makes the assignment out of 30 marks, which will be scaled up to 50 marks to retain the equal weightings of the question paper and coursework.

The 2020–21 coursework briefs, which candidates may use (previous briefs can also be used), have been designed with a target group. An amended candidate booklet is available in PDF, Word and Google Docs formats. These documents are available on the [Higher Health and Food Technology web page](#), under the 'Understanding Standards' tab. Please ensure candidates do not use the previous workbook.

## **Conditions of assessment**

To maintain the reliability and validity of candidate evidence, you should, if possible, adhere to the assessment conditions published in the [Higher Health and Food Technology Course Specification](#).

To provide further flexibility in session 2020–21 only, you can relax the assessment conditions for the assignment to allow candidates to complete this assessment outwith the learning and teaching setting. You must exercise professional responsibility to ensure that evidence submitted by a candidate is the candidate's own work.

If relaxing the assessment conditions results in a higher standard of candidate evidence than usual, you should raise the thresholds you use to determine your provisional results.

## **Using additional assessment resources for session 2020–21: key information**

It is important that you use valid and reliable assessment when gathering evidence in session 2020–21.

In Higher Health and Food Technology, SQA will provide a question paper for session 2020–21. Please note that the marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

The Higher Health and Food Technology question paper will only be available on SQA's secure website — you must treat this confidentially, in the same way as other live assessment materials.

You have the option to use the question paper as an internal assessment for gathering candidate evidence. Question papers can be split to support assessments you carry out during class time.

If you use a question paper in part or in its entirety, you should remind candidates that they must not discuss the content of the paper with anyone, including friends, family or on social media.

## **Understanding the national standard**

National standards are exemplified through examples of candidates' responses and assessment commentaries on the SQA Understanding Standards website. You can find assessment materials, with commentaries of how marks were applied, on [SQA Understanding Standards Higher Health and Food Technology web page](#).

### **What is reliable evidence?**

The closer the assessment is to the standard and format of the course assessment, the more reliable the evidence your candidates produce should be.

### **The course assessment**

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills as appropriate

## **Grading**

### **Types of questions that assess skills at grade C**

At grade C, candidates typically demonstrate successful performance in the question paper in relation to the skills, knowledge and understanding for the course. They provide basic responses to most content areas, but may lack knowledge in some areas. Few, if any, developed responses will be evident. Question papers are set with approximately 50% of the marks available for questions assessing grade C.

## **Examples of questions at grade C**

### **From the 2019 Higher Health and Food Technology question paper:**

Question 2(d)

'Evaluate the impact of food miles on a consumer's choice of food' (2 marks)

This is familiar content area, with only two evaluations required.

Question 5(a)

'Explain the function of eggs in baked products' (2 marks)

This is familiar content area, with only two explanations required.

## **Types of questions that assess skills at grade A**

At grade A, candidates typically demonstrate a consistently high level of performance in the question paper component in relation to the skills, knowledge and understanding for the course. They provide in-depth responses where appropriate. Question papers are set with approximately 30% of the marks available for questions assessing grade A.

## **Examples of questions at grade A**

### **From the 2019 Higher Health and Food Technology question paper:**

Question 2(b)

'Evaluate the impact a diet high in fruit and vegetables may have on each of the following dietary diseases' (3 marks)

- ◆ bowel disease
- ◆ type 2 diabetes

This is a more complex question requiring candidates to apply their knowledge of the impact of diet linked to a specific dietary disease. Type 2 diabetes specifically targets grade A candidates as it is a less familiar content area. 3 marks are available for responses linked to two dietary diseases. This requires a developed response to access all marks.

Question 4(b)

'Explain how food additives can benefit the consumer' (4 marks)

Although a familiar context, a more in-depth knowledge of food additives is required to access all marks.

### **Assignment performance at grade C**

- ◆ candidates identify and justify the importance of some key issues from the brief
- ◆ candidates carry out two investigations correctly, using two different investigative techniques
- ◆ aims of investigations are stated
- ◆ sources of information are identified
- ◆ results are clearly presented, and some main points of information that can be used to develop the product are correctly selected and summarised
- ◆ recipe is provided, but there may be minor errors or omissions in the list of ingredients or in the method
- ◆ some justifications provided, each linked appropriately to features or ingredients, and based on results of investigations and relevance to the brief

### **Assignment performance at grade A**

- ◆ candidates identify and justify the importance of at least four key issues from the brief
- ◆ candidates carry out two investigations correctly, using two different investigative techniques
- ◆ aims of investigations are clearly stated
- ◆ sources of information are identified and valid for the investigation
- ◆ results are clearly presented, and at least four main points of information that can be used to develop the product are correctly selected and summarised
- ◆ recipe is clear and accurate
- ◆ at least eight clear justifications are provided, each linked appropriately to features or ingredients, and based on results of investigations and relevance to the brief

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