

Higher Health & Food Technology – Success Criteria

The 'Assignment' which will provide the opportunity to demonstrate the following knowledge, understanding and skills;

- ✓ 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

Exploring the brief: candidates must identify and justify four key issues arising from the brief. Note: not all of these issues necessarily come directly from the wording of the brief.

During their research, candidates must:

- ✓ carry out three investigations using at least two different research techniques to gather relevant information about each key issue identified from the brief
- ✓ clearly identify the sources of the information
- ✓ present the information
- ✓ identify the important points to develop the product from the information gathered

Section 2: The Product

Based on their research, candidates develop a food product to meet the requirements of the brief. They must;

- ✓ describe the food product
- ✓ identify and explain features, ingredients and cooking methods to be used in the food product

Section 3: Product testing

Candidates make and evaluate the product they have developed, using safe and hygienic practices. Candidates must provide evidence of carrying out two appropriate tests, including one sensory test and one other test.

Their evidence must include;

- ✓ methods of testing including the source(s) of the information
- ✓ clearly presented results
- ✓ key information from the results of testing which can be used for evaluation.

Section 4: Evaluation

Candidates evaluate the suitability of the food product against the brief.

Candidates must provide;

- ✓ evaluative comments on the suitability of the food product based on the results of testing
- ✓ suggestions for adaptations, improvements or further developments, supported by:
 - experience of the development process, and/or
 - the results of sensory testing.

Informal/Formal Assessments where questions will provide the opportunity to demonstrate the following knowledge, understanding and skills;

- ✓ understanding the functions of the following nutrients and analysing their impact on health:
 - protein, fat, carbohydrate, vitamin A, vitamin B complex, vitamin C, vitamin D, vitamin E, folic acid, calcium, phosphorus, iron, sodium
- ✓ understanding the inter-relationship between the following nutrients and analysing their impact on health:
 - vitamins A, C and E; vitamin C and iron; calcium, phosphorus and vitamin D
- ✓ understanding the functions, and the effects on health, of water, dietary fibre and energy
- ✓ explaining and analysing dietary needs of the following:
 - babies and toddlers, children, teenagers, adults, elderly, lacto-ovo vegetarians and vegans, females during pregnancy and lactation
- ✓ demonstrating accurate knowledge of specific current dietary advice and explaining the effect on health of individuals of following the identified advice
- ✓ explaining the effects of the following diet-related diseases or conditions on health:
 - obesity, dental caries, coronary heart disease, bowel disease, anaemia, high blood pressure, stroke, osteoporosis, type 2 diabetes
- ✓ explaining the benefits to health of a balanced and varied diet
- ✓ demonstrating knowledge of food contamination sources and conditions for bacterial growth and applying this knowledge to food production
- ✓ explaining, in detail, the following stages of the food product development process:
 - concept generation, concept screening, prototype production, product testing, first production run, marketing plan, product launch
- ✓ explaining the following functional properties of a range of ingredients in food products and the impact of these on the food product development process:
 - aeration, binding, caramelisation, coagulation, dextrinisation, emulsification, gelatinisation, shortening, sweetener
- ✓ explaining how the following factors and contemporary food issues affect consumers' choice of foods:
 - budget, lifestyle, advertising and the media, nutritional knowledge, health/allergies, environmental and ethical issues (food miles, organic produce, sustainability, seasonality, Fair Trade, recycling/packaging, genetically modified food)
- ✓ explaining how the use of the following technological developments in food production affects consumers' choice of foods:
 - food additives, functional foods, cook-chill products, modified atmosphere packed products, Ultra Heat Treated products, alternative proteins

- ✓ explaining how the following organisations protect consumers in relation to food issues:
 - Environmental Health, Trading Standards, Food Standards Scotland, Consumers' Association, Citizens Advice, Advertising Standards Authority
- ✓ selecting appropriate techniques from the following range to research health or consumer issues:
 - questionnaire, survey, interview, sensory testing, literary/internet search, nutritional analysis, cost analysis

What will be taken into consideration when deciding on a teacher-estimated grade for Higher Health and Food Technology?

- Performance in the Formal Assessment Block(s).
- The estimated mark awarded for the Assignment. *sent to SQA for marking.
- Performance in any informal assessments, which are ongoing throughout the year.
- Commitment and quality in class/homework.