



An Roinn Oideachais  
agus Scileanna

---

# Junior Cycle Home Economics

---

---

---

---

# Contents

Page 3

## Introduction to junior cycle

Page 4

## Rationale

Page 5

## Aim

Page 6

## Overview: Links

Statements of Learning  
Junior Cycle Home Economics and Key Skills

Page 10

## Overview: Course

Continuity and Progression

Page 18

## Expectations for Students

Learning Outcomes

Page 22

## Assessment and Reporting

Page 29

## Appendix A

Page 32

## Appendix B

---

# Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

# Rationale

The central focus of home economics as a field of study is achieving optimal, healthy and sustainable living for individuals, families and society. Individuals and families in every society are continually faced with new and emergent issues that can impact on their wellbeing. Such issues include concerns relating to food, nutrition, diet and health; family and social concerns; consumer issues; sustainability in the home; responsible family resource management; and textiles and clothing.

In home economics, students learn how to address these practical, real-world, perennial problems of individuals, families, households and society in socially responsible ways. Practical perennial problems or concerns are endured from generation to generation by families and require critical decision-making skills to resolve them. Home economics education uses a systems approach to empower individuals and families with the knowledge and skills to address these real-life concerns of everyday living. Home economics draws on diverse disciplines integrating social, physical and human sciences. It strives to solve everyday challenges using a blend of knowledge and skills acquired from multiple disciplines. Home economics education develops students' essential lifeskills and personal independence. It supports the development of students who are critical, creative thinkers and encourages students to be problem-solvers capable of making ethically and socially responsible decisions.

---

# Aim

Home economics aims to develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society. Students develop practical food and health literacy skills so that they are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society. Home economics nurtures students' resourcefulness, innovation, adaptability, and competency as consumers. It develops students' creative design and textile skills. Home economics develops students who are environmentally conscious and dedicated to a sustainable and responsible way of life.

# Overview: Links

Home economics supports a broad range of learning objectives at junior cycle. Tables 1 and 2 on the following pages show how Junior Cycle Home Economics is linked to central features of learning and teaching in junior cycle.

**Table 1: Links between Junior Cycle Home Economics and the statements of learning**

## STATEMENTS OF LEARNING

The statement	Examples of relevant learning
SOL 13: The student understands the importance of food and diet in making healthy lifestyle choices.	Students will develop their food and health literacy skills so that they make positive lifestyle choices for themselves as individuals as well as within their families and society.
SOL 10: The student has the awareness, knowledge, skills, values and motivation to live sustainably.	Students will develop their critical thinking and decision-making skills in order to live a sustainable and responsible way of life.
SOL 14: The student makes informed financial decisions and develops good consumer skills.	Students will develop their skills as discerning consumers and demonstrate consumer competency when managing financial resources in the home.
SOL 9: The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him.	Students will reflect on and analyse the impacts of products and processes in the home on people, society and environments.
SOL 11: The student takes action to safeguard and promote her/his wellbeing and that of others.	Students will make informed decisions that impact his/her health, wellbeing and safety and that of others.
SOL 22: The student takes initiative, is innovative and develops entrepreneurial skills.	Students will develop their entrepreneurial skills as they seek to be innovative in dealing with life's challenges and opportunities.
SOL 23: The student brings an idea from concept to realisation.	Students will apply the design brief process in textiles and food to take an idea from concept to realisation.

## Key Skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. There are opportunities to support all key skills in this course but some are particularly significant. The examples below identify some of the elements that are related to learning activities in home economics. Teachers can also build many of the other elements of particular key skills into their classroom planning. The eight key skills are set out in detail in Key Skills of Junior Cycle.

The junior cycle curriculum focuses on eight key skills:

- Being creative
- Being literate
- Being numerate
- Communicating
- Managing information and thinking
- Managing myself
- Staying well
- Working with others.

Figure 1: Key skills of junior cycle



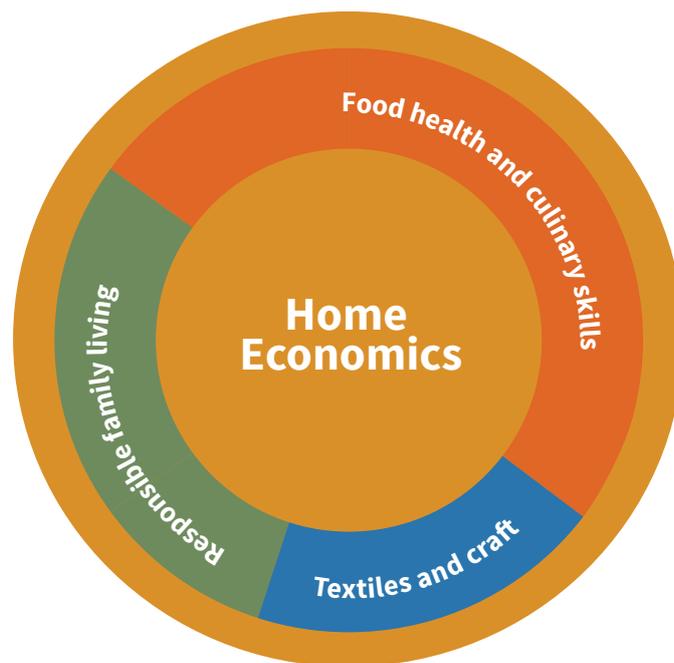
**Table 2: Links between Junior Cycle Home Economics and key skills**

<b>Key skill</b>	<b>Key skill element</b>	<b>Student learning activity</b>
Being creative	Exploring options and alternatives Implementing ideas and taking action	Students apply the design brief process in the making of a textile item for the individual or the home.
Being literate	Expressing ideas clearly and accurately	Students demonstrate the importance of effective communication by making a complaint about a consumer issue by letter/email.
Being numerate	Developing a positive, disposition towards investigating, reasoning and problem-solving Estimating, predicting and calculating	Students apply their numerical skills in the preparation of a budget; adapting recipe ingredients; weighing and measuring out ingredients; room planning; and measuring fabrics.
Communicating	Discussing and debating Using numbers	Students will discuss family relationships and the role of communication in strengthening relationships. Students conduct a lunch time survey on the consumption of sugar-sweetened beverages among a sample of the student body. Students devise a poster campaign displaying the results and promoting a healthy eating message.
Managing information and thinking	Thinking creatively and critically Using ICT and digital media to access, manage and share content	Students, using technology, will work collaboratively to plan a healthy, balanced menu for one day.
Managing myself	Making considered decisions	Students will work through a case study on purchasing a new piece of technology for personal use utilising their financial literacy skills in identifying their available resources and needs and wants.
Staying well	Being healthy and physically active Being confident Being positive about learning	Students will work collaboratively to investigate the nutritional requirements of a particular stage of the lifecycle. Students will participate in peer evaluation of student dishes in a positive and constructive manner. Students constructively evaluate each other's textile items.
Working with others	Contributing to making the world a better place	Students will advise on a sustainable everyday practice that can be applied in the home, e.g. preventing food waste.

# Overview: Course

The specification for Junior Cycle Home Economics focuses on developing students' understanding and skills to achieve an optimal, healthy and sustainable life through three inter-connected contextual strands: Food, health and culinary skills; Responsible family living; and Textiles and craft. Home economics uses an interdisciplinary approach which encourages the integration of the three strands in the teaching and learning of the subject. It has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle.

Figure 2: The strands of Junior Cycle Home Economics



## Strand 1: Food, health and culinary skills

This strand focuses on developing students' food, health and culinary skills. Students are enabled to develop a healthy, sustainable attitude and positive relationship with food through practical experiential learning. They apply their understanding of nutrition, diet and health principles in order to adopt a healthy lifestyle and make informed decisions that impact the health and wellbeing of themselves as individuals as well as within their families. The application of practical food and health literacy skills is integral to this strand and includes menu planning; shopping; cooking; health and safety food skills; portion control; reading food labels; dietary analysis; costing; sensory analysis; and food waste.

## Strand 2: Responsible family living

This strand enables students to explore, from a systems perspective, responsible family living. Students develop an understanding of the different forms and role of families as the core social unit. They develop an understanding of the role of the family in the development of the child in a safe and nurturing environment. Students develop lifeskills to enable them to manage resources responsibly and sustainably in the home, family and community. They are facilitated to become discerning, competent consumers who are able to apply effective decision-making skills in everyday contexts in the home and community. Enabling students to become responsible and have a caring attitude towards other individuals, family members, society and the environment is integral to this strand.

## Strand 3: Textiles and craft

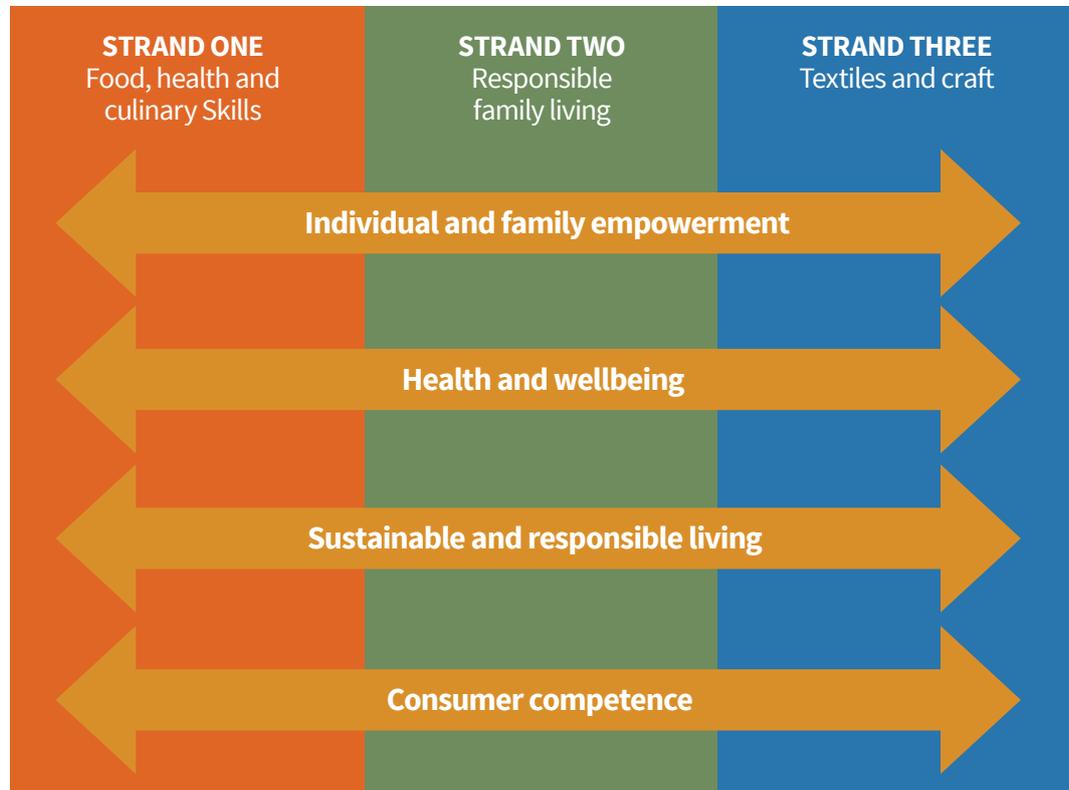
This strand focuses on developing students' textile skills, knowledge and creativity. Practical textile and craft skills are integral to this strand and include hand and machine sewing skills, and fabric texturing and embellishment techniques. Students are enabled to make sustainable decisions as consumers in the choice and maintenance of clothing and textiles. Students will apply the design brief process in designing and making a textile item for an individual or the home.

## Elements

While the learning outcomes associated with each strand are set out separately here, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are optimised by a fully integrated experience of learning in home economics. To give further emphasis to the integrated nature of learning in home economics, the outcomes for each of the strands are grouped by reference to four elements (Figure 3):

- Individual and family empowerment
- Health and wellbeing
- Sustainable and responsible living
- Consumer competence.

Figure 3 : The elements of the contextual strands showing the integrated nature of Junior Cycle Home Economics



### Individual and family empowerment

Across the strands, the learning outcomes in this element focus on a systems approach to individual and family empowerment. Students develop practical lifeskills that can be adapted to address practical, real world, perennial problems or concerns in everyday contexts in the home, family and society. They are facilitated to develop as critical, creative thinkers and problem-solvers able to make informed decisions to achieve optimal, healthy and sustainable living for individuals, households, families and society.

### Health and wellbeing

This element focuses on developing students' knowledge, skills and understanding to make informed decisions that positively impact on their health and wellbeing of themselves as individuals as well as within their families. Across each of the three strands students are facilitated, using a systems approach, to address new and emergent practical concerns that can impact on the wellbeing of individuals, families and society.

### Sustainable and responsible living

Across the strands, the learning outcomes in this element facilitate students to develop as future-oriented thinkers and environmentally-conscious citizens, committed to a sustainable and responsible way of life. Developing students' self-efficacy, critical reflection and discernment in the choice and use of resources in the home; in technological change; in environmental issues and the impact of these on resource management in the home and in personal consumption for everyday living underpin the learning outcomes in this element across each of the three strands.

## Consumer competence

This element focuses on developing students who have the knowledge, skills and understanding to make informed and discerning consumer choices that affect individuals, families and households in contemporary society. Students develop the essential lifeskills to become active, adaptable, consumer-literate citizens able to apply effective decision-making skills in everyday contexts.

Each element focuses on the goals of the learning process, that is, the acquisition of new knowledge, skills and values. As the student progresses through each of the learning strands, there will be a systematic development of their fundamental knowledge, principles and values and key skills.

## Progression from primary to senior cycle

### PRIMARY CURRICULUM

While home economics is not a stand-alone subject within the Primary School Curriculum, in its strands, elements and outcomes, Junior Cycle Home Economics can progress related learning that has taken place at primary level. The primary Social, Personal and Health Education curriculum aims to nurture the personal development, health and wellbeing of the child and encourages them to become active and responsible citizens in society. Within the curriculum area of Social, Environmental and Scientific Education (SESE), students are facilitated to develop an understanding of the natural, human, social and cultural dimensions of the world around them. SESE aims to develop students who are informed and caring members of communities. Such awareness, attitudes, knowledge and skills are addressed and developed in the study of home economics in junior cycle.

### SENIOR CYCLE

Junior Cycle Home Economics will provide strong links to Leaving Certificate Home Economics with students building on their knowledge and practical skills in food studies, resource management, consumer studies and social studies from junior cycle. If students choose the Leaving Certificate optional pathway of textiles, fashion and design they will develop the practical textile skills established at junior cycle. Elements of home economics feature in many schools as part of a Transition Year (TY) programme. These elements and associated activities include practical food skills and nutrition modules; food business; mini-company; social enterprises; childcare; design and craft; fashion design; interior design; and cookery and textile competitions. Furthermore, home economics at junior cycle prepares students who opt for the Leaving Certificate Applied (LCA) vocational specialisms of *Hotel, Catering and Tourism, and Childcare/Community Care*.

# Expectations for Students

*Expectations for students* is an umbrella term that links learning outcomes with annotated examples of student work in the subject specification. When teachers, students or parents looking at the online specification scroll over the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers. The examples will include work that is:

- Exceptional
- Above expectations
- In line with expectations.

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised in actual cases.

## Learning outcomes

*Learning outcomes* are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied home economics in junior cycle. The learning outcomes set out in the following tables apply to all students. As set out here they represent outcomes for students at the end of their three years of study. The specification stresses that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning in home economics up to the end of junior cycle.

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves. Junior Cycle Home Economics is offered at a common level. The examples of student work linked to learning outcomes will offer commentary and insights that support different standards of student work.

## Strand one: Food, health and culinary skills

This strand focuses on developing students' food, health and culinary skills. Students are enabled to develop a healthy, sustainable attitude and positive relationship with food through practical experiential learning. They apply their understanding of nutrition, diet and health principles in order to adopt a healthy lifestyle and make informed decisions that impact the health and wellbeing of themselves as individuals as well as within their families. The application of practical food and health literacy skills is integral to this strand and includes menu planning; shopping; cooking; health and safety food skills; portion control; reading food labels; dietary analysis; costing; sensory analysis; and food waste.

### **ELEMENT: Individual and family empowerment**

*Students should be able to:*

- 1.1 identify the factors that affect personal food choices
- 1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks
- 1.3 apply a range of cooking principles and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations
- 1.4 demonstrate culinary and creative skills in relation to the preparation, cooking and presentation of food
- 1.5 apply safe and hygienic practices in food handling, preparation, storage and serving
- 1.6 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family
- 1.7 use available technology for food planning and preparation

### **ELEMENT: Health and wellbeing**

*Students should be able to:*

- 1.8 discuss the elements of a healthy lifestyle
- 1.9 recognise the importance of nutrition and diet in contributing to health and wellbeing
- 1.10 explain the role of the nutrients in contributing to a healthy balanced diet
- 1.11 describe the basic structure and basic functions of the digestive system
- 1.12 investigate the nutritional requirements at each stage of the lifecycle
- 1.13 plan and prepare meals for individuals with diet-related diseases
- 1.14 apply the nutritional requirements of individuals with special dietary considerations when planning and preparing meals

### **ELEMENT: Sustainable and responsible living**

*Students should be able to:*

- 1.15 investigate the impact of their food choices from an ecological and ethical perspective
- 1.16 apply sustainable practices to the selection and management of food and material resources

### **ELEMENT: Consumer competence**

*Students should be able to:*

- 1.17 compare common foods used in food preparation and how they affect the nutrition and sensory quality of the product
- 1.18 evaluate commercial and homemade food products
- 1.19 interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels

## Strand two: Responsible family living

This strand facilitates students to explore, from a systems perspective, responsible family living. Students develop an understanding of the different forms and role of families as the core social unit. They develop an understanding of the role of the family in the development of the child in a safe and nurturing home environment. Students develop lifeskills to enable them to manage resources responsibly and sustainably in the home, family and community. They are facilitated to become discerning, competent consumers who are able to apply effective decision-making skills in everyday contexts in the home and community. Enabling students to become responsible and have a caring attitude towards other individuals, family members, society and the environment is integral to this strand.

### **ELEMENT: Individual and family empowerment**

*Students should be able to:*

- 2.1 discuss the different forms of the family
- 2.2 explore the roles and responsibilities of the family
- 2.3 discuss family relationships and the importance of strengthening relationships between individuals and families

### **ELEMENT: Health and wellbeing**

*Students should be able to:*

- 2.4 discuss the requirements of a safe and nurturing home environment
- 2.5 assess the importance of making informed and responsible decisions in everyday life
- 2.6 apply the design principles and guidelines to room planning and the design of an interior space in the home

### **ELEMENT: Sustainable and responsible living**

*Students should be able to:*

- 2.7 identify how individuals, families and households can contribute to sustainable and responsible living
- 2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation
- 2.9 explore the influence of technology on the management of personal, family and household resources

### **ELEMENT: Consumer competence**

*Students should be able to:*

- 2.10 apply consumer decision-making skills in the management of personal, family and household resources for everyday living
- 2.11 debate consumers' rights and responsibilities
- 2.12 examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies
- 2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living

## Strand three: Textiles and craft

This strand focuses on developing students' textile skills, knowledge and creativity. Practical textile and craft skills are integral to this strand and include hand and machine sewing skills, and fabric texturing and embellishment techniques. Students are enabled to make sustainable decisions as consumers in the choice and maintenance of clothing and textile. Students will apply the design brief process in designing and making a textile item for an individual or the home.

*For the purposes of the learning outcomes and assessment in this specification the term 'textile item' encompasses all textile-based crafts for an individual and the home.*

### **ELEMENT: Individual and family empowerment**

*Students should be able to:*

- 3.1 demonstrate basic hand and machine sewing techniques
- 3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home
- 3.3 apply basic hand sewing and/or machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way
- 3.4 demonstrate fabric embellishment techniques

### **ELEMENT: Health and wellbeing**

*Students should be able to:*

- 3.5 appreciate the therapeutic and leisure role of participating in textile work

### **ELEMENT: Sustainable and responsible living**

*Students should be able to:*

- 3.6 demonstrate ways in which clothing and/or textile household items can be repaired, reused, re-purposed, recycled and upcycled
- 3.7 evaluate textile care procedures used in the home from an environmental perspective
- 3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations

### **ELEMENT: Consumer competence**

*Students should be able to:*

- 3.9 apply their knowledge of textile care symbols

# Assessment and Reporting

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to record and report achievement, to determine appropriate routes for learners to take through a differentiated curriculum, or to identify specific areas of difficulty or strength for a given learner. While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning. To do this it must fully reflect the aim of the curriculum.

The junior cycle places a strong emphasis on assessment as part of the learning process. This approach requires a more varied approach to assessment in ensuring that the assessment method or methods chosen are fit for purpose, timely and relevant to the students. Assessment in Junior Cycle Home Economics will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This rests upon the provision for learners of opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and upon the quality of the focused feedback they get in support of their learning.

Providing focused feedback to students on their learning is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning. This approach will ensure that assessment takes place as close as possible to the point of learning. Final assessment still has a role to play, but is only one element of a broader approach to assessment.

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Parents/guardians should receive a comprehensive picture of student learning. Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child's learning journey over the three years of junior cycle.

To support this, teachers and schools have access to an Assessment Toolkit. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, the Assessment Toolkit includes learning, teaching and assessment support material, including:

- formative assessment
- planning for and designing assessment
- ongoing assessments for classroom use
- judging student work – looking at expectations for students and features of quality
- reporting to parents and students
- thinking about assessment: ideas, research and reflections
- a glossary.

The contents of the Assessment Toolkit include a range of assessment supports, advice and guidelines that enable schools and teachers to engage with the new assessment system and reporting arrangements in an informed way, with confidence and clarity.

### Assessment for the JCPA

The assessment of home economics for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise; two Classroom-Based Assessments: Creative Textiles and a Food Literacy Skills brief; a practical food skills examination; and a written examination. All assessments will be at a common level. The second Classroom-Based Assessment will include preparation for the practical food skills examination.

The practical food skills examination and the written examination will be marked by the State Examinations Commission.

Table 3: Overview of assessment in Junior Cycle Home Economics

Assessment	Percentage weighting for examinations externally assessed	Assessment method
Classroom-Based Assessments		
CBA 1: Creative Textiles	N/A	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students.
CBA 2: Food Literacy Skills brief	N/A	The formative assessment related to the preparation for the practical food skills examination will be reported upon to the student and parent/guardian by the school.
Final examination		
Practical food skills examination	50%	Briefs will be issued annually by the State Examinations Commission. Marked by the State Examinations Commission, together with the necessary written support.
Written examination	50%	Set and marked by the State Examinations Commission.

## Classroom-Based Assessments in home economics

### RATIONALE

Classroom-Based Assessments are the occasions when the teacher assesses the students in the specific assessments that are set out in the specification. Classroom-Based Assessments are similar to the formative assessment that occurs every day in every class. However, in the case of the Classroom-Based Assessments, the teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students.

Over the three years of junior cycle students will be provided with opportunities to stimulate their curiosity and interest in home economics. The Classroom-Based Assessments link to the priorities for learning and teaching in home economics. It is envisaged that through the Classroom-Based Assessments students will actively engage in practical and authentic learning experiences.

The Classroom-Based Assessments will provide an opportunity for students to:

- research information using a range of methods
- analyse data and evidence to make informed value judgements and decisions
- organise information and plan logically
- communicate clearly and effectively
- collaborate with others on tasks
- reflect on their own learning.

Through these Classroom-Based Assessments they will develop their knowledge, understanding, skills, and values, thereby achieving the learning outcomes across the strands.

In home economics, the second Classroom-Based Assessment will involve researching, analysing and planning for a practical food skills examination and the formative assessment related to this will be reported upon to the student and parent/guardian by the school. This preparatory work will also contribute to the practical food skills examination which will be marked by the State Examinations Commission.

### Classroom Based Assessment 1: Creative Textiles

A project-based Creative Textiles Classroom-Based Assessment will provide students with the opportunity to actively engage in a practical and creative way with the design brief process. They are asked to apply the design brief process to make/recycle a textile item for the individual or the home giving due regard to basic human needs, consumer trends, ecological issues and technology. Through this Classroom-Based Assessment students will develop their knowledge, understanding, skills, and values, thereby achieving many of the learning outcomes across Strands 2 and 3.

*For the purposes of the learning outcomes and assessment in this specification the term 'textile item' encompasses all textile-based crafts for an individual and the home.*

#### CLASSROOM-BASED ASSESSMENT 1: CREATIVE TEXTILES

Students are given two options from which to choose one Creative Textiles project:

1. Make a textile item for an individual or the home  
or
2. Recycle or upcycle a textile item for an individual or the home

#### **Option 1: Make a textile item for an individual or the home**

Applying the design brief process and the principles of design and sustainability, students make a textile item for an individual or the home.

As part of the project, students will show evidence of:

- applying the design brief process
- applying the principles of design and sustainability
- using basic hand sewing and/or machine sewing techniques in the making of the product
- fabric embellishment techniques (where applicable)
- appropriate textile care and maintenance.

**Option 2: Recycle or upcycle a textile item for an individual or the home**

Applying the design brief process and the principles of design and sustainability, students are asked to recycle or upcycle a textile item for an individual or the home.

As part of the project, students will show evidence of:

- applying the design brief process
- applying the principles of design and sustainability
- using basic hand sewing and/or machine sewing techniques in the making of the product
- fabric embellishment techniques (where applicable)
- appropriate textile care and maintenance.

**Evidence of learning**

For successful completion of the Classroom-Based Assessment, students will submit a textile item and evidence of the application of the design brief process. This Classroom-Based Assessment is an individual project and will be completed by the end of year two.

It will be assessed by the teacher using features of quality to be provided in separate Assessment Guidelines.

**Classroom-Based Assessment 2: Food Literacy Skills brief**

The Food Literacy Skills brief Classroom-Based Assessment will offer students the opportunity to demonstrate their culinary and creative food literacy skills and nutritional knowledge in the researching, analysing and planning of a food literacy skills brief for everyday living.

**CLASSROOM-BASED ASSESSMENT 2: FOOD LITERACY SKILLS BRIEF**

Classroom-Based Assessment 2 will be directly linked to the practical food skills examination. Therefore, it will be based on a food literacy skills brief selected from a list of briefs issued annually by the State Examinations Commission. Students will use the design brief process to demonstrate their culinary and creative food literacy skills and nutritional knowledge by researching, analysing and planning the requirements for the brief. The briefs, issued by the State Examinations Commission, may include but not be exclusive to options from the following broad areas: healthy family meals to reflect the current healthy eating guidelines; a special dietary consideration or a diet-related disease; a particular stage of the lifecycle; healthy school lunches; a healthy homemade alternative to a commercial/takeaway meal; resourceful cookery; a food enterprise/farmers' market product/s; ethnic cookery.

Students choose one brief from the list provided by the State Examinations Commission as the basis for their CBA and, utilising the design brief process, generate ideas and possible solutions for the chosen brief. Students use the prepared material to share in an appropriate way their thoughts on how to approach the practical food skills examination associated with the brief through a discussion with their peers.

As part of the CBA, students will use technology, where appropriate, in researching, analysing, planning and presenting their results.

**Evidence of learning**

For successful completion of this Classroom-Based Assessment, students will present an outline of their proposed solution to the brief for the practical food skills examination. The CBA will be assessed by the teacher using features of quality to be provided in the separate Assessment Guidelines.

**Assessing the Classroom-Based Assessments**

More detailed information related to assessment of the Classroom-Based Assessments will be available in separate Assessment Guidelines. This will include, for example, the suggested length and formats for student pieces of work, the features of quality to be applied to the assessment, and support in using 'on balance' judgement in relation to the features of quality. The NCCA's Assessment Toolkit also includes substantial resource material for use and reference in ongoing classroom assessment of Junior Cycle Home Economics, as well as examples of student work and guidance for the Subject Learning and Assessment Review process.

**Features of quality**

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work. Features of quality will be provided for the two CBAs in the Assessment Guidelines.

## Final examination

The final examination will consist of a practical food skills examination and a written examination. The practical examination and the written examination will each be allocated 50% of the marks available.

### PRACTICAL FOOD SKILLS EXAMINATION

Based on feedback, students reflect upon their preparatory work carried out as part of CBA 2 and the direction they will take it in for the practical food skills examination.

For the practical food skills examination, students will be required to demonstrate the application of nutritional knowledge and practical culinary skills in the execution of one of the briefs issued by the State Examinations Commission. The practical food skills examination will be of one hour and thirty minutes' duration with an additional thirty minutes of preparation time prior to the commencement of the timed examination. It is an individual examination and will be completed by the end of year three.

Based on their chosen brief from CBA 2, students will demonstrate their culinary and creative food literacy skills by preparing, serving and evaluating healthy nutritious dishes or product/s to meet the requirements of the brief. The briefs, issued by the State Examinations Commission, may include but not be exclusive to options from the following broad areas: healthy family meals to reflect the current healthy eating guidelines; a special dietary consideration or a diet-related disease; a particular stage of the lifecycle; healthy school lunches; a healthy homemade alternative to a commercial/takeaway meal; resourceful cookery; a food enterprise/farmers' market product/s; ethnic cookery.

As part of the practical examination, students will:

- apply the relevant stages of the design brief process in the preparation, implementation and evaluation
- use technology, as appropriate, in the preparation, implementation and evaluation
- demonstrate a range of cooking principles and techniques
- apply sustainable resource management practices
- apply safe and hygienic practices in food handling, preparation, storage and serving
- demonstrate culinary and creative skills in preparation, implementation and presentation.

**WRITTEN EXAMINATION**

Students will sit a written examination of one and a half hour's duration. The written examination will take place at the end of third year. In any year, the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes. The final examination will be set and marked by the State Examinations Commission.

**INCLUSIVE ASSESSMENT PRACTICES**

This specification allows for inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. The accommodations, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

# Appendix A: Glossary of home economics terms

This glossary is designed to clarify the terminology as used in the Junior Cycle Home Economics specification to enable teachers and students to understand how the terms are interpreted and applied.

Term	Interpretation
Design brief process	An open brief is used to outline the requirements of a particular task. The DBP is ideally cyclical and reflective and may involve the following stages: defining the problem/task; investigation/research; generating ideas; developing possible solutions; presenting ideas to others for feedback; refining the design; production of product; evaluation.
Food literacy	Food literacy involves the inter-related knowledge, skills, attitudes and behaviours which are required to plan, prepare and cook food.
Practical perennial problems	Practical perennial problems are concerns endured from generation to generation by families, both locally and globally, which require thoughtful action and reflective, critical decision-making skills to resolve.
Systems approach	A systems approach looks at the interrelatedness of contexts and no one situation in isolation. It considers multiple contexts affecting the complexities of life and family life in the twenty-first century.
Food skills	Food skills refers to the broad range of knowledge and skills applied during the planning, preparation, implementation and evaluation of a meal/dish/product.
Diet-related diseases	Diet-related diseases (or nutrition-related chronic diseases) are diseases that may result from dietary intake that deviates from population dietary recommendations. These include chronic diseases such as obesity, diabetes, cardiovascular disease, osteoporosis and dental disease.
Special dietary consideration	Although there is no legal definition, people with 'special dietary considerations' would include those who are advised to, or choose to deviate from population dietary recommendations. This could be for both medical (e.g. coeliac disease, food allergies, food intolerance, inflammatory bowel disease) and non-medical reasons (e.g. vegetarian diets, religious or cultural reasons).

# Appendix B:

## Glossary of action verbs

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

Action verbs	Students should be able to
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appreciate	recognise the meaning of, have a practical understanding of
Assess	judge, evaluate or estimate the nature, ability, or quality of something
Classify	group things based on common characteristics
Compare	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
Complete	finish making or doing; bring to a successful conclusion
Conduct	organise and carry out
Consider	describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability
Construct	develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information
Convert	change to another form
Create	to make or bring into existence something new
Debate	argue about a subject, especially in a formal manner
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Describe	develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model
Develop	progress or improve to become more mature, advanced, or elaborate
Devise	plan, create or formulate a procedure or system by careful thought
Determine	ascertain or establish exactly by research or calculation
Differentiate	recognise or ascertain what makes something different

Action verbs	Students should be able to
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
Distinguish	make the differences between two or more concepts or items clear
Evaluate (data)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods
Explain	give a detailed account including reasons or causes
Examine	consider an argument or concept in a way that uncovers the assumptions and relationships of the issue
Explore	systematically look into something closely; to scrutinise or probe
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Investigate	observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Justify	give valid reasons or evidence to support an answer or conclusion
Prepare	make something ready for use or presentation
Present	promote or propose an idea; deliver or illustrate evidence; show something for others to examine
Propose	put forward a plan or suggestion for consideration
Recommend	put forward something with approval as being suitable for a particular purpose
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Relate	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
State	associate, giving reasons
Suggest	provide a concise statement with little or no supporting argument
Understand	propose a solution, hypothesis or other possible answer
Use	have and apply a well-organised body of knowledge
Verify	give evidence to support the truth of a statement

