

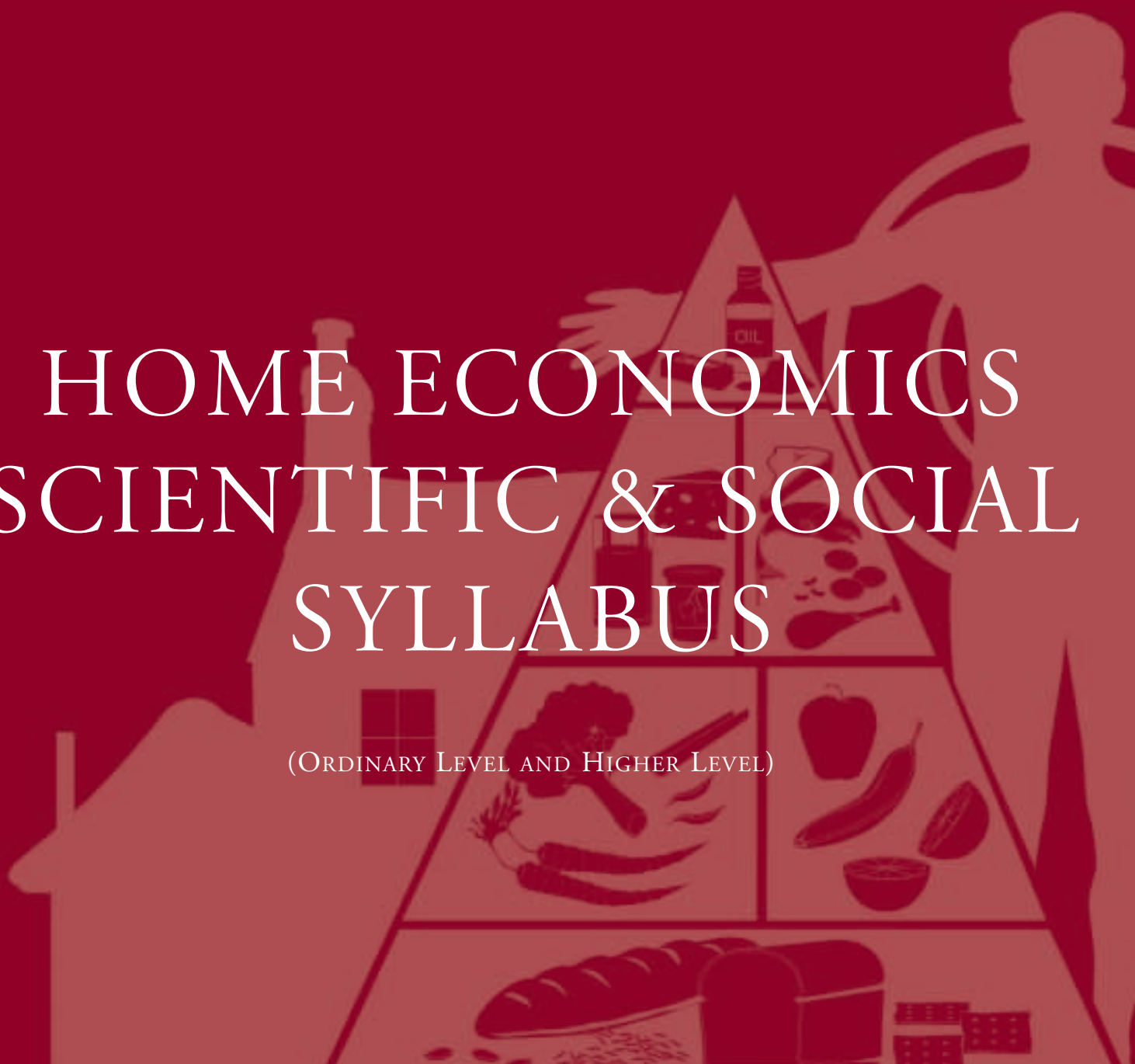


AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA

LEAVING CERTIFICATE

# HOME ECONOMICS SCIENTIFIC & SOCIAL SYLLABUS

(ORDINARY LEVEL AND HIGHER LEVEL)



# LEAVING CERTIFICATE PROGRAMMES

## Aims and Principles

1. The general aim of education is to contribute towards the development of all aspects of the individual, including aesthetic, creative, critical, cultural, emotional, expressive, intellectual, for personal and home life, for working life, for living in the community and for leisure.
2. Leaving Certificate programmes are presented within this general aim, with a particular emphasis on the preparation of students for the requirements of further education or training, for employment and for their role as participative, enterprising citizens.
3. All Leaving Certificate programmes aim to provide continuity with and progression from the Junior Certificate programme. The relative weighting given to the various components – e.g. personal and social (including moral and spiritual) development, vocational studies and preparation for further education and for adult and working life – within the programmes may vary.
4. Programmes leading to the award of the Leaving Certificate are of two years duration and are offered in three forms:
  - i. The Leaving Certificate (Established)
  - ii. The Leaving Certificate Vocational Programme
  - iii. The Leaving Certificate Applied
5. All Leaving Certificate programmes, in contributing to a high quality education, emphasise the importance of :
  - self-directed learning and independent thought
  - a spirit of inquiry, critical thinking, problem solving, self-reliance, initiative and enterprise
  - preparation for further education, for adult and working life
  - lifelong learning.

## The Leaving Certificate (Established)

The Leaving Certificate (Established) programme offers students a broad and balanced education while allowing for some specialisation. Syllabuses are provided in a wide range of subjects. All subjects are offered at Ordinary and Higher levels. In addition, Mathematics and Irish are also offered at Foundation level.

The certificate is used for purposes of selection into further education, employment, training and higher education.

## The Leaving Certificate Vocational Programme (LCVP)

The Leaving Certificate Vocational Programme is an intervention within the Leaving Certificate (Established). LCVP students study a minimum of five subjects (at Higher, Ordinary or Foundation levels), including Irish and two subjects from specified vocational subject groupings. They are also required to take a recognised course in a Modern European language, other than Irish or English. In addition LCVP students take three Link Modules on Enterprise Education, Preparation for Work and Work Experience.

In particular, the LCVP aims to foster in students a spirit of enterprise and initiative and to develop their interpersonal, vocational and technological skills.

## The Leaving Certificate Applied

The Leaving Certificate Applied is a distinct, self-contained Leaving Certificate programme. It is designed for those students who do not wish to proceed directly to third level education or for those whose needs, aspirations and aptitudes are not adequately catered for by the other two Leaving Certificate programmes. The Leaving Certificate Applied is structured around three main elements – Vocational Preparation, Vocational Education and General Education - which are interrelated and interdependent. This programme is characterised by educational experiences of an active, practical and student-centred nature.



LEAVING CERTIFICATE

HOME ECONOMICS—  
SCIENTIFIC  
AND SOCIAL

(ORDINARY AND HIGHER LEVEL)



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## INTRODUCTION

### Rationale

- (i) Home economics—scientific and social is an applied subject combining theory with practice in order to develop understanding and solve problems. It is concerned with the way individuals and families manage their resources to meet physical, emotional, intellectual, social and economic needs.
- (ii) Home economics focuses on the acquisition of knowledge and the development of skills and attitudes that will enable students to take control of their own lives at present and in the future, whether that be in the home, in further education, in the world of work, or other life situations. The wide range of learning experiences to which the students are exposed will allow them to be flexible and adaptable in the changing situations of modern life. It prepares students of both sexes for life in a consumer-oriented society and provides a learning foundation for those seeking employment in a wide range of careers, such as the food industry, tourism, clothing and design, and the health and social services.
- (iii) Home economics emphasises the interdependent relationship that exists between individuals or families and their immediate and distant environments and promotes a sense of responsibility towards sustaining resources within those environments.

### Aims

The aims of the syllabus are to:

- provide continuity and progression from the aims and content of the Junior Certificate home economics programme
- allow students, male and female, to acquire and develop the knowledge, understanding, skills, competence and attitudes necessary to contribute to a personal and family environment conducive to human development, health, leisure, security, and happiness
- provide a suitable basis for the formation of post-school life, with the emphasis on future education, vocational training and employment needs; to include the particular needs of the food industry, clothing, textile and craft industries, tourism, and social and health services; and to develop an appreciation of the significance of their learning to the Irish economy and the European Union
- develop an understanding of the physical, emotional, intellectual, economic and social needs of individuals or families and to encourage an appreciation of the diversity of socio-economic and cultural influences on family life
- encourage students to develop and apply the management skills necessary for the effective organisation and management of available resources to satisfy personal and family needs in a continuously changing economic, social and technological climate
- develop an awareness of the interdependence of the individual or family and the environment and to promote a sense of responsibility to global issues

- be sensitive to aspects of Irish and European cultures
- nurture and develop a spirit of enterprise, inventiveness, aesthetic awareness, and creativity
- encourage students to become discerning consumers, able to seek out and evaluate information and weigh evidence as a basis for making sound judgements and choices
- develop an awareness of health and safety practices in activities related to home economics
- develop personal qualities: perseverance, self-confidence, co-operativeness, team spirit, adaptability, and flexibility.

## Objectives

The objectives of the syllabus are:

### Knowledge

Students should have knowledge of

- relevant facts, principles, terminology, methods, and concepts
- managerial processes related to the individual, home, family, and community
- the relationship of nutritional needs to the health of the individual and the community
- current technological advances affecting food, materials, textiles and equipment used in the home, with reference, where relevant, to industrial processes
- elements and principles of design in relation to clothing, food, and the home
- sociological factors affecting the individual and families.

## Understanding

Students should understand

- relevant facts, principles, terminology, methods, and concepts
- the physical, intellectual, emotional and social needs of people
- the effects of social and technological change on the family, society, industry, and the economy
- the responsibilities an individual has towards the family group, the community, and the world at large
- the social and economic dimensions of home economics
- the relationship that exists between the individual or family and the environment.

## Skills

Students should be able to

- develop skills of handling, observing and evaluating food, textiles and equipment in the wide range of practical activities encountered
- research, study, analyse, synthesise and interpret material as a basis for expressing and communicating viewpoints in planning and evaluating alternatives and making judgements and decisions through problem-solving
- develop and extend organisational, manipulative and creative skills in relation to the preparation, cooking and presentation of food
- develop an appreciation of the quality and suitability of clothes and fabrics
- develop creative ability and respond to design through the exploration of materials and processes
- apply principles of safe and hygienic practices

- gain the experience of communicating, interacting and co-operating through working in groups
- analyse and evaluate the effectiveness of a course of action and redirect it if necessary
- apply the principles of management to any relevant activity.

### Competence

Students should be able to

- present information in a variety of forms in a structured and logical way
- initiate and implement independent work schedules
- arrive at conclusions or solutions to tasks or problems in a planned, systematic way
- plan, prepare and present meals to specific requirements
- make and evaluate decisions based on the consideration of all available information
- produce a garment that demonstrates the use of a range of prescribed processes (textiles, fashion, and design elective only)
- transfer acquired knowledge and skills to new situations at home or in industry so that they can produce a variety of solutions to novel problems, evaluate the possibility of suggested solutions, and form reasoned proposals for action.

### Attitudes

Students should appreciate

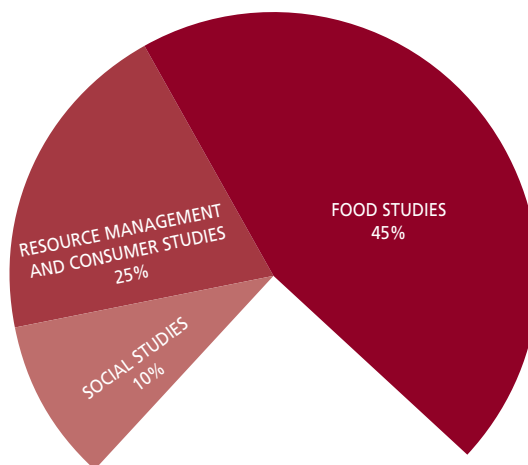
- that the use of effective managerial processes affects the quality of life
- the role of the consumer in society
- the importance of being discerning consumers, able to seek out and evaluate information and to weigh evidence as a basis for making judgements and choices
- the importance of safe and hygienic practices in the home and elsewhere and the fact that safety awareness should be an integral part of life in the use of food, materials, and equipment
- the responsibilities they have towards themselves and their families, peers, and other members of society
- the value of aesthetic considerations in relation to all aspects of life
- the value of individuality, creativity, and enterprise
- applications and influence of technology, the effect it has on society, and its impact on the environment
- the effect that the decisions of individuals have on wider national and global issues
- that there is an interdependent relationship between individuals and their environment
- the importance of home economics issues to the economic development of the local community, the country, and the EU.



## Syllabus Structure

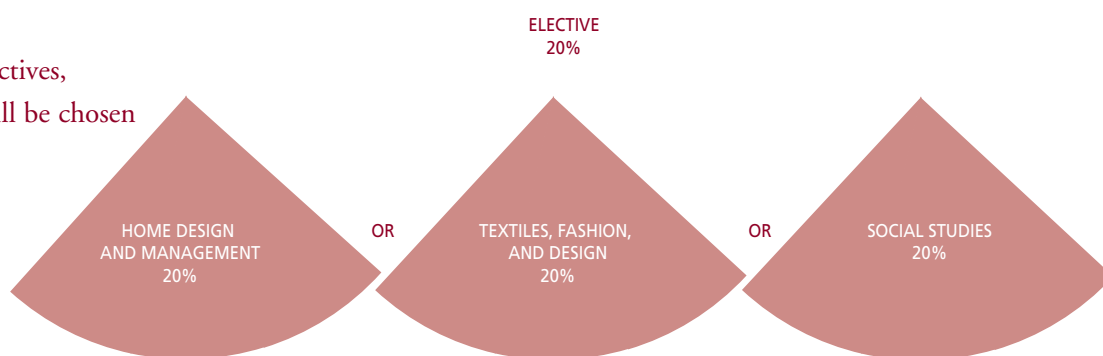
### Core

The core consists of three areas:



### Electives

There are **three** electives, from which **one** will be chosen



Each elective is an extension of the content of the core.

### Format

The syllabus is presented in four columns, under the headings:

- topic
- content—expected knowledge and understanding
- activities to support the course objectives
- links with other parts of the syllabus.

The **topic** column gives main headings and number references, from which the topics covered can be conveniently referred to.

The **content** column gives further details of the content required. Content required for Higher level only is indicated (in black print) in this column also.

The **support activities** column is included to assist teachers in achieving the objectives of the syllabus. The activities included encourage variety in learning methods. Alternative suitable activities may also be used.

The fourth column indicates **links with other parts of the syllabus** and is included as an aid to teachers in integrating topics from one content area to another.

**The syllabus has been structured to facilitate the development of the specific content of the syllabus in a clear and informative way. The format in which the syllabus is presented does not imply any particular order of teaching. Teaching strategies should promote, in a positive manner, the aims and objectives of the syllabus.**

It is recommended that the subject be taught within a framework that integrates the related elements and processes within each of the **three areas** of the core and the **selected** elective. This is facilitated by the cross-referencing in column 4: links with other parts of the syllabus.

### **Level differentiation**

The syllabus has been designed as a common syllabus for Ordinary and Higher levels. Some material has been designated Higher level only. This material, which is an extension of Ordinary level, is printed in black throughout the syllabus.

Higher level students will be expected to demonstrate a greater depth of understanding of concepts, processes and principles and a greater degree of proficiency in skills, both practical and procedural.

### **Syllabus content—legislation**

Where legislation or regulations are referred to in the syllabus content, it is expected that candidates will have a knowledge of the most recent developments.

### **Practical work**

Practical work is an integral component of the syllabus.

Practical activities provide opportunities for achieving the syllabus objectives as the content is studied.

Slides, posters, books, videos and computer programs are excellent resource materials, and their use in implementing the syllabus is recommended.

Standard safety precautions must be observed, and due care must be taken when carrying out all activities.

### **Time**

The syllabus is designed for 180 hours of class contact time (the equivalent of five class periods of 40 minutes each per week). At least one double period is required per week to facilitate practical work.

### **Safety, health and welfare**

Normal safety conventions will apply to the teaching of the syllabus. Teachers must work within the guidelines of the Safety, Health and Welfare at Work Act (1989) and any subsequent amendments. Teachers are encouraged to develop in their students positive attitudes and approaches to safety in the range of activities they encounter and to inculcate in them an awareness of the values of creating a safe working environment.

### **Teachers guidelines**

A set of teachers guidelines (non-prescriptive material) will accompany the syllabus.

## ASSESSMENT

The syllabus will be assessed in accordance with its objectives. In any year the examination will be representative of a range of elements from the syllabus.

### Assessment objectives

Candidates will be required to demonstrate their

- (i) knowledge and understanding of relevant facts, principles, terminology, methods and concepts, as outlined in the syllabus
- (ii) ability to apply this knowledge and understanding to a variety of relevant situations
- (iii) ability to research, record, analyse, synthesise and interpret material and to present information in a structured and logical way
- (iv) ability to analyse and evaluate the effectiveness of a course of action
- (v) organisational, manipulative and creative skills in relation to relevant areas of the syllabus
- (vi) ability to make informed choices and decisions based on the consideration of all available information.

## Differentiation

The syllabus aims to cater for a wide range of student abilities. While it has been designed as a common syllabus for Ordinary and Higher levels, some material has been designated Higher level only. This Higher level material is an extension of Ordinary level material.

Assessment will be available at Ordinary and Higher levels. Examination questions and tasks will be based on the syllabus content appropriate to each level. In addition, Higher level students will be expected to demonstrate a greater depth of understanding of concepts, processes and principles and a greater degree of proficiency in skills, both practical and procedural.

## Format

Assessment will be in the form of a terminal written examination and an assessment of practical work, which is an integral part of the study of home economics. There will also be an assessment of practical work for those candidates who study the textiles, fashion and design elective.

As home economics is a multi-disciplinary subject, it is recommended that it be taught within a framework that integrates the related elements and processes within the core and the selected elective. It follows, therefore, that assessment questions and tasks will promote this principle of integration.

## PROGRAMME OF STUDY CORE

(Black text is for Higher level only.)

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>I.1 Food science and nutrition</b>			
<b>I.1.1 Food choices</b>	<p>Factors affecting food choices, to include:</p> <ul style="list-style-type: none"> <li>• culture, eating patterns, sensory aspects, nutritional awareness, health status, availability, finance, marketing and advertising</li> </ul>	<p>Discussion on the differences in meal patterns in different societies and the factors that contribute to these differences.</p> <p>Theme day or week featuring foods from a particular culture or time.</p>	<p>1.2.3 Dietary and food requirements</p> <p>1.2.4 The Irish diet</p> <p>1.3.3 Meal management and planning</p> <p>2.1.1 Components of management</p> <p>2.1.3 Management of household financial resources</p> <p>2.2.1 Consumer choices</p>
<b>I.1.2 Protein</b>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• basic structure of amino acids</li> <li>• essential amino acids, peptides, peptide bond, hydrolysis</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• outline knowledge of primary, secondary and tertiary structure</li> </ul> <p><b>Classification</b></p> <ul style="list-style-type: none"> <li>• simple proteins animal—fibrous, globular plant—glutelins, prolamines</li> <li>• conjugated proteins</li> </ul> <p><b>Sources</b></p> <ul style="list-style-type: none"> <li>• animal and plant protein sources</li> <li>• distribution in food of the following proteins: albumin, casein, gelatine, gluten, myosin, actin, collagen</li> </ul> <p><b>Properties</b></p> <ul style="list-style-type: none"> <li>• denaturation—coagulation, foam formation, gel formation</li> <li>• effects of dry and moist heat, mechanical action, pH and enzymes on protein during preparation, cooking, and digestion</li> </ul>	<p>Use of models to illustrate protein structure, using different-coloured blocks or shapes to illustrate amino acids.</p> <p>Make a poster to show examples of each classification, for display in the classroom.</p> <p>Prepare a poster to illustrate sources.</p> <p>Experiments or cookery activities to demonstrate the practical applications of the properties of protein.</p>	<p>1.1.2 Digestion and absorption of proteins</p> <p>1.3.2 Food commodities</p> <p>1.3.3 Meal management and planning</p> <p>1.3.2 Food commodities</p> <p>1.3.2 Food commodities</p> <ul style="list-style-type: none"> <li>• protein foods</li> </ul> <p>1.3.4 Food preparation and cooking processes</p> <p>1.3.9 Preservation</p>

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
1.1.3 Carbohydrates	<p>Functions</p> <ul style="list-style-type: none"> <li>biological functions of structural proteins, physiologically active proteins, and nutrient proteins</li> </ul> <p>Biological value</p> <ul style="list-style-type: none"> <li>complete and incomplete protein, complementation</li> </ul> <p>Energy value</p> <ul style="list-style-type: none"> <li>contribution to total energy value of average diet</li> <li>role of protein as a supplementary energy source</li> <li>deamination</li> </ul> <p>Digestion and absorption</p> <ul style="list-style-type: none"> <li>hydrolysis of protein and digestion sequences</li> <li>absorption and outline of utilisation of amino acids</li> </ul>	<p>Planning and preparation of simple meals to illustrate protein complementation.</p> <p>Use of labelled blocks to illustrate formation of disaccharides and polysaccharides.</p> <p>Collage or poster to illustrate sources.</p>	<p>1.2.3 Vegetarian dietary requirements</p> <p>1.2.1 Energy requirements</p> <p>1.3.2 Food commodities</p> <ul style="list-style-type: none"> <li>fruit and vegetables, cereals</li> </ul>
	<p>Formation of carbohydrates in plants</p> <p>Composition and structure</p> <ul style="list-style-type: none"> <li>basic structure of a monosaccharide</li> <li>formation of disaccharides and polysaccharides</li> </ul> <p>Classification</p> <ul style="list-style-type: none"> <li>monosaccharides, disaccharides, polysaccharides</li> </ul> <p>Sources</p> <ul style="list-style-type: none"> <li>sources of monosaccharides, disaccharides, starch, cellulose, pectin, non-starch polysaccharides (dietary fibre)</li> </ul>		

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
	<p><b>Properties</b></p> <ul style="list-style-type: none"> <li>• sweetness, solubility, gelatinisation of starch, hydrolysis—to include inversion, crystallisation, and caramelisation, dextrinisation, pectin extraction and gel formation</li> <li>• effects of dry and moist heat on carbohydrates during cooking</li> <li>• effects of enzymes on carbohydrates during digestion</li> </ul> <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>• biological functions of sugars, starch, and non-starch polysaccharides</li> <li>• culinary functions of sugars, starch, pectin</li> </ul> <p><b>Energy value</b></p> <ul style="list-style-type: none"> <li>• contribution to total energy value of the average diet</li> </ul> <p><b>Dietary targets for non-starch polysaccharide intake and how these can be achieved</b></p> <p><b>Digestion and absorption</b></p> <ul style="list-style-type: none"> <li>• hydrolysis of carbohydrates, digestion sequences, absorption mechanism, outline of utilisation of glucose</li> </ul>	<p>Experiments or cookery activities that demonstrate the practical applications of caramelisation and inversion of sugar and the dextrinisation and gelatinisation of starch.</p> <p>Simple comparative study on energy value of foods with or without added sugar, e.g. cereals.</p> <p>Compare the energy value of a food, e.g. bar of chocolate, with the length of time it takes the body to use up that energy, depending on activity, e.g. how long you would have to walk, swim, etc.</p>	<p>1.3.4 Sauce-making 1.3.4 Principles underlying the cooking of starch-based foods</p> <p>1.3.2 Food commodities 1.3.4 Principles underlying the cooking of food</p> <p>1.2.1 Energy requirements</p> <p>1.2.3 Dietary and food requirements 1.2.4 The Irish diet</p> <p>1.2.3 Dietary and food requirements • diabetes</p>

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
1.1.4 Lipids	<p>Classification of fatty acids</p> <ul style="list-style-type: none"> <li>• saturated, monounsaturated, polyunsaturated</li> <li>• essential fatty acids</li> <li>• cis and trans fatty acids</li> </ul> <p>Composition and structure of lipids</p> <ul style="list-style-type: none"> <li>• structure of saturated, monounsaturated and polyunsaturated fatty acids</li> <li>• chemical composition and molecular structure of a triglyceride</li> </ul> <p>Classification of lipids</p> <ul style="list-style-type: none"> <li>• classification of lipids according to their source and proportion of saturated, monounsaturated and polyunsaturated fatty acids</li> </ul> <p>Sources</p> <ul style="list-style-type: none"> <li>• animal, marine and vegetable sources</li> <li>• distribution of saturated, monounsaturated and polyunsaturated fatty acids in food</li> </ul> <p>Properties</p> <ul style="list-style-type: none"> <li>• melting, smoke and flash points of lipids</li> <li>• formation of emulsions, to include the identification and function of emulsifying agents and stabilisers</li> <li>• plasticity, rancidity, and hydrogenation</li> <li>• identification and functions of antioxidants</li> </ul>	<p>Produce a poster to illustrate sources.</p> <p>Comparison of the melting, smoke and flash points of a number of commonly used fats and oils.</p> <p>Making mayonnaise or other dressings to demonstrate the formation of emulsions.</p>	<p>1.2.3 Dietary requirements</p> <ul style="list-style-type: none"> <li>• coronary heart disease</li> </ul> <p>1.1.4 Digestion and absorption</p> <p>1.3.2 Food commodities</p> <p>1.3.6 Food additives</p> <p>1.3.2 Storage of foods containing lipids. Use of fats and oils in cooking</p> <p>1.3.6 Food additives</p>

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
	<p>Functions</p> <ul style="list-style-type: none"> <li>biological functions of lipids in the diet</li> </ul> <p>Energy value</p> <ul style="list-style-type: none"> <li>contribution to total energy value of the average diet</li> </ul> <p>Digestion and absorption</p> <ul style="list-style-type: none"> <li>hydrolysis of lipids, digestion sequences, absorption mechanism, outline of utilisation of triglycerides</li> </ul>		<p>1.2.1 Energy requirements</p> <p>1.2.3 Dietary and food requirements</p>
<b>I.1.5 Vitamins</b>	<p>Sources, functions, effects of deficiency, recommended dietary allowances (RDAs), properties of the fat-soluble vitamins A (retinol and beta carotene), D (cholecalciferol), E (tocopherols), K (naphthoquinones), and the water-soluble vitamins C (ascorbic acid), B<sub>12</sub> (cobalamin) and folate</p> <p>Sources, functions, effects of deficiency and properties of the other B complex vitamins, as a group, to include, B<sub>1</sub> (thiamine), B<sub>2</sub> (riboflavin), niacin, and B<sub>6</sub> (pyridoxine)</p>	<p>Evaluation of fresh and processed foods as providers of vitamins and minerals, using information available on food labels and food composition tables.</p>	<p>1.2.3 Dietary and food requirements</p> <p>1.2.4 The Irish diet</p> <p>1.3.2 Food commodities</p> <ul style="list-style-type: none"> <li>vegetables</li> </ul> <p>1.3.4 Food preparation</p> <p>1.3.5 Food processing</p> <p>1.3.6 Food additives</p> <ul style="list-style-type: none"> <li>antioxidants</li> </ul>
<b>I.1.6 Mineral elements</b>	<p>Identification of the major mineral elements and trace mineral elements necessary in the diet</p> <p>Sources, functions, effects of deficiency and recommended dietary allowances (RDAs) of calcium, iron, zinc, iodine, potassium, and sodium</p>		<p>1.2.3 Dietary and food requirements</p> <p>1.2.4 The Irish diet</p> <p>1.3.6 Food additives</p> <ul style="list-style-type: none"> <li>nutritional supplements</li> </ul>



1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
	<p>Factors affecting absorption of mineral elements in the body, to include:</p> <ul style="list-style-type: none"> <li>the role of vitamins in assisting the absorption of calcium and iron</li> <li>sources of iron, i.e. haem iron and non-haem iron</li> <li>the effects of phytates and oxalates on the absorption of calcium</li> </ul>		<p>1.1.3 Carbohydrates 1.1.5 Vitamins 1.2.3 Specific dietary requirements • vegan 1.3.2 Food commodities</p>
<b>I.1.7 Water</b>	<p>General properties Biological importance</p>		
<b>I.2 Diet and health</b>			
<b>I.2.1 Energy</b>	<p>Factors determining energy requirements</p> <p>Role of energy in the body:</p> <ul style="list-style-type: none"> <li>basal metabolic rate</li> <li>growth</li> <li>physical activity</li> </ul> <p>Importance of balancing energy intake and output</p>	<p>Use of case studies to evaluate energy balance.</p> <p>Students work in groups or individually on case studies that give details of life-style and diet and make recommendations on how energy intake and expenditure can be adjusted to achieve a satisfactory energy balance.</p> <p>Series of case studies presenting the specific dietary requirements of individuals or groups. Students would make recommendations. Students would make or plan menus for individual or groups presented.</p>	<p>1.2.3 Dietary and food requirements 1.3.3 Meal management and planning</p> <p>1.1.2 Energy value of protein 1.1.3 Energy value of carbohydrates 1.1.4 Energy value of lipids</p>
<b>I.2.2 Dietary guidelines</b>	<p>Current nutritional guidelines:</p> <ul style="list-style-type: none"> <li>how and why they are formulated</li> <li>use of recommended dietary allowances (RDAs),</li> <li>use of food composition tables</li> </ul>	<p>Food composition tables, current dietary guidelines and computer programs can be widely used to support this section.</p>	<p>1.2.4 The Irish diet 1.3.3 Meal management and planning</p>

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
I.2.3 Dietary and food requirements	<p>Factors affecting dietary and food requirements, to include age, sex, health status, pregnancy, and activity</p> <p>Inter-relationship of dietary deficiencies and excesses and diet-related problems, to include:</p> <ul style="list-style-type: none"> <li>• bowel disease, osteoporosis, obesity, coronary heart disease, diabetes, dental caries</li> </ul> <p>The specific dietary requirements of the following modified diets:</p> <ul style="list-style-type: none"> <li>• coronary heart disease, lacto-vegetarian, vegan, coeliac, diabetic</li> </ul>	<p>Case studies highlighting limitations on low-income families when planning family menus.</p>	<p>1.1.3 Non-starch polysaccharides</p> <p>1.1.3 Biological functions of sugars and starches</p> <p>1.1.4 Lipids</p> <p>1.1.5 Vitamins</p> <p>1.1.6 Mineral elements</p> <p>1.2.1 Energy</p> <p>1.1.2 Protein complementation</p>
	<p>I.2.4 The Irish diet</p> <p>Changes in food and eating patterns in the Irish diet from the beginning of the twentieth century</p> <p>Comparison of the Irish diet with current dietary guidelines</p> <p>Aspects of malnutrition currently identified, to include:</p> <ul style="list-style-type: none"> <li>• low dietary fibre, high saturated fat, relatively low iron and calcium intakes, reference to causes, effects, and corrective measures</li> </ul>		

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>I.3 Preparation and processing of food</b>			
<b>I.3.1 The Irish food industry</b>	<p>Brief outline of the structure of the Irish food industry, to include identification of the various sectors and major food imports and exports</p> <p>The role of small businesses and home enterprises within the food industry</p> <p>Outline knowledge of the career opportunities in food and related industries</p>	<p>Collect information on a local factory, business or home enterprise and assess how the business fits into the industry structure, how it contributes to the area, and the career opportunities it presents.</p>	
<b>I.3.2 Food commodities</b>	<p>Nutritional significance, contribution to the diet, selection, effects of storage, preparation, cooking and processing of the main food commodities available to the consumer, to include:</p> <ul style="list-style-type: none"> <li>• milk and dairy products</li> <li>• meat, fish, eggs and alternatives</li> <li>• vegetables and fruit</li> <li>• cereals</li> <li>• fats and oils</li> </ul>	<p>Examine the effect of processing on the nutritional value of food, e.g. milk → butter, milk → cheese.</p> <p>Use samples of the various food commodities for assessing and describing their sensory aspects.</p>	<p>1.1.2 Properties of protein</p> <p>1.1.3 Properties of carbohydrate • sugar and starch</p> <p>1.1.4 Properties of lipids</p> <p>1.1.5 Properties of vitamins</p> <p>1.1.6 Properties of mineral elements</p> <p>1.3.4 Food preparation and cooking processes</p>
<b>I.3.3 Meal management and planning</b>	<p>Management and planning of meals with reference to:</p> <ul style="list-style-type: none"> <li>• current dietary guidelines</li> <li>• dietary requirements through the life cycle</li> <li>• dietary requirements specified in 1.2.3 and 1.2.4</li> <li>• resources available, i.e. knowledge and skills, time, money, equipment, choice of foods</li> </ul>		<p>1.1.1 Food choices</p> <p>1.2.2 Dietary guidelines</p> <p>1.2.4 The Irish diet</p> <p>2.1.2 Factors affecting management of family resources</p> <p>2.1.3 Management of household financial resources</p> <p>2.1.5 Household technology</p>

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>1.3.4 Food preparation and cooking processes</b>	<p>Physical and chemical changes that occur in food during preparation and cooking, to include:</p> <ul style="list-style-type: none"> <li>• enzymic browning, non-enzymic browning, loss of nutrients</li> </ul> <p>Principles underlying the cooking of food and the correct applications of these principles to the food commodities listed in 1.3.2</p> <p>Classification, preparation, cooking and presentation of soups, sauces, and two types of pastry</p> <p>Choice and application of suitable cooking methods to compare nutrients and improve the palatability of food</p> <p>Selection, safe use and care of food preparation and cooking equipment</p> <p>Recipe balance and adaptation</p> <p>Aesthetic awareness in the choice, preparation and presentation of food</p> <p>Preparation and presentation of a selection of dishes and meals suitable for individuals, family groups, and certain modified diets (as listed in 1.2.3 and 1.2.4)</p> <p>Critical evaluation of dishes or meals prepared and cooked and the conducting of comparative assessments of home-made and commercial products or meals, sensory analysis</p>	<p>Investigation to assess the control of enzymic browning in food, e.g. on a fresh apple.</p>	<p>1.1.2 Properties of protein 1.1.3 Properties of carbohydrates 1.1.4 Properties of lipids 1.1.5 Properties of vitamins 1.1.6 Properties of mineral elements 1.3.2 Food commodities</p> <p>1.2.2 Dietary guidelines 1.3.3 Meal planning 2.1.5 Household technology</p> <p>1.3.10 Food safety and hygiene 3.1.6 Gender issues in relation to family roles</p> <p>1.3.5 Food processing 1.3.6 Food additives 2.2.1 Consumer choices</p>

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
I.3.5 Food processing and packaging	<p>Identification of the range of processed foods available</p> <p>Profiles of three types of processed food:</p> <ul style="list-style-type: none"> <li>• food that undergoes extensive processing, e.g. flour</li> <li>• food processed to extend shelf life, e.g. milk</li> <li>• added-value food, e.g. prepared foods or meals</li> </ul> <p>Packaging and materials used, to include:</p> <ul style="list-style-type: none"> <li>• evaluation of their suitability for purpose and environmental impact</li> <li>• evaluation of food labelling as a source of consumer information</li> </ul> <p>Contaminants that may enter the food chain at various stages of processing, e.g. antibiotics, chemicals</p>	<p>Visit to a local factory or processing plant, e.g. creamery, mill, cheese processing plant.</p>	<p>I.3.1 Irish food industry</p> <p>I.3.2 Food commodities</p> <p>I.1.1 Food choices</p> <p>I.2.4 The Irish diet</p> <p>I.3.2 Food commodities</p> <p>2.2.2 Consumer responsibility</p> <p>2.2.1 Consumer choices</p> <p>I.3.10 Food safety and hygiene</p>
	I.3.6 Food additives		<p>Classification, examples, origin and functions of food additives, to include:</p> <ul style="list-style-type: none"> <li>• colourings, flavourings, sweeteners, preservatives, nutritional supplements, and physical conditioning agents</li> </ul> <p>Outline of the legal control of the use of preservatives, colours, emulsifiers and antioxidants in food in the European Union, to include the use of E numbers</p>

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>I.3.7 Food legislation</b>	<p>Brief outline of the protection provided to the consumer by current national and European food legislation, to include:</p> <ul style="list-style-type: none"> <li>• Food Hygiene Regulations (1950-1989)</li> <li>• Labelling Regulations (1982 and 1991)</li> <li>• Sale of Food and Drugs Acts (1875, 1879, 1899, 1936)</li> <li>• Health (Official Control of Foodstuffs) Regulations (1991)</li> </ul>	<p>Students could find information on a piece of legislation and, by sharing findings, build up a file.</p>	<p>I.3.4 Food preparation and cooking processes</p> <p>I.3.2 Food commodities</p> <p>I.3.6 Food additives</p>
<b>I.3.8 Food spoilage</b>	<p>Micro-organisms that cause food spoilage and foodborne diseases, to include:</p> <ul style="list-style-type: none"> <li>• moulds, yeasts, and three common strains of food poisoning bacteria, with reference to habitat, sources, environmental factors affecting growth, high-risk foods, incubation period, toxic and infectious food poisoning, and symptoms</li> </ul> <p>The role of micro-organisms in food spoilage</p> <p>Principles underlying the control of microbial spoilage of food</p> <p>Outline knowledge of the uses of micro-organisms in food production</p> <p>The role of enzymes in food spoilage, to include the principles underlying the control of enzymatic spoilage of food</p>	<p>Use of media reports on specific cases of food poisoning. Students identify the factors that may have contributed to the particular case.</p>	<p>I.3.2 Food commodities</p> <p>I.3.4 Food preparation and cooking principles</p> <p>I.3.9 Preservation</p> <p>I.3.10 Food safety and hygiene</p> <p>I.3.2 Food commodities: milk and dairy products</p> <p>I.1.2 Protein</p>

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>I.3.9 Preservation</b>	<p>Principles and methods of food preservation, to include:</p> <ul style="list-style-type: none"> <li>• freezing, heat processing, dehydration, chemical preservation, fermentation, and irradiation</li> </ul> <p>Comparative evaluation of foods that have been preserved by different methods</p> <p>Practical application of two methods of preservation</p>		<p>1.1.2 Properties of protein</p> <ul style="list-style-type: none"> <li>• denaturation</li> </ul> <p>1.1.3 Properties of carbohydrates</p> <p>1.3.5 Food processing</p> <p>1.3.8 Food spoilage</p> <p>2.2.1 Consumer choices</p>
<b>I.3.10 Food safety and hygiene</b>	<p>Safe food preparation, to include:</p> <ul style="list-style-type: none"> <li>• food storage, reheating procedures, personal hygiene, and kitchen hygiene</li> <li>• hazard analysis in food processing operations (HACCP), ISO 9000</li> </ul> <p>A brief outline of the role of national agencies in food safety, to include:</p> <ul style="list-style-type: none"> <li>• Department of Agriculture, Food and Rural Development</li> <li>• Department of Health and Children</li> <li>• Public Analyst Laboratories</li> <li>• Regional Health Boards</li> <li>• Food Safety Authority</li> <li>• Director of Consumer Affairs (Food Safety Legislation).</li> </ul>	<p>Students gather information on national agencies involved in food safety and build up a file.</p>	<p>1.3 Preparation and processing of food</p> <p>1.3.7 Food legislation</p>

## PROGRAMME OF STUDY CORE

2. RESOURCE MANAGEMENT AND CONSUMER STUDIES 25%			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>2.1 Family resource management</b>	Purpose of resource management Management systems The family as a managerial unit		
<b>2.1.1 Components of management</b>	Inputs: <ul style="list-style-type: none"> <li>• human and material resources, needs, wants, goals</li> </ul> Throughputs: <ul style="list-style-type: none"> <li>• planning, organising, implementing</li> </ul> Outputs: <ul style="list-style-type: none"> <li>• goals achieved, changes in values, goals and standards, satisfaction, evaluation, and effective use of feedback</li> </ul> Decision-making and communication	Use of case studies to plan routines in relation to a variety of circumstances suited to modern patterns of living, including issues of work sharing, responsibility for family tasks, delegation, and gender equity.	1.3 Preparation and processing of food 3.1.4 Family functions 3.1.6 Family as a caring unit <ul style="list-style-type: none"> <li>• roles and responsibilities, gender issues</li> </ul>
<b>2.1.2 Attributes affecting management</b>	Factors that affect management, to include: <ul style="list-style-type: none"> <li>• stages in life-cycle, employment pattern, culture, values, standards, sex roles, management of dual role, life-style as determined by socio-economic status and composition of family</li> </ul>	Use of check-lists in planning and implementing routines or work schedules.	1.1.1 Food choices 1.3.3 Meal management and planning 3.1.3 Family structures 3.1.6 Family as a caring unit



## 2. RESOURCE MANAGEMENT AND CONSUMER STUDIES 25%

Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<p><b>2.1.3 Management of household financial resources</b></p>	<p>The household as a financial unit within the economy</p> <p>Household income with regard to social factors:</p> <ul style="list-style-type: none"> <li>• age, sex, social class, and culture</li> </ul> <p>Wages, salaries, pensions, social welfare allowances and benefits as actual or potential sources of household income</p> <p>Household expenditure:</p> <ul style="list-style-type: none"> <li>• patterns of household expenditure relative to varying levels of household income</li> <li>• essential and discretionary expenditure patterns</li> </ul> <p>Planning of personal and family budgets to ensure effective management of financial resources, including credit</p> <p>Housing finance: factors determining requirements, sources and conditions attaching, mortgage protection</p> <p>Methods of payment (cash or credit) for household goods and services, to include:</p> <ul style="list-style-type: none"> <li>• criteria for selection, availability</li> </ul> <p>A brief outline of the protection provided to the consumer by current legislation, to include:</p> <ul style="list-style-type: none"> <li>• Hire Purchase Act (1946, 1960)</li> <li>• Consumer Credit Act (1995)</li> </ul> <p>Methods of saving</p> <p>Insurance, to include:</p> <ul style="list-style-type: none"> <li>• pay-related social insurance, health insurance, household insurance, life assurance</li> </ul>	<p>Case studies of sample household budgets for families living on varying incomes.</p> <p>Investigation of different forms of credit available, from newspaper advertisements, brochures, mail order catalogues, credit card promotional material, etc.</p> <p>Investigation of the different types of home finance available, comparing costs and conditions.</p> <p>Comparisons of cash prices with cost of different forms of credit.</p>	<p>3.1.4 Family functions</p> <p>2.2.1 Consumer choices</p> <p>3.1.4 Family functions</p> <p>1.3.3 Meal management and planning</p> <ul style="list-style-type: none"> <li>• resources available</li> </ul> <p>3.1.7 Family Home Protection Act (1976)</p> <ul style="list-style-type: none"> <li>• making a will</li> </ul>

<b>2. RESOURCE MANAGEMENT AND CONSUMER STUDIES 25%</b>			
<b>Topic</b>	<b>Content: expected knowledge and understanding</b>	<b>Activities to support the course objectives</b>	<b>Links to other parts of the syllabus</b>
<b>2.1.4 Housing</b>	<p>Factors that determine individual and family housing choices, to include:</p> <ul style="list-style-type: none"> <li>• socio-economic factors, national housing policy, trends in housing development, availability</li> </ul>		<p>2.1.2 Attributes affecting management 3.1.3 Family structures 3.1.4 Family functions</p>
<b>2.1.5 Household technology</b>	<p>Technological developments available to the household and their contribution to the management of the home</p> <p>Consumer considerations in selecting a large and a small household appliance, to include:</p> <ul style="list-style-type: none"> <li>• selection criteria, obtaining consumer information, design, efficiency</li> </ul> <p>Underlying working principles and guidelines for use of:</p> <ul style="list-style-type: none"> <li>• one appliance with a motor</li> <li>• one appliance with a heating element</li> <li>• one refrigeration appliance</li> <li>• a microwave oven</li> </ul>	<p>Students conduct individual studies on one large and one small household appliance.</p>	<p>1.3.4 Food preparation equipment</p> <p>2.2.1 Consumer choices 2.2.2 Consumer responsibility 2.2.3 Consumer protection</p> <p>1.3.4 Food preparation and cooking processes 1.3.10 Food safety and hygiene</p>
<b>2.1.6 Textiles</b>	<p>Use of textiles as a resource for household and clothing purposes</p> <p>Selection criteria:</p> <ul style="list-style-type: none"> <li>• fitness for purpose and suitability in use determined by fabric properties, cost, personal choice, aesthetic appeal</li> </ul> <p>Textile care:</p> <ul style="list-style-type: none"> <li>• basic scientific principles underlying the care of fabrics relative to their general properties</li> </ul> <p>Safety considerations in the selection of household textiles</p>	<p>Simple scientific tests to compare shrinkage, water-repellence and the crease recovery of a variety of fabrics</p>	<p>2.1.3 Management of household financial resources 2.2.1 Consumer choices</p>

## 2. RESOURCE MANAGEMENT AND CONSUMER STUDIES 25%

Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>2.2 Consumer studies</b>	<p>The identification and effects of one fire-retardant finish</p> <p>Fire Safety (Domestic Furniture) Order (1988):</p> <ul style="list-style-type: none"> <li>• identification and purpose of the order and the labels specified</li> </ul>		
<b>2.2.1 Consumer choices</b>	<p>Factors that affect consumers' decision-making, with specific reference to varying household income, merchandising and advertising, packaging and labelling</p> <p>The purchasing process, to include:</p> <ul style="list-style-type: none"> <li>• classification of retail outlets, retail psychology, shopping patterns, consumer research</li> </ul>	<p>An investigation of some of the following merchandising techniques and shopping systems:</p> <ul style="list-style-type: none"> <li>• advertising, packaging, mail order buying, 'easy-pay' systems, television buying, shopper loyalty schemes, discount offers</li> </ul>	<p>1.3.2 Selection of various food commodities</p> <p>1.3.5 Food processing and packaging</p> <p>2.1.3 Household financial resources</p> <p>2.1.5 Household technology</p>
<b>2.2.2 Consumer responsibility</b>	<p>Responsibility of the consumer in informed decision-making, with regard to:</p> <ul style="list-style-type: none"> <li>• consumer information and rights</li> <li>• management of the environment, to include use of renewable and non-renewable resources, recycling, pollution</li> </ul>	<p>Students divide into small groups. Each group to study a particular activity in the home, e.g. heating the home, washing clothes, food consumption, with reference to the potential effects on the environment and recommendations for ways in which harmful effects could be counteracted</p>	<p>1.3.2 Food commodities</p> <p>1.3.5 Food processing and packaging</p> <p>2.1.5 Household technology</p> <p>2.1.6 Textiles</p> <p>3.1.6 Family as a caring unit</p>
<b>2.2.3 Consumer protection</b>	<p>The rights of the consumer as defined by current legislation, to include:</p> <ul style="list-style-type: none"> <li>• Sale of Goods and Supply of Services Act (1980)</li> <li>• Consumer Information Act (1978)</li> </ul> <p>Voluntary and statutory bodies concerned with consumer protection</p> <p>Procedures to be followed when a problem occurs with a product or service, to include the function and operation of the small claims procedure</p>		<p>1.3.2 Food commodities</p> <p>1.3.5 Food processing and packaging</p> <p>2.1.5 Household technology</p> <p>2.1.6 Textiles</p>

## PROGRAMME OF STUDY CORE

(Black text is for Higher level only.)

3. SOCIAL STUDIES (10%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>3.1 The family in society</b>			
<b>3.1.1 Introducing sociological concepts</b>	Sociological concepts, to include: <ul style="list-style-type: none"> <li>• society, culture, norms and mores, values</li> <li>• role, status, socio-economic groupings, social mobility</li> <li>• primary and secondary social groups, kinship, socialisation</li> <li>• social institutions</li> <li>• social change</li> </ul>		These concepts should be integrated throughout this section, where applicable
<b>3.1.2 Defining the family</b>	The universality of the concept of family Definitions of “the family”	Case studies of family situations in other societies, e.g. extracts from literature, examples from films. Group discussions on family variations. Each group to define “the family” and consider the variation in definitions.	
<b>3.1.3 Family structures</b>	The historical development of the family in Ireland from the beginning of the twentieth century to the present day  Characteristics of modern family structures, to include: <ul style="list-style-type: none"> <li>• lone parent, nuclear, extended and blended families (i.e. where either or both parents have children from previous relationships)</li> </ul> Social, economic and technological changes affecting modern family structures	Comparison of Irish families with families in other European countries according to family structure, size, roles, etc.	
			2.1.3 Management of household financial resources in relation to different family structures 2.1.5 Household technology

3. SOCIAL STUDIES (10%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
3.1.4 <b>Family functions</b>	<p>Family functions:</p> <ul style="list-style-type: none"> <li>• physical, economic, emotional, educational, and social</li> </ul> <p>How these family functions may be adopted or supplemented by other social institutions</p>	<p>Brainstorming session: all the functions carried out by the family. Classify these functions into the five different categories.</p>	<p>1.2.3 Dietary and food requirements 2.1 Family resource management 2.1.3 Management of household financial resources 2.1.4 Housing</p>
	<p>3.1.5 <b>Marriage</b></p> <p>Definition of marriage</p> <p>Outline knowledge of some cultural variations in marital arrangements, commitment, customs, legal obligation, rights and responsibilities within the marriage relationship</p> <p>Facilities and services available to those preparing for marriage</p> <p>Choices available when a marriage has broken down, to include:</p> <ul style="list-style-type: none"> <li>• marriage counselling</li> <li>• family mediation</li> <li>• legal separation</li> <li>• legal nullity</li> <li>• divorce</li> </ul>		
3.1.6 <b>Family as a caring unit</b>	<p>Roles and responsibilities of family members and how these roles change through the life-cycle of the family</p> <p>Gender issues in relation to family roles</p> <p>Social and economic factors that have affected the changing roles of family members in recent times</p> <p>Role conflict</p>	<p>Group discussion using case studies as stimuli.</p> <p>Case studies or interviews with older members of the community to show how family roles have changed in the last fifty to one hundred years.</p>	<p>2.1 Family resource management</p> <p>1.3.3 Meal management and planning</p>

3. SOCIAL STUDIES (10%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
	<p>Child-parent relationships, to include:</p> <ul style="list-style-type: none"> <li>• physical and psychological needs of young children and adolescents and how the family can meet these needs</li> <li>• the rights of children within the family</li> <li>• conflict between adolescents and adults and how it can be dealt with</li> <li>• importance of good communication within the family</li> </ul> <p>The role of older people within the family, to include:</p> <ul style="list-style-type: none"> <li>• the importance of independence for the older person within the family group</li> <li>• generation conflict and how to deal with the conflict</li> </ul> <p>Response of the family unit to those with special physical, mental or emotional needs, to include statutory and voluntary services available</p>	<p>Use of role-playing to emphasise the importance of good communication within the family and how this can be used to avoid or deal with conflict.</p> <p>Investigation of a range of accommodation options available for older family members, stressing the advantages and disadvantages of each option.</p> <p>Use of role-playing and case studies to illustrate how to prevent and deal with generation conflict within the family.</p> <p>Short investigative study on how a family might respond to one of its members with a specific physical, mental or emotional requirement.</p>	<p>2.1.1 Decision-making and communication 3.1.7 The Child Care Act (1991)</p> <p>2.2 Consumer studies</p> <p>1.2.3 Dietary and food requirements of older family members</p> <p>2.1.4 Housing</p> <p>1.2.3 Specific dietary requirements</p>

<b>3. SOCIAL STUDIES (10%)</b>			
<b>Topic</b>	<b>Content: expected knowledge and understanding</b>	<b>Activities to support the course objectives</b>	<b>Links to other parts of the syllabus</b>
<b>3.1.7 Family law</b>	<p>Protection available for families under current Irish family law, to include:</p> <ul style="list-style-type: none"> <li>• The Family Law (Maintenance of Spouses and Children) Act (1976)</li> <li>• The Family Home Protection Act (1976)</li> <li>• The Family Law Act (1976) section 22: barring orders</li> <li>• The Judicial Separation Act (1989)</li> <li>• The Child Care Act (1991)</li> </ul> <p>The importance of and outline procedure for making a will</p>	<p>These acts should be referred to where appropriate throughout the section.</p>	2.1.3 Housing finance





## ELECTIVES

There are **three** electives, from which **one** will be chosen. Each elective is an extension of some aspects of the core.

### **Elective 1: Home design and management, page 30**

#### **Aim**

To allow students to further develop their knowledge, understanding and skills in relation to certain aspects of the core, particularly resource management and consumer studies.

#### **Content**

The provision, design, building and management of the home to meet individual or family needs and with consideration for environmental and social responsibility.

#### **Assessment**

The assessment of this elective will be by terminal written examination only.

### **Elective 2: Textiles, fashion, and design, page 35**

#### **Aim**

To allow students to further develop their knowledge, understanding and skills in relation to certain aspects of the core, particularly textiles and design.

#### **Content**

A study of the design, construction and appraisal of clothing, giving consideration to design and scientific factors.

Candidates will be expected to make a garment that demonstrates the use of a range of prescribed processes.

#### **Assessment**

The assessment of this elective will be in the form of an assessment of practical work and terminal written examination.

### **Elective 3: Social studies, page 37**

#### **Aim**

To allow students to further develop their knowledge, understanding and skills in relation to certain aspects of the core, particularly social studies.

#### **Content**

A study of social issues that relate to the family: education, work, unemployment, leisure, and poverty.

#### **Assessment**

The assessment of this elective will be by terminal written examination only.

## PROGRAMME OF STUDY ELECTIVES

(Black text is for Higher level only.)

4. ELECTIVE 1 – HOME DESIGN AND MANAGEMENT (20%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>4.1 Housing</b>			
<b>4.1.1 Housing styles</b>	<p>Outline knowledge of the historical development of housing styles in Ireland from the nineteenth century onwards</p> <p>Identification of popular housing styles in Ireland today</p> <p>Social, cultural, economic and environmental factors that influence the choice of housing styles</p>	<p><b>Visit:</b></p> <ul style="list-style-type: none"> <li>as part of a school trip students could visit one or a number of different houses from different periods and identify the characteristics of the housing style of the period.</li> </ul> <p><b>Group discussion:</b></p> <ul style="list-style-type: none"> <li>use of photographs of different styles of houses as stimulus material. Discuss the appropriateness of the house style within the surrounding environment.</li> </ul>	<p>3.1.3 Historical development of the family</p> <p>2.2.2 Consumer responsibility</p>
<b>4.1.2 Housing provision</b>	<p>Variations in housing requirements, to include the specific physical requirements of:</p> <ul style="list-style-type: none"> <li>families, single people, the elderly, people with disabilities, the homeless</li> </ul> <p>An evaluation of housing provision in Ireland today, to include:</p> <ul style="list-style-type: none"> <li>distribution of housing (i.e. rented or owner-occupied, private or social housing, urban or rural distribution)</li> <li>quality of accommodation</li> <li>comparative costs of buying and renting</li> <li>adequacy of housing provision to meet the variations in housing requirements</li> </ul>	<p><b>Housing study:</b></p> <ul style="list-style-type: none"> <li>students work in groups and select a local geographical area (e.g. townland, village, housing estate) to carry out their study. The study would involve evaluating the housing provision in that area, referring to some of the factors in column 2 (content).</li> </ul>	<p>2.1.4 Housing</p> <p>3.1.3 Family structures</p> <p>3.1.4 Family functions</p> <p>2.1.3 Household income Household expenditure Planning budgets Housing finance</p> <p>2.2 Consumer studies</p> <p>3.1.4 Family functions</p>

**4. ELECTIVE 1 – HOME DESIGN AND MANAGEMENT (20%)**

Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<p><b>4.2 House building and design</b></p>	<ul style="list-style-type: none"> <li>• social housing provision, to include local authority provision, voluntary and co-operative housing</li> <li>• provision of local amenities and services for housing developments, to include: schools, shops, community centres, transport, play areas, adequate street lighting, refuse collection</li> </ul> <p>Factors that influence the choice of location and the choice of house style</p> <p>Planning requirements: the procedure involved in obtaining planning permission or bye-law approval</p> <p>Professional services available to assist in the design and building of the house, to include:</p> <ul style="list-style-type: none"> <li>• architects, engineers, surveyors, solicitors, builders, books of house plans</li> </ul> <p>Factors that influence the design of the house, to include:</p> <ul style="list-style-type: none"> <li>• aesthetic and environmental factors, family requirements (present and future), energy-efficiency, ergonomics, initial and maintenance costs, technological developments</li> </ul> <p>The regulation of house building standards, to include:</p> <ul style="list-style-type: none"> <li>• national house building guarantee scheme, provision of certificates and guarantees, grant provision</li> </ul>	<p><b>Case studies:</b></p> <p>Each student is given a case study of a person or family with a particular need or set of needs. This case study can be used for all the investigations that follow and the information gathered and compiled in a folder.</p> <p>(i) Decide on a location and house style suitable for the particular case study and outline the procedure that would be followed in order to obtain planning permission for the house selected.</p> <p>(ii) Design the house. Using any resources available, the student produces a simple design of the outside and inside of the house to meet the needs of the person or people in the case study and referring to the factors given in column 2.</p>	<p>3.1.3 Social, economic and technological changes affecting the modern family</p> <p>2.1 Family resource management</p> <p>2.1.3 Housing finance</p> <p>2.1 Family resource management</p> <p>2.1.5 Household technology</p> <p>2.2.2 Consumer responsibility</p> <p>3.1.3 Family structures</p> <p>3.1.4 Family functions</p>

#### 4. ELECTIVE 1 – HOME DESIGN AND MANAGEMENT (20%)

Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>4.3 Designing the house interior</b>	<p>Elements and principles of design and their application to the home</p> <p>Factors that influence the interior design of the home, to include:</p> <ul style="list-style-type: none"> <li>aesthetic and comfort factors, ergonomics, family size and circumstances, special needs, cost, environmental awareness</li> </ul> <p>Selection, properties and uses of flooring and floor coverings, wall finishes, furniture and soft furnishings</p> <p>Criteria for selection, properties and uses of materials used in the home, to include wood, metal, glass, plastics, and fabric</p>	<p>(iii) Interior design</p> <p>(a) Using photographs or magazine pictures of rooms, students evaluate a room with reference to the elements and principles of design and other criteria as specified by the teacher</p> <p>(b) Using the case studies referred to earlier, the student designs one room in the house with reference to the requirements of the particular case study.</p> <p>(iv) Make recommendations for the flooring or floor coverings, wall finishes, furniture and soft furnishings for one room.</p>	<p>2.1.5 Household technology</p> <p>2.1.6 Textiles</p> <p>2.1.3 Management of household financial resources</p> <p>2.2.1 Consumer choices</p> <p>2.2.2 Consumer responsibility</p> <p>3.1.3 Family structures</p> <p>2.1.3 Management of household financial resources</p> <p>2.1.5 Household technology</p> <p>2.1.6 Textiles</p> <p>2.2 Consumer studies</p>
<b>4.4 The energy-efficient home</b>	<p>Identification of energy supplies to the home, to include electricity, gas, oil, solid fuels, solar energy, the sources of these energy supplies and the sustainability of these energy sources</p> <p>Emissions produced as a result of burning fuels in the home and the effects of these emissions on the environment</p> <p>Identification of potential energy inefficiencies in the home</p> <p>Strategies to improve energy-efficiency and reduce emissions</p>	<p>Small investigative study to identify areas of energy-inefficiency in the home, e.g. areas where heat might be lost, how domestic hot water is heated, inefficient use of electricity, gas and other fuels, energy-inefficient cooking practices.</p> <p>(v) Recommendation for how, in designing the home, energy-efficiency can be increased.</p>	<p>2.1.5 Household technology</p> <p>2.2.1 Consumer choices</p> <p>4.5.5 Lighting</p> <p>2.2.2 Consumer responsibility</p> <p>2.1 Family resource management</p> <p>4.2 House building and design</p>

#### 4. ELECTIVE 1 – HOME DESIGN AND MANAGEMENT (20%)

Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>4.5 Systems and services</b>			
<b>4.5.1 Electricity</b>	<p>Household electricity supply and the structure of the ring circuit</p> <p>Voltage, wattage, amperage, kilowatt-hour, tariffs and costings</p> <p>Safety in the use of electricity. Fuses, circuit-breakers, and earth</p>	(vi) Students make recommendations for heating, lighting and ventilation systems for one room in the house they have designed.	<p>2.1 Family resource management</p> <p>2.1.3 Household finance</p> <p>2.1.5 Household technology</p> <p>2.2 Consumer studies</p> <p>2.2.1 Consumer choices</p> <p>4.2 House building and design</p>
<b>4.5.2 Water</b>	Cold water supply and storage in the house		1.1.7 Water
<b>4.5.3 Heating</b>	<p>Levels of thermal comfort and their control, to include the underlying principle and uses of thermostats</p> <p>Heating options available and factors to consider when choosing a heating system</p> <p>Scientific principles underlying one system of domestic central heating and their application</p>		<p>4.4 Energy-efficient home</p> <p>2.2 Consumer studies</p>

#### 4. ELECTIVE 1 – HOME DESIGN AND MANAGEMENT (20%)

Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>4.5.4 Insulation</b>	Underlying principles and methods of insulation	Students evaluate the insulation provision in their own home and make recommendations for improvements necessary.	4.4 Energy-efficient home
<b>4.5.5 Ventilation</b>	Underlying principles of ventilation and their application  Natural and artificial methods of ventilation	Students evaluate the ventilation provision in the home economics room or a room in their own home and make recommendations for any improvements necessary.	2.1.5 Household technology
<b>4.5.6 Lighting</b>	Properties of light and application of these properties  Principles for planning lighting systems Outline of contemporary lighting developments  Underlying principles and uses of energy-efficient lighting	Investigation of contemporary lighting developments, using magazines, brochures, shop visits, etc.	4.4 Energy-efficient home  2.2 Consumer studies

## PROGRAMME OF STUDY ELECTIVES

(Black text is for Higher level only.)

5. ELECTIVE 2 – TEXTILES, FASHION, AND DESIGN (20%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<p><b>5.1 Contemporary clothing and fashion</b></p>	<p>Social, economic and industrial influences on the design and construction of clothing</p> <p>Critical evaluation of current fashion trends (male and female), to include reference to:</p> <ul style="list-style-type: none"> <li>• colour, shape, line, proportion, pattern, texture, influences, accessories, and other appropriate factors</li> </ul> <p>Factors that influence clothing requirements, to include:</p> <ul style="list-style-type: none"> <li>• function, cost versus money available, availability, new fibres, the media, trendsetters, fashion, social and cultural influences</li> </ul> <p>Elements and principles of design</p>	<p><b>Group projects:</b></p> <ul style="list-style-type: none"> <li>• use a selection of family photographs, magazine pictures etc. from different decades to illustrate the “look” of the time.</li> <li>• make comparisons between fashion trends in the past and more recent developments.</li> </ul> <p><b>Group discussion:</b></p> <ul style="list-style-type: none"> <li>• use of magazine pictures, videos etc. to stimulate discussion on aspects of contemporary fashion.</li> </ul>	<p>2.1.6 Textiles 3.1.3 Family structures</p> <p>2.2 Consumer studies</p> <p>2.1 Family resource management</p>
<p><b>5.2 Textile science</b></p>	<p>Classification, sources and uses of natural, regenerated and synthetic fibres</p> <p>Profiles of one fabric manufactured from natural fibres, one fabric manufactured from manufactured fibres, and one blend, to include:</p> <ul style="list-style-type: none"> <li>• fibre production and properties, identification of fibres using burning tests and microscopic evaluation, yarn production, yarn or filament modification</li> </ul>	<p>Observing and feeling a variety of fabrics to note their physical properties.</p> <p>Investigation of relevant fabrics to identify origin of fibres, method of yarn production, fabric construction, technique used, and design application.</p>	<p>1.1.2 Basic protein structure 1.1.3 Basic structure of carbohydrates. Formation of polymers</p>

5. ELECTIVE 2 – TEXTILES, FASHION AND DESIGN (20%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>5.3 Design evaluation and garment construction</b>	<ul style="list-style-type: none"> <li>• fabric construction techniques (two/three techniques), finishes (two/three finishes), colour application (two methods), design application (two methods), and fabric performance testing (two tests)</li> </ul>	Students carry out simple scientific tests on fabrics to test certain performance characteristics.	2.1.6 Textiles 2.2.1 Consumer choices
	<p>The application of the elements and principles of design to garment construction and evaluation</p> <p>Evaluation of the design of garments or outfits, with reference to the relationship between design and function, comfort, and aesthetic appeal</p> <p>Knowledge and application of the design process to the construction of a garment, demonstrating the use of a range of prescribed processes. Commercial patterns may be used</p> <p>Selection and modification of a commercial pattern to meet a specific need or set of needs</p>	<p>Using garments or pictures of garments, evaluate the design of garments with reference to the elements and principles of design.</p> <p>Use of the design process to produce a fashion sketch of a garment or outfit to meet a specific brief.</p> <p>Testing of fabrics for suitability to design, e.g. absorbency, shrinkage, water-repellence, crease recovery.</p>	
<b>5.4 The clothing and textile industries</b>	An overview of the structure of the clothing and textile industries in Ireland, to include the recognition of the role of the small businesses or cottage industries within the area of clothing and textiles and the career opportunities in clothing and textiles and related industries	Visit to a factory, craft worker etc. in the area of clothing or textiles to assess how they fit into the industry structure, how they contribute to the area, and the career opportunity they present.	





6. ELECTIVE 3 – SOCIAL STUDIES (20%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<p><b>6.3 Work</b></p> <p><b>6.3.1 Concepts of work</b></p>	<p>Defining work:</p> <ul style="list-style-type: none"> <li>paid employment, unpaid work in the home and home-related activities, voluntary work</li> </ul> <p>Attitudes to work and work attainment, to include:</p> <ul style="list-style-type: none"> <li>extrinsic and intrinsic satisfaction, work ethic, variations in working according to occupation</li> </ul> <p>Changes in patterns of work and work availability, to include:</p> <ul style="list-style-type: none"> <li>the effect of developing technology on industry, the decline in primary and secondary industries and the increase in work in the service industries, increased educational requirements to acquire employment, increased participation by women in employment, improved working conditions, increasing flexibility in working hours, e.g. job-sharing, flexible hours, parental leave</li> </ul> <p>The role of unpaid and voluntary work in the community and the benefits to be gained by the volunteer and the community</p> <p>Brief outline knowledge of the Protection of Young Persons (Employment) Act (1996)</p>	<p>Using case studies of job descriptions by a variety of workers, students examine and give their opinions on the level of satisfaction derived by the worker and how this might be improved, if necessary.</p> <p>Investigation of the current occupational structure in Ireland and comparison with fifty years ago.</p>	<p>2.1 Family resource management</p> <p>3.1.3 Family structures</p> <p>3.1.4 Family functions</p> <p>6.2 Education</p> <p>6.7 Voluntary organisation</p> <p>2.1.2 Attributes affecting management</p> <p>6.4 Leisure</p> <p>6.5 Unemployment</p> <p>6.7 Statutory and community responses to unemployment and poverty</p>

6. ELECTIVE 3 – SOCIAL STUDIES (20%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
6.3.2 Reconciling employment with family responsibilities	<p>Changing patterns in sex roles within the family</p> <p>The impact of dual-earner families on family life, to include:</p> <ul style="list-style-type: none"> <li>• role overload, role conflict, distribution of parental and home care responsibilities</li> </ul> <p>Family requirements for child care facilities and options available to meet these requirements</p> <p>Evaluation of two types of child care options available</p>	<p><b>Class survey:</b></p> <ul style="list-style-type: none"> <li>• make a list of twenty home tasks</li> <li>• compile a questionnaire to be distributed to a number of families to ascertain male and female roles.</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• have these roles changed in recent years, and why?</li> </ul> <p>Investigation of the range of child care options available in the area.</p>	<p>1.3.3 Meal management and planning</p> <p>2.1.2 Attributes affecting management</p> <p>2.2.1 Consumer choices</p> <p>3.1.3 Family structures</p> <p>3.1.4 Family functions</p> <p>3.1.6 Roles and responsibility</p>
6.4 Leisure	<p>Defining leisure and determining its function and value in today's society</p> <p>Influences on leisure patterns, to include: social and cultural influences, occupation, age, gender</p> <p>The role of individual and family leisure activities in physical, social and emotional development</p> <p>Evaluation of the leisure facilities available in the community, to include a cost and value comparison of two facilities</p>	<p>Students list their leisure pursuits in order of priority, estimate the initial and maintenance costs of these pursuits, and establish the physical, social and emotional benefits of some of these activities.</p> <p>Case studies of families in various situations and at different stages of the family life-cycle.</p> <p>Students break up their time into work or school time, time spent on home duties, and leisure time for each day. Make recommendations for ways of using leisure time.</p>	<p>6.3.1 Concepts of work</p> <p>6.5 Unemployment</p> <p>2.1 Family resource management</p> <p>2.1.3 Management of household financial resources</p> <p>3.1.4 Family functions</p> <p>2.1.3 Management of resources</p>

6. ELECTIVE 3 – SOCIAL STUDIES (20%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>6.5 Unemployment</b>	<p>Defining unemployment and knowledge of the extent of unemployment in Ireland</p> <p>Causes of unemployment, to include:</p> <ul style="list-style-type: none"> <li>seasonal, geographical, technical, difficulty in adapting to changing requirements of industry, level of demand for products and services, residual</li> </ul> <p>Effects of unemployment on the individual, on the family unit, and on society</p>		<p>6.3.1 Concepts of work</p> <p>3.1.4 Family functions</p> <p>2.1.1 Management</p> <p>2.1.3 Management of household financial resources</p> <p>3.1.6 Family as a caring unit</p> <p>6.7 Statutory and community responses to unemployment and poverty</p>
<b>6.6 Poverty</b>			
<b>6.6.1 Concepts of poverty</b>	<p>Defining poverty, to include absolute and relative poverty and the poverty line</p> <p>The extent and distribution of poverty in Ireland today and identification of those groups at risk of poverty</p>	<p><b>Group discussion:</b></p> <ul style="list-style-type: none"> <li>using photographs as stimuli, students discuss the relative nature of poverty.</li> </ul>	<p>3.1.6 The caring family:</p> <ul style="list-style-type: none"> <li>special needs</li> </ul> <p>2.2 Consumer studies</p> <p>3.1.3 Family structures</p> <p>3.1.4 Family functions</p> <p>3.1.6 Family as a caring unit</p>
<b>6.6.2 Causes and effects of poverty</b>	<p>Reasons why poverty continues to be a feature of modern western society, to include:</p> <ul style="list-style-type: none"> <li>the cycle of poverty</li> <li>the influence of social policy on poverty, the cycle of deprivation in families and geographical areas, the poverty trap</li> </ul>		

### 6. ELECTIVE 3 – SOCIAL STUDIES (20%)

Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
<b>6.7 Statutory and community responses to creating employment and eliminating poverty</b>	<p>Statutory responses, to include:</p> <ul style="list-style-type: none"> <li>• social welfare assistance and benefits, initiatives encouraging foreign investment</li> <li>• schemes to reduce expenditure for low-income families</li> </ul> <p>Community responses, to include:</p> <ul style="list-style-type: none"> <li>• the work of voluntary organisations</li> <li>• community-based educational training and employment initiatives, emergence of co-operatives and cottage industries</li> </ul>	<p><b>Class investigation:</b> students work in small groups to investigate one statutory service available and present a synopsis of the information to the whole class.</p> <p>Investigation of one initiative or group, preferably in the local area, which has responded to the needs of the community.</p>	<p>2.1.3 Management of household and financial resources</p> <p>3.1.4 Family functions</p> <p>6.2 Education</p> <p>6.3 Work</p>





## **Procedures for drawing up National Syllabuses**

The NCCA's Course Committees for the Leaving Certificate (Established) have the following membership:

- *Association of Secondary Teachers, Ireland*
- *Teachers' Union of Ireland*
- *Joint Managerial Body*
- *Association of Community and Comprehensive Schools*
- *Subject Association*
- *Irish Vocational Education Association*
- *National Council for Educational Awards*
- *Conference of Heads of Irish Universities*
- *Department of Education and Science (Inspectorate).*

On the basis of a brief provided by Council, the NCCA's Course Committees prepare the syllabuses.

Recommendations of Course Committees are submitted to the Council of the NCCA for approval. The NCCA, having considered such recommendations, advises the Minister for Education and Science accordingly.

Further information may be obtained by contacting the NCCA at 24 Merrion Square, Dublin 2.

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