



ST. NATHY'S COLLEGE  
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# Home Economics

## Department Plan 2010 -2011

# Mission Statement

St. Nathy's College was established to act as a Centre of Learning.

We strive to achieve this within a fostered Christian environment which equally provides for the faith and personal development of each student.

All of our school endeavours and activities are directed towards these objectives.



# LEAVING CERT HOME ECONOMICS

General Information

# AIMS OF THE LEAVING CERT SYLLABUS

1. To provide continuity and progression from the aims and content of the Junior certificate home economics programme.
2. To 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.
3. To provide a suitable basis for the formation of post life school, with emphasis on future education, vocational training and employment needs.
4. To develop an understanding of the physical, emotional, intellectual, economic and social needs of individuals and social needs of individuals or families and to encourage an appreciation of the diversity of socio-economic and cultural influences on family life
5. To 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.
6. To develop an awareness of the interdependence of the individual or family and the environment and to promote a sense of responsibility to global issues.
7. To be sensitive to aspects of Irish and European cultures

8. To nurture and develop a spirit of enterprise, inventiveness, aesthetic awareness and creativity
9. To encourage students to become discerning consumers, able to seek out and evaluate information and weight as a basis of making sound judgements and choices
10. To develop an awareness of health and safety practices in activities related to home economics
11. To develop personal qualities,

# OBJECTIVES OF THE LEAVING CERT SYLLABUS

## 1. Students should have knowledge of:

- (a) Relevant facts, principles, terminology, methods and concepts.
- (b) Managerial process related to the individual, home, family and community.
- (c) The relationship of nutritional needs to the health of the individual and the community
- (d) Current technological advances affecting food, materials, textiles and equipment used in the home, with reference to industrial processes.
- (e) Elements and principles of design in relation to clothing, food and home.
- (f) Sociological factors affecting the individual and families.

## 2. Students should understand:

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

## 3. Students should be able to:

- (a) Develop skills of handling, observing and evaluating food, textiles and equipment in the wide range of practical activities encountered
- (b) 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.

- (c) Develop and extend organisational, manipulative and creative skills in relation to the preparation cooking and presentation of food.
- (d) Apply principles of safe and hygienic practices.
- (e) Gain the experience of communicating, interacting and co-operating through working in groups.
- (f) Analyse the principles of management to any activity

4. Students should be able to;

- (a) Present information in a variety of forms in a structured and logical way
- (b) Initiate and implement independent work schedules
- (c) Arrive at conclusions or solutions to tasks or problems in a planned systematic way.
- (d) Plan, prepare and present meals to specific requirements
- (e) Make and evaluate decisions based on the considerations of all available information.

5. Students should appreciate:

- (a) That the managerial processes affects the quality of life
- (b) The role of the consumer in society
- (c) The importance of being discerning consumers, able to seek out and evaluate information and to weight evidence as a basis for making judgements and choices
- (d) 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
- (e) The responsibilities that they have towards themselves and their families, peers and other members of society.
- (f) The value of aesthetic considerations in relation to all aspects of life
- (g) Applications and influence of technology
- (h) The effects that the decisions of individuals have on wider national and global issues

- (i) That there is an interdependent relationship between individuals and their environment
- (j) The importance of home economics issues to the economic development of the local community, country and the EU

# SYLLABUS STRUCTURE

## TIME TABLEING/OPTIONS

For leaving cert students must choose between

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## STUDENT ACCESS TO SUBJECT/LEVEL

- Only students who took Home Economics at Junior Certificate level are permitted to take it as a leaving certificate subject.
- All classes are mixed ability and both teachers teach the subject to higher level.
- Students make the final decision as to which level they choose to sit in the June of their final year. However the teacher will have advised the student as to which level she recommends
- Repeat leaving cert students are not advised to repeat the subject as both teachers feel it is not a practical choice due to journal work not being re-examined. If they decide to repeat the subject the journal cannot be repeated Students are automatically down 20% before sitting the exam

## **TIMETABLING**

- Five class periods per week are allocated to home economics at senior cycle (unless it is a tutor class. In this case six classes per week are timetabled)
- These five classes should be divided as follows - One double class and three single classes. One double class is requested to allow students to carry out their assignments. This double class if at all possible should not run across break or lunch.

1 x Double Class periods per week (1 hr 10 min)

3 x Single Class periods per week (1hr 50 min)

## **CLASS DIVISIONS/GROUPINGS**

- There are normally two-class groups of home economics per year at senior cycle.
- Students are allocated to one of these classes according to their choice of subjects. As a result classes are mixed ability.

## **TEXTBOOKS**

- *Get Living* by Folens
- Workbook = *Get Living*
- Folens exam papers

## **HOMEWORK PROCEDURES**

- Senior students are given written homework at least three nights per week. This is either from the text book, workbook or from exam papers
- It is expected that students revise new content every night

## **ASSESSMENT AND RECORD KEEPING PROCEDURES**

- (a) Continuous assessment by individual class teachers in the form of written tests
- (b) Common Christmas and Summer tests for both higher and ordinary levels where possible
  - Results of continuous assessment are recorded in the teacher's diary.
  - Results of Halloween, Christmas, Easter and Summer tests are recorded in the students report cards and these are posted home by the school office
- (c) Practical cookery copies are marked as part of the Christmas and Summer Exams (fourth year only). It is allocated 10% for Christmas and 20% for Summer
- (d) Project work is marked as part of the continuous assessment tests at the discretion of the teacher
- (e) Homework copies are taken up and assessed monthly

# **Junior Cert**

# **Home Economics**

General Information

## **AIMS OF THE JUNIOR CERT SYLLABUS**

1. To provide pupils with knowledge and practical skills for application in the process of everyday life within the home and community
2. To ensure that pupils will be capable of wise decision making in areas related to the management of their personal resources to develop in pupils competence in making wise consumer decisions
3. To develop interest in the vocational aspects of the subject

## OBJECTIVES OF THE JUNIOR CERT SYLLABUS

1. Pupils will develop understanding of the key concepts on which the syllabus is based
2. Pupils should acquire information and develop understanding of resource management processes in relation to the home.
3. Pupils should be able to use a variety of methods to develop cognitive skills such as investigative methods, discovery learning and problem solving
4. Pupils should be able to demonstrate the following practical skills; (a) manipulative skills and manual dexterity - the use of a range of tools and equipment, the ability to weigh and measure accurately, (b) procedural skills, e.g. the ability to understand and follow instructions on worksheets and assignments and the evaluation of practical work
5. Pupils should be able to obtain and retrieve information from various sources - independent study including project work and practical investigation
6. Pupils should be able to use certain affective skills including creativity, imagination, curiosity, intuition, improvisation, sensitivity and resourcefulness
7. Pupils should be able to record information accurately and to interpret data and to translate information from one form to another e.g. use of symbols etc
8. Pupils should be encouraged -
  - To develop positive attitudes towards themselves, their home and their community
  - To develop a sense of safety and hygiene in the classroom, at home and in the community
  - To develop discernment and judgement in consumer matters
  - To develop an awareness of and sensitivity to differences between family units
  - To develop a sense of accuracy and attention to detail
  - To develop a sense of co-operation, flexibility, improvisation, responsibility and tolerance.

## **SYLLABUS STRUCTURE**

### **TIME TABLEING/OPTIONS**

In first year students must choose between-

As second years the students who choose home economics in first year must now choose whether to keep it on or not. Their choice is between -

### **TEXTBOOKS**

- Deirdre Maddens Design for Living - Folens
- Design for Living workbook
- Folens exam papers to be purchased in third year

## **CLASS DIVISIONS/GROUPINGS**

- There are normally three or four class groups of Home Economics in first year depending on numbers
- There are normally two different classes of Home Economics in second and third year
- Students are allocated to one of these classes according to their choice of subjects.  
As a result classes are always mixed ability

## **TIMETABLING**

- Three class periods per week are allocated to first year home economics (one single class and one double)
- Four class periods per week are allocated to both second and third year home economics (two single classes and one double)

## **HOMEWORK PROCEDURES**

- First year students are given written work at least once a week from either the text book or work book
- Second and third year students are given written homework at least twice a week
- Before each cookery session students make out a time plan for the session as homework and after each cookery session students complete an evaluation of the session
- Sometimes students may have a little sewing to be completed as homework
- It is expected that students revise new content every night

## ASSESSMENT AND RECORD KEEPING PROCEDURES

- (a) Continuous assessment by individual class teachers in the form of written tests - results are recorded in the teachers diary and are reported home if requested
- (b) Common Christmas and Summer tests for both higher and ordinary levels. Teachers come together at department meetings and derive these exams
- (c) Results of Halloween, Christmas, Easter and Summer tests are entered into the students report cards and these are posted home by the school office
- (d) Practical cookery copies are marked as part of the Christmas and Summer Exams and are allocated a maximum of 10%
- (e) Sewing projects are marked as part of the Summer Exam and are awarded a maximum of 10%
- (f) Homework copies are taken up and assessed fortnightly
- (g) Junior cert projects must be completed by Christmas of third year

**Common Information**  
**for both**  
**Junior and Leaving Cert**  
**Home Economics**

**CLASS PERIODS AND TIME ALLOCATED FOR HOME ECONOMICS 2010  
TO 2011**

Year	Class periods	Time Allocation
1 <sup>st</sup> Year	3	115mins
2 <sup>nd</sup> Year	4	150mins
3 <sup>rd</sup> Year	4	150mins
4 <sup>th</sup> Year	5	190mins
5 <sup>th</sup> Year	5	190mins

## CLASS ORGANISATION

- A roll call must be taken at the beginning of each class
- Students have set seats both in the sewing room and kitchen. These seating arrangements are set by the teacher
- Theory classes are to take place in the sewing room if at all possible especially if classes are large
- Students have access to cookery room every second week and have access to the sewing room every second week.
- For cookery students work in pairs and are divided into such pairs by the teacher. These pairings are changed at the start of each term.
- Students bring in their own ingredients for cookery. However there are two exceptions - the teacher orders flour and eggs for the students. Salt, pepper, herbs and a few other dry ingredients are always available in the kitchen cupboard
- Students must bring in their own containers for bringing the food home in
- Students have special duties to carry out during the cookery class, e.g. two sweep the floor, some ensure presses are clean etc. these duties are decided in advance by the teacher

## PLANNING FOR STUDENTS WITH SPECIAL NEEDS

- Unfortunately there is no extra classes for students with special needs but the special needs co-ordinator in the school will give extra help to these students if requested by the home economics teacher
- There is a web site address that will also be used to get extra materials if needed. This is [www.sess.ie](http://www.sess.ie) (includes cabhair news letters, signposts PDF, resources, information on differentiation, assessment, methodologies, subject specific links and on line courses)
- Books available to all staff include - (a) Partners in Education - Offaly Centre for independent living; A handbook for inclusive policies and practices and (b) Signposts -

## Special Education Support Service; a guide to Special Education Needs and Teaching Strategies

### **CROSS-CURRICULAR PLANNING**

The following arrangement has been made with teachers of other subjects where possible

- Nutrients shall be covered at the same time as biology teachers are covering the bio-molecules
- Savings and housing finance is taught when business teachers are teaching it.

### **DEVELOPMENT OF STAFF**

- Teachers are sent on in-services to the various teacher centres by the principle
- Home economics staff are paid up members of the local branch of the ATHE and attend meetings arranged by these at night

### **SUBJECT PLANNING FOR A CULTURALLY DIVERSE SOCIETY**

- Ethnic cookery
- Discussions on cultural impact on food choices and clothing
- Discussions on the various types of family structures and marriages common to different societies when dealing with topics like family and marriage

## **RANGE/VARIETY OF RESOURCES**

- Blackboard
- Whiteboard
- Books
- Over head projector
- Computer and data projector
- Internet access
- Cookery kitchen

## **EFFECTIVE TEACHING METHODOLOGIES**

- Whole Class Teaching
- Brainstorming - this identifies knowledge students may have already on a new topic
- Pair work - especially during cookery
- Group discussion
- Project work - either in groups or singularly
- Practical work - cookery
- Work sheets
- Design briefs
- Visitors to the classroom
- Display of students work

## AVAILABILITY/USE OF ICT FACILITIES

Each classroom has a laptop and high speed broadband. Internet access is available to senior cycle students for investigation of topics for journal work and for Junior cert students to research their junior cert projects

## PROVISION FOR HEALTH AND SAFETY REQUIREMENTS

- Fire drills (two per year)
- Fire safety equipment in the kitchen - One fire alarm, One fire extinguisher and One fire blanket
- Kitchen safety rules are in place and a copy is situated at each unit (see copy inserted in scheme)
- School safety statement
- Incident report forms are filled in on any accident that occurs during class time. This is kept on record in the school office
- First aid boxes in both home economics rooms
- Both Home Economics teachers are trained in first aid
- Students are well versed in safety in the kitchen
- Hazards in the room
  - Burns -Students burning themselves while cooking
  - Fire due to hot oil being left unattended
  - Sharp knives - Causing cuts
  - Falls - slippery floor

## KITCHEN SAFETY RULES

1. Never run in the kitchen
2. Never walk around the kitchen with sharp knives or boiling water
3. Wipe up spills immediately
4. Take care when using sharp knives
5. Always turn the handles of saucepans away from the cooker edge
6. Never leave hot oil unattended
7. Never handle electrical equipment with wet hands
8. Report all accidents
9. Wear non slip shoes in the kitchen
10. Never place face or hands over steaming pots
11. Always use oven gloves when placing things in or taking things out of a hot oven
12. Always chop with fingers curled inwards
13. Always know location of first aid box and fire safety equipment

**JUNIOR CERT**

**SCHEME OF WORK**

## Class allocation per year

<b>Year</b>	<b>Term one (16 weeks)</b>	<b>Term two (14 weeks)</b>	<b>Term 3 (5 weeks)</b>
Firs year	16 x Double classes 16 x single classes	14 x Double classes 14 x Single Classes	5 x Double classes 5 x Single classes
Second year	16 x Double classes 32 x Single classes	14 x Double classes 28 x Single classes	5 x Double classes 10 x Single classes
Third year	16 x Double classes 32 x Single classes	14 x Double classes 28 x Single classes	5 x Double classes 10 x Single classes

# **FIRST YEAR**

## **TERM ONE**

(16 weeks approximately - 48 class periods)

### **Food Theory**

1. Introduction to Home Economics
2. Kitchen layout
3. Kitchen Safety (Devise rules)
4. Safety and first aid
5. Setting up of cookery table
6. Writing a recipe and cookery evaluation (word bank)
7. Weights and measures
8. Oven management and temperature control
9. Kitchen utensils (use, care and cleaning)
10. Food choices
11. Breakfasts and packed lunches
12. Basic cookery terms (baking only)

### **Textiles**

1. Sewing box - contents
2. Stitches - (tacking, running, backstitching and hemming)

## **TERM TWO (first year)**

(14 weeks approximately - 42 class periods)

### **Food Studies**

1. Food hygiene and storage
2. Healthy eating
3. Basic nutrition - (nutrient/source/function)
4. Food Pyramid
5. Eggs

### **Social and Health studies**

1. Personal hygiene including the skin
2. Good Health

### **Textiles**

1. Embroidery (chain/stem/satin)
2. Sewing machine (parts/use/care of)
3. Craft - Weaving a place mat
4. Care labelling

## **TERM THREE (first year)**

(5 weeks approximately - 15 class periods)

### **Food Studies**

1. Fruit and vegetables

### **Social and Health studies**

1. The teeth

### **Sewing**

1. Completion of the woven place mat

## First year cookery

A selection of the following shall be completed

Breakfasts	Orange juice, grapefruit, scrambled egg, fruit smoothie
Packed lunch	Various sandwiches
Salads	Coleslaw, waldorf, potato, summer, pasta
Salads	Fruit
Rubbing in	Sweet scones, Savoury scones, fruit scones, raspberry buns, chocolate chip cookies, Apple cake
Creaming	Maderia buns, marble cake
All in one	Chocolate cake, queen cakes
Melting	Ginger bread
Whisking	Sponge cake, Swiss roll

# **SECOND YEAR**

## **TERM ONE**

(16 weeks approximately - 64 class periods)

### **Food Theory**

1. Nutrition - nutrients (classification, functions and RDA's)
2. Special Diets
3. Dietary deficiencies (Anaemia, osteoporosis)
4. Balancing the diet
5. The protein group - meat, fish
6. The Dairy group - milk, cheese, yoghurt
7. The Cereal group
8. Soups and sauces

### **Textiles**

1. Cross Stitch
2. Cross stitch a small picture

## **TERM TWO (second year)**

(14 weeks approximately - 56 class periods)

### **Food Theory**

1. Finish cookery terms
2. Methods of heat transfer - conduction, convection and radiation
3. Meal planning - to include menu writing
4. Raising agents

### **Social and Health Studies Theory**

1. The Circulatory system
2. The respiratory system
3. The Family
4. Adolescence
5. Becoming an Adult
6. Health Hazards

### **Textiles**

1. Appliqué
2. Construction of a personal item - appliqué a design onto a t shirt

## **TERM THREE (second year)**

(5 weeks approximately - 20 class periods)

### **Consumer Studies Theory**

1. What is a consumer
2. Consumer rights and responsibilities
3. Consumer protection
4. Quality control
5. Money management
6. Shopping
7. Advertising and marketing

### **Textiles**

1. Completion of appliquéd t shirt

## Cookery in Second Year

A selection of the following shall be chosen

Soups	Mixed Vegetable, Leak and Potato
Desserts	Fruit Crumble, Apple Snow
Calcium rich	Macaroni cheese, cheese and potato pie
Economic/Iron/teenager	Chilli con Carni, Spagetti bolognese
Ethnic/Freezer/(hob only)	Chicken curry, Chicken korma, Sweet and sour, Chicken paprika
Occasional	Mince pies, Apple tart, sponge cake
Bread/scones	Brown bread, Rock buns, herb bread
Fish/Irish	Smoked haddock au gratin
Pastry/Vegetarian	Quiche, Apple tart
Fibre	Wholemeal pizza
Vegetarian	Green risotto

# **THIRD YEAR**

## **TERM ONE**

**(16 weeks – 48 class periods )**

### **Junior Cert Project**

Introduce textile/craft/childcare option and complete the entire project in 6-week block period during the first term

### **Food Theory**

1. Digestion of food

### **Home Management Theory**

1. Introduction to management
2. Home and community
3. Design in the home
4. Room Planning
5. Technology in the home
6. Services to the home
7. The environment and you

## **TERM TWO (third year)**

(14 weeks approximately - 56 class periods)

### **Food Theory**

1. Food preservation and processing

### **Textile Theory**

1. Textiles in the clothing
2. Textiles in the home
3. Fibres and Fabrics
4. Fabric construction
5. Textile care
6. Revise first year textile sewing skills/stitches

### **Practical Cookery**

- Revision of last year cookery assignments
- If practical exam is in this term task shall be drawn at least two weeks before the exam and it shall be practiced in class

## **TERM THREE (third year)**

(5 weeks approximately - 20 class periods)

### **REVISION**

- All revision shall be carried out by completing past exam papers

### **Third Year Cookery**

- This year the emphasis shall be on the junior cert practical cookery exam. Students shall be prepared for this by concentrating on cooking last years exam tasks
- At some stage through the year students will be asked to cook on their own in preparation for the exam

**LEAVING  
CERTIFICATE  
SCHEME OF WORK**

**An Introduction of various topics is carried out for the first 12 class periods**

<b>Syllabus ref.</b>	<b>Topic</b>	<b># of Classes</b>	<b>Content</b>	<b>Links</b>	<b>Class and student activities</b>
<b>4<sup>th</sup> Year Term 1 - 16 weeks (80 periods)</b>					
1.1.1	Food choices	1	<i>Factors affecting food choices including: culture, eating patterns, sensory analysis, nutritional awareness, health, availability, finance, marketing and advertising</i>	Link to: <ul style="list-style-type: none"> <li>• Consumer choices (2.2.1)</li> <li>• Meal management and planning (1.3.3)</li> <li>• Dietary and food requirements (1.2.3)</li> <li>• The Irish Diet (1.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on difference in meal planning in different societies</li> </ul>
2.2.1	Consumer choices	1	<i>Factors that affect consumer decision making with reference to - income, merchandising, advertising, packaging and labelling</i>	Link to: <ul style="list-style-type: none"> <li>• Selections of various food commodities (1.3.2)</li> <li>• Food processing and packaging</li> </ul>	

1.2.1	Energy	2	<p>Factors determining energy requirements</p> <p>Role of energy in the body:</p> <ul style="list-style-type: none"> <li>• B.M.R.</li> <li>• Growth</li> <li>• Physical activity</li> </ul> <p>Balancing energy intake with output</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Dietary &amp; food requirements (1.2.3)</li> <li>• Meal planning &amp; management (1.3.3)</li> <li>• Energy value of protein (1.1.2)</li> <li>• Energy value of carbohydrates (1.1.3)</li> <li>• Energy value of lipids (1.1.4)</li> </ul>	<p>Students are divided into groups and given case studies. These case studies give details of lifestyle and diet and make recommendations on how energy intake and expenditure can be adjusted to achieve a satisfactory energy balance. Food labels indicating recommended energy requirements</p>
1.2.2	Dietary Guidelines	2	<p>Food Pyramid</p> <p>Healthy Eating Guidelines</p> <p><i>Current nutritional guidelines:-</i></p> <ul style="list-style-type: none"> <li>• How and why they are formulated</li> <li>• Use of RDA's</li> <li>• Use of composition tables</li> </ul>	<p>Link to</p> <ul style="list-style-type: none"> <li>• Meal management and planning (1.3.3)</li> <li>• The Irish diet (1.2.4)</li> </ul> <p>Special diets in food assignments (1.2.3)</p>	<ul style="list-style-type: none"> <li>• Students prepare posters of the food pyramid and healthy eating guidelines</li> <li>• Students look up food composition tables</li> <li>• Students analyse food labels from cereal box etc.</li> </ul>
1.2.4	The Irish Diet	2	<p>Changes in food and eating patterns in the Irish diet form the beginning of the</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Food choices (1.1.1)</li> </ul>	<p>Compare a menu from the beginning of the twentieth</p>

			<p>twentieth century</p> <p>Comparison of the Irish diet with current dietary guidelines</p> <p>Aspects of malnutrition currently identified to include dietary fibre, high salt, high saturated fat, low iron and calcium: - causes, effects and corrective measures</p>	<ul style="list-style-type: none"> <li>• Dietary guidelines (1.2.2)</li> <li>• Dietary targets for non starch polysaccharides (1.1.3)</li> <li>• Vitamins (1.1.5)</li> <li>• Minerals (1.1.6)</li> </ul>	<p>century to beginning of twenty first with reference to dietary guidelines</p> <ul style="list-style-type: none"> <li>• Visiting speaker from health promotion unit or the Irish Cancer Society or CROI</li> </ul>
1.3.3	Meal management and planning	1	<p>Management and planning of meals (menu writing) with reference to-</p> <ul style="list-style-type: none"> <li>• Current dietary guidelines</li> <li>• Dietary requirements through the lifecycle</li> <li>• Resources available i.e. knowledge and skills, time, money, equipment and choice of foods</li> </ul>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Food choices (1.1.1)</li> <li>• Dietary guidelines (1.2.2)</li> <li>• The Irish diet (1.2.4)</li> <li>• Household technology (2.1.5)</li> <li>• Management of household financial resources (2.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Students write up menus and evaluate in terms of healthy eating</li> </ul>
1.2.3	Dietary and food requirements	2	<p>Dietary requirements for the various age groups</p> <p>Factors affecting dietary and food</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• The Irish diet (1.2.4)</li> <li>• Healthy eating guidelines (1.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Design menus for the different age groups that reflect their dietary needs and evaluate in terms of nutritional</li> </ul>

			<p>requirements: - age, sex health, pregnancy and activity</p> <p>Interrelationship of dietary deficiencies and excesses and diet related problems to be included while doing relevant nutrients and assignments</p>		<p>requirements and healthy eating guidelines</p> <ul style="list-style-type: none"> <li>• Case study that highlights limitations on planning meals for low income families</li> </ul>
1.3.8	Food Spoilage	1	<p>The role of micro-organisms in food spoilage</p> <p>The role of enzymes in food spoilage</p> <p>Controlling growth of micro-organisms and <b>enzymatic spoilage (H.L)</b></p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Food Commodities (1.3.2)</li> <li>• Preservation (1.3.9)</li> <li>• Food safety and hygiene (1.3.10)</li> </ul>	<p>Newspaper articles on food poisoning cases and get students to research food poisoning cases</p>
1.3.10	Food safety and hygiene	4	<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>• <b>HACCP and ISO9000 (H.L.)</b></li> </ul>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Preparation and processing of food (1.3)</li> <li>• Food legislation (1.3.7)</li> </ul>	<p>Video on HACCP and all aspects of food safety produced by “safe food”</p>

## Main Syllabus Area

### FOOD STUDIES

1.1.2	Protein	8	<p><u>Composition</u></p> <ul style="list-style-type: none"><li>• Basic structure of amino acids,</li><li>• <b>Essential amino acids peptides, peptide bond, hydrolysis (H.L)</b></li></ul> <p><u>Structure:</u></p> <ul style="list-style-type: none"><li>• Primary, <b>secondary and tertiary (H.L)</b></li></ul> <p><u>Classification:</u></p> <ul style="list-style-type: none"><li>• Simple proteins Animal - <b>fibrous, globular (H.L)</b></li><li>• Plant -<b>glutelins, prolamines (H.L)</b></li><li>• Conjugated proteins</li></ul> <p><u>Sources:</u></p> <ul style="list-style-type: none"><li>• Animal and plant.</li><li>• Distribution in food of albumin, casein, gelatine, gluten and <b>myosin, actin and collagen (H.L)</b></li></ul> <p><u>Properties:</u></p>	<p>Link to:</p> <ul style="list-style-type: none"><li>• Digestion and absorption of proteins (1.1.2)</li><li>• Food commodities (1.3.2)</li><li>• Meal management and planning (1.3.3)</li><li>• Food commodities (1.3.2)</li><li>• Food preparation and cooking processes (1.3.4)</li></ul>	Students are used to form a model of a polypeptide chain by linking arms
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			<u>Digestion &amp; absorption:</u> <ul style="list-style-type: none"> <li>Hydrolysis and digestion of protein</li> <li>Absorption &amp; <b>utilisation of amino acids (H.L)</b></li> </ul>		
1.3.2	Meat	3	Nutritional significance, contribution to the diet, selection, structure, effects of storage, preparation, cooking and processing of meat and meat products	Link to <ul style="list-style-type: none"> <li>properties of protein (1.1.2)</li> </ul>	

1.3.2	Offal and Poultry	1	Nutritional and dietetic value, buying, cooking, storing and processing of offal and poultry	Link to <ul style="list-style-type: none"> <li>Meat (1.3.2)</li> </ul>	
1.3.2	Fish	2	Classification, structure, nutritional value, dietetic value, shopping and storage, effects of heat, spoilage. Cooking and preparation of fish	Link to <ul style="list-style-type: none"> <li>Properties of protein (1.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Relevant fish cookery</li> <li>Charts from B.I.M</li> </ul>
1.3.5	Processing & packaging of fish & fish products	2	<ul style="list-style-type: none"> <li>Methods of preserving fish</li> <li>Fish products</li> <li>Processing and packaging of fish</li> <li>Effects of processing on the nutritional</li> </ul>	Link to <ul style="list-style-type: none"> <li>Food commodities (1.3.2)</li> </ul>	

			value of fish and fish products		
1.3.2	Eggs	2	Nutritional value, dietetic value, grading, structure, buying and storage, uses, tests for freshness, effects of heat and properties of eggs	Link to: <ul style="list-style-type: none"> <li>• Properties of proteins – emulsions (1.1.2)</li> </ul>	Relevant cookery to demonstrate properties of eggs. (e.g.) meringue, soufflé etc.
1.3.5	Processing and packaging of eggs	1	Packaging, labelling etc. Effects of processing on the nutritional value of eggs Pasteurisation of eggs	Link to: <ul style="list-style-type: none"> <li>• Properties of protein (1.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Student debate on free range Vs battery eggs</li> </ul>
1.3.2	Milk and milk products To include cheese	3	Nutritional value, contribution to the diet, selection, effects of storage, preparation, cooking and processing	Link to: <ul style="list-style-type: none"> <li>• Properties of protein (1.1.2)</li> </ul>	
	Alternative protein foods	1	Nutritive value, production of Soya protein, TVP, Mycoprotein, Quorn	Link to <ul style="list-style-type: none"> <li>• Biological value of protein</li> </ul>	<ul style="list-style-type: none"> <li>• Students view samples of TVP, Quorn etc.</li> </ul>
1.3.5	Food Processing and packaging of milk and products	3	Primary processing – Physical and chemical changes that occur during preparation and processing. Extending shelf life of food commodity  Packaging and materials used to include: <ul style="list-style-type: none"> <li>• Evaluation of their suitability for purpose</li> </ul>	Link to <ul style="list-style-type: none"> <li>• food safety and hygiene (1.3.10)</li> <li>• Consumer choices (2.2.1)</li> </ul>	Visit to local creamery

			<p>and environmental impact</p> <p>Evaluation of food labelling as a source of consumer information</p> <p>Contaminants that may enter at various stages of processing (e.g) antibiotics, chemicals</p>	<ul style="list-style-type: none"> <li>• Consumer responsibilities (2.2.2)</li> </ul>	
1.2.3	Related dietary requirement - osteoporosis	1	Dietary requirements of a person suffering from osteoporosis including the causes, risk factors and methods helping to prevent it	<p>Link to;</p> <ul style="list-style-type: none"> <li>• Menu and meal planning (1.3.3)</li> <li>• Calcium (1.1.6)</li> <li>• Vitamin D (1.1.5)</li> </ul>	Students plan a menu for a person suffering from osteoporosis
1.1.3	Carbohydrates	6	<p><u>Formation</u> of carbohydrates in plants</p> <p><u>Composition &amp; structure</u></p> <ul style="list-style-type: none"> <li>• <b>Basic structure of a monosaccharide</b></li> <li>• <b>Formation of di and polysaccharides (H.L)</b></li> </ul> <p><u>Classification:</u></p> <ul style="list-style-type: none"> <li>• mono, di and polysaccharides</li> </ul> <p><u>Sources:</u></p>		

		<ul style="list-style-type: none"> <li>• Sources of mono, di, starch, cellulose, pectin, and non starch polysaccharides (fibre)</li> </ul> <p><u>Properties:</u></p> <ul style="list-style-type: none"> <li>• Sweetness, solubility, gelatinisation of starch, <b>hydrolysis, inversion, crystallisation, carmelisation, dextrinisation, pectin, extraction and gel formation (H.L)</b></li> <li>• Effects of dry/moist heat</li> <li>• Effects of enzymes on CHO during digestion</li> </ul> <p><u>Functions:</u></p> <ul style="list-style-type: none"> <li>• Biological functions of sugar, starch and NSP</li> <li>• Differentiate between soluble &amp; insoluble fibre</li> <li>• Culinary functions of sugar, starch and</li> </ul>	<p>Links to:</p> <ul style="list-style-type: none"> <li>• Fruit, vegetables and cereals (1.3.2)</li> </ul> <p>Link to</p> <ul style="list-style-type: none"> <li>• Sauce making (1.3.4)</li> <li>• Principles underlying the cooking of starch based foods (1.3.4)</li> </ul> <ul style="list-style-type: none"> <li>• Food commodities (1.3.2)</li> <li>• Principles underlying the cooking of food (1.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Poster to illustrate sources</li> <li>• Students examine food labels for hidden sugars e.g. sucrose/fructose/maltose/syrup....</li> </ul> <p>Cookery (e.g.) carmelisation, gelatinisation and dextrinisation</p> <p>Students devise ways to</p> <ul style="list-style-type: none"> <li>• Increase fibre in the diet</li> <li>• Reduce sugar in the diet</li> </ul>
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			<p>pectin</p> <p><u>Energy value:</u></p> <ul style="list-style-type: none"> <li>• Contribution to total energy of average diet</li> </ul> <p>Dietary targets (e.g.) increasing fibre intake</p> <p><u>Digestion and Absorption:</u></p> <ul style="list-style-type: none"> <li>• Hydrolysis, digestion, absorption &amp; <b>utilisation of glucose (H.L)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Energy requirements (1.2.1)</li> <li>• The Irish Diet (1.2.4)</li> <li>• Dietary and food requirements of diabetics (1.2.3)</li> </ul>	<p>Comparative study on energy value of foods with or without added sugars e.g. cereals</p>
1.3.2	Cereals and products	2	<p>Nutritional value, dietetic value, types, Milling – flour, effects of storage, preparation, cooking and processing</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Properties of carbohydrates (1.1.3)</li> </ul>	
1.3.5	Processing and packaging of flour and pasta	2	<p>Profile of a food that undergoes extensive processing - flour</p>	<p>Link to</p> <ul style="list-style-type: none"> <li>• Cereals (1.3.2)</li> </ul>	<p>Look at odlums packet to outline the stages of the milling of wheat</p>
1.2.3	High fibre diets and <b>Coeliac disease (H.L)</b>	2	<p>Bowel disorders</p> <p><b>Specific dietary requirements for a coeliac (H.L)</b></p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Non-starch polysaccharides (1.1.3)</li> <li>• Proteins. (1.1.2)</li> </ul>	<p><b>Students complete a menu for a coeliac</b></p>

1.2.3	<b>Diabetes</b> and dental caries	1	<p><b>Specific dietary requirements for a diabetic (H.L.)</b> and those suffering from tooth decay</p> <p>Inter-relationship of dietary deficiencies and excesses with coeliac/bowel/diabetic disorders</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Sugar (1.1.3)</li> </ul>	<b>Students create a menu to suit a diabetic</b>
1.3.2	Vegetables & Nuts	2	Nutritional significance, contribution to the diet, selection, effects of storage, preparation, cooking & processing,	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Properties of carbohydrates (1.1.3)</li> <li>• Vitamins (1.1.5)</li> <li>• Minerals (1.1.6)</li> </ul>	
1.3.2	Fruit	1	Nutritional significance, contribution to the diet, selection, effects of storage, preparation, cooking & processing,	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Carbohydrates (1.1.3)</li> <li>• Link to enzymic browning in food e.g. on a fresh apple (1.3.4)</li> </ul>	Poster on sources
1.2.3	Vegetarian diets & <b>Vegans (H.L.)</b>	1	<p>Types of vegetarian diets</p> <p>Reasons, benefits for choosing such diets</p> <p>Planning vegetarian diets</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Vegetables (1.3.2)</li> <li>• Complementary value of proteins (1.1.2)</li> </ul>	Students draft menus for various vegetarian diets

1.3.4	Food preparation and cooking processes	8 This section shall be completed in conjunction with cookery assignments	<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 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,</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Properties of protein (1.1.2)</li> <li>• Properties of carbohydrates (1.1.3)</li> <li>• Properties of lipids (1.1.4)</li> <li>• Properties of vitamins (1.1.5)</li> <li>• Properties of minerals (1.1.6)</li> <li>• Food commodities (1.3.2)</li> </ul> <ul style="list-style-type: none"> <li>• Food safety and hygiene (1.3.10)</li> <li>• Dietary guidelines (1.2.2)</li> <li>• Meal planning (1.3.3)</li> </ul>	Investigation to assess the control of enzymic browning in food, e.g. on a fresh apple
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			preparation and presentation of food  Critical evaluation of dishes cooked		
	Assignments 3 to be completed in term 1	9	3 research 6 practical cookery		
	Assessments	3	Approximately 3 class tests to be completed Common Christmas Exam		

## Term 2 – 14 weeks 70 periods

### RESOURCE MANAGEMENT & CONSUMER STUDIES

2.1.1	<b>Components of management</b>	4	<p>Purpose of resource management systems</p> <p>The family as a management unit</p> <p><b>Inputs – human and material resources, needs, wants goals</b></p> <p><b>Throughputs – Planning, organising, implementing</b></p> <p><b>Outputs – goals achieved, changes in values, goals and standards, satisfaction, evaluation, and effective use of feedback (H.L.)</b></p> <p>Decision making and communication</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Preparation and processing of food (1.3)</li> <li>• Family functions (3.1.4)</li> <li>• Family as a caring unit (3.1.6)</li> </ul>	<p>Case studies –</p> <ul style="list-style-type: none"> <li>• Work sharing</li> <li>• Gender equality</li> <li>• Delegation</li> </ul> <p>Use of checklists in planning &amp; implementing routines/work schedules</p>
2.1.2	<b>Attributes</b>	4	Factors affecting management –	Link to:	

	<b>affecting management</b>		<ul style="list-style-type: none"> <li>• Stages in life-cycle</li> <li>• Employment pattern</li> <li>• Culture, values, standards</li> <li>• Sex roles, life style as determined by socio-economic status and composition of the family</li> </ul>	<ul style="list-style-type: none"> <li>• Food choices (1.1.1)</li> <li>• Meal management and planning (1.3.3)</li> <li>• Family structures (3.1.3)</li> <li>• Family as a caring unit (3.1.6)</li> </ul>	
2.1.5	Household technology	1	Technological developments available to the household and their contribution to the management of the home	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Consumer choices, (2.2.1)</li> <li>• Consumer protection (2.2.3)</li> <li>• Food safety and hygiene (1.3.10)</li> </ul>	Brain storming to see on how much students know about life 100 years ago

2.1.5	Household technology	6	<p>Consumer considerations in obtaining a large and a small household appliance, to include: selection criteria, obtaining consumer information, design and efficiency.</p> <p><b>Underlying working principles</b> and guidelines for use of:</p> <p>(a) An appliance with a motor – Food Processor</p> <p>(b) An appliance with a heating element – Kettle</p> <p>(c) Refrigeration – Fridge</p> <p>(d) Microwave</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Consumer choice (2.2.1)</li> <li>• Consumer responsibility (2.2.2)</li> <li>• Consumer protection (2.2.3)</li> </ul> <ul style="list-style-type: none"> <li>• Food preparation and cooking processes (1.3.4)</li> <li>• Food safety and hygiene (1.3. 10)</li> </ul>	Individual studies on one large and one small appliance
2.2.1	Consumer choices (continued)	2	<b>The purchasing process to include: classification of retail outlets, retail psychology, shopping patterns, consumer research (H.L.)</b>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Factors affecting consumer choices (2.2.1)</li> </ul>	Students investigate modern types of shopping e.g. mail ordering, shopper loyalty schemes.

## FOOD STUDIES

1.1.4	Lipids	6	<p><u>Classification of Fatty Acids:</u></p> <ul style="list-style-type: none"><li>• Saturated, mono &amp; polyunsaturated</li><li>• Essential fatty acids</li><li>• <b>Cis and trans fatty acids (H.L.)</b></li></ul> <p><u>Composition and structure of lipids:</u></p> <ul style="list-style-type: none"><li>• <b>Structure of saturated, mono and polyunsaturated fatty acids</b></li><li>• <b>Chemical composition and molecular structure of a triglyceride (H.L.)</b></li></ul> <p><u>Classification of Lipids:</u></p> <ul style="list-style-type: none"><li>• Classification of lipids according to their source and proportion of saturated, mono and polyunsaturated fatty acids</li></ul> <p><u>Sources</u></p> <ul style="list-style-type: none"><li>• Animal, marine and vegetable</li><li>• <b>Distribution of saturated, mono and polyunsaturated fatty acids in food (H.L.)</b></li></ul>	<p>Link to:</p> <ul style="list-style-type: none"><li>• Dietary requirements for coronary heart disease (1.2.3)</li><li>• Digestion and absorption (1.1.4)</li><li>• Food commodities (1.3.2)</li></ul>	Students to produce a poster to illustrate sources
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1.3.2	Fats and Oils	2	Nutritional significance, contribution to the diet, selection, effects of storage, preparation, cooking and processing	Link to: <ul style="list-style-type: none"> <li>• Properties of lipids (1.1.4)</li> <li>• Food preparation and cooking (1.3.4)</li> </ul>	
1.2.3	Dietary and food requirements	2	Dietary requirements of :obesity and coronary heart disease - causes, risk factors, helping to prevent them	Link to: <ul style="list-style-type: none"> <li>• Menu and meal planning (1.3.3)</li> <li>• Lipids (1.1.4)</li> </ul>	Students produce menus for an obese individual and for someone with CHD
1.3.5	Food processing and packaging	1	Production of Margarine Dairy Spreads	Link to <ul style="list-style-type: none"> <li>• plasticity (1.1.4)</li> </ul>	
1.1.5	Vitamins	4	Sources, functions, effects of deficiency, RDA and <b>properties (H.L.)</b> , of the fat soluble vitamins A,D,E,K and the water soluble vitamins C, B12 and folate	Link to <ul style="list-style-type: none"> <li>• Dietary and food requirements (1.2.3)</li> <li>• Fruit and vegetables (1.3.2)</li> <li>• The Irish diet (1.2.4)</li> <li>• Food additives – antioxidants (1.3.6)</li> </ul>	
1.2.3	Dietary and food	2	Factors affecting dietary and food requirements to include age, sex, health	<ul style="list-style-type: none"> <li>• All nutrients (1.1.2-5)</li> </ul>	

	requirements		status. Pregnancy and activity		
1.1.6	Minerals	4	<p>Identification of major mineral elements and <b>trace elements (H.L.)</b> necessary in the diet.</p> <p>Sources, functions, effects of deficiency and RDA of Calcium, Iron, <b>zinc, iodine, potassium and sodium (H.L.)</b></p> <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 (ie) haem and non-haem iron</li> <li>• <b>The effects of phytates and oxalates in the absorption of calcium (H.L.)</b></li> </ul>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Dietary and food requirements (1.2.3)</li> <li>• The Irish Diet (1.2.4)</li> <li>• Food additives and nutritional supplements (1.3.6)</li> <li>• Specific dietary requirements of vegans (1.2.3)</li> <li>• Vitamins (1.1.5)</li> <li>• Carbohydrates (1.1.3)</li> </ul>	
1.1.7	Water	1	Properties and functions		
1.3.5	Added Value Food	1	Profile of an added value food e.g. prepared foods or meals	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Cheese making, (1.3.2)</li> <li>• The Irish diet (1.2.4)</li> </ul>	

	Assignments(2 to be completed in term 2)	6	2 research classes 4 practical cookery		
	Assessments	4	4 class assessments to be carried out this term at teachers discretion		

4<sup>th</sup> Year Term 3  
(5 weeks) 25 sessions

Social Studies

3.1.1.	Sociological concepts	1	<p>Concepts to include:</p> <ul style="list-style-type: none"> <li>• Society, culture, norms, mores and values</li> <li>• role, status, socio-economic groupings, social mobility</li> <li>• Primary and secondary social groupings</li> <li>• Kinship, socialisation</li> <li>• Social institutions</li> <li>• Social change</li> </ul>		All concepts to be integrated into sociology section
3.1.2	Defining family	1	<p>Universality of family</p> <p>Definitions of family</p>		
3.1.3	Family structures	2	<p><b>Historical development of the family in Ireland from the beginning of the twentieth century to the present day (H.L)</b></p>		

			<p>Characteristics of modern family structures to include:</p> <ul style="list-style-type: none"> <li>• Lone parent, nuclear, extended and blended families.</li> </ul> <p><b>Social, economic and technological changes affecting modern family structures (H.L.)</b></p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Management of household resources (2.1.3)</li> <li>• Household technology (2.1.5)</li> </ul>	<p>Comparison of Irish families with families in other European countries according to family structure, size. Role e.t.c</p>
3.1.4	Family Functions	4	<p>Family functions:</p> <ul style="list-style-type: none"> <li>• Physical, economic, emotional, educational and social</li> </ul> <p>How these functions may be adopted or supplemented by other social institutions</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Dietary and food requirements (1.2.3)</li> <li>• Family resource management (2.1.)</li> <li>• Housing (2.1.4)</li> </ul> <p>Management of household financial resources (2.1.3)</p>	<p>Brainstorming:</p> <p>Functions carried out by the family and classify into five different categories</p>
3.1.5	Marriage	4	<p>Definition of marriage</p> <p>Variations in marital arrangements, commitment, customs, legal obligation, rights and responsibilities within the</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Family structures (3.1.3)</li> <li>• Family functions (3.1.4)</li> </ul>	<p>Case studies:</p> <p>Photos, media.... Cultural variations in marital arrangements.</p>

			<p>marriage relationship</p> <p>Facilities and services available to those preparing for marriage</p> <p>Choices available in marital breakdown:</p> <ul style="list-style-type: none"> <li>• Counselling,</li> <li>• Mediation,</li> <li>• Legal separation,</li> <li>• Legal nullity</li> <li>• Divorce</li> </ul>	<ul style="list-style-type: none"> <li>• Family Law (3.1.7)</li> </ul>	
3.1.7	Family Law	3	<p>Protection of families under:</p> <ul style="list-style-type: none"> <li>• The family Law (Maintenance of Spouse and children) Act 1976</li> <li>• The Family Home Protection Act 1976</li> <li>• <b>The Family Law Act (1976) – Section 22</b></li> </ul> <p><b>Baring orders</b></p> <ul style="list-style-type: none"> <li>• <b>Judicial Separation Act 1989</b></li> <li>• <b>Child Care Act 1991 (H.L)</b></li> </ul> <p>Making a will: - importance of and outline procedure for making a will</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Housing finance (2.1.3)</li> </ul>	<p>These acts should be referred to where appropriate throughout this section</p>

	Assessments	2	2 tests to be give this term as part of continuous assessments  Common Summer Exam		
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# 5<sup>th</sup> Year Term 1

(16 weeks) 80 periods

## HOME DESIGN AND MANAGEMENT

### ELECTIVE HOME DESIGN & MANAGEMENT

40

4.1.1

Housing styles

2

Outline knowledge of the historical development of housing styles in Ireland from the nineteenth century onwards

Identification of popular housing styles in Ireland today

Social, cultural, economic and environmental factors that influence the choice of housing styles

Link to

- historical development of the family (3.1.3)

Group discussion with the use of photographs of different styles of houses as stimulus material.

4.1.2

Housing provision

8

Variations in housing requirements, to include the specific physical requirements of: families, single people, the elderly, people with disabilities, the homeless

An evaluation of housing provision in

Link to:

- Housing (2.1.4),
- Family structure (3.1.3)
- Family functions (3.1.4)

Brainstorm – students make suggestions of the various requirements of various groups in relation to housing

			<p>Ireland today, to include:</p> <ul style="list-style-type: none"> <li>• <b>Distribution of housing (i.e. rented or owner occupied, private or social housing, urban or rural distribution) (H.L.)</b></li> <li>• Quality of accommodation</li> <li>• Comparative costs of buying and renting</li> <li>• <b>Adequacy of housing provision to meet the variations in housing requirements</b></li> <li>• Social housing provision, to include local authority provision, voluntary and co-operative</li> <li>• Provision of local amenities and services for housing developments to include: shops, schools, community centres, transport, play areas, adequate street lighting, refuse collection</li> </ul>	<ul style="list-style-type: none"> <li>• Household income, expenditure, budgets and finance (2.1.3)</li> <li>• Consumer studies (2.2)</li> <li>• Family functions (3.1.4)</li> <li>• Social, economic and technological changes affecting the modern family (3.1.3)</li> </ul>	<p>Students work in groups and select a specific area to carry out an investigation of housing provision in that area.</p>
4.2	House building and design	7	Factors that influence the choice of location and the choice of house style		Students are given a case study of a person or family with a particular need. They must decide on a location and house

		<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: architects, engineers, surveyors, solicitors, builders and books of plans</p> <p>Factors that influence the design of the house to include: aesthetic and environmental factors, family requirements (present and future), energy efficiency, ergonomics, initial and maintenance costs, technological developments</p> <p>The regulation of house building standards, to include: <b>national house building guarantee scheme, provisions of certificates and guarantees, grant provision (H.L.)</b></p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Family resource management (2.1)</li> <li>• Housing finance (2.1.3),</li> <li>• Family resource management (2.1)</li> <li>• Household technology (2.1.5)</li> <li>• Family structures (3.1.3)</li> <li>• Family functions (3.1.4)</li> </ul>	<p>style suitable to this family. They must also outline the procedure for obtaining planning permission.</p>
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4.3	Designing the house interior	8	<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: aesthetic and comfort factors, ergonomics, family size and circumstances, special needs, cost and environmental awareness</p> <p>Selection, properties and uses of flooring and floor coverings, wall finishes, furniture and soft furnishings</p> <p><b>Criteria for selection, properties and uses of materials used in the home to include wood, metal, glass, plastics and fabric (H.L.)</b></p>	<p>Links to:</p> <ul style="list-style-type: none"> <li>• Consumer choices (2.2.1),</li> <li>• Family structures (3.1.3),</li> <li>• Textiles (2.1.6)</li> <li>• Management of household financial resources (2.1.3)</li> </ul>	<p>Use of photographs and magazine pictures of rooms.</p> <p>Students evaluate these rooms with reference to elements and principles of design</p> <p>Students design a chosen room in the house making reference to colour scheme, floor and wall coverings, furniture &amp; soft furnishings</p>
4.4	The energy efficient home	4	<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 if</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Household technology (2.1.5),</li> <li>• Consumer choices (2.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming on areas where heat might be lost and how domestic hot water is heated in the home</li> </ul>

			<p>these energy sources.</p> <p><b>Emissions produced as a result of burning fuels in the home and the effects of these emissions on the environment</b></p> <p>Identification of potential energy inefficiencies in the home</p> <p>Strategies to improve energy-efficiency and reduce emissions</p>	<ul style="list-style-type: none"> <li>• Lighting (4.5.5)</li> </ul> <p>Link to</p> <ul style="list-style-type: none"> <li>• Consumer responsibility (2.2.2)</li> <li>• Family resource management (2.1)</li> <li>• House building and design (4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the new BER rating introduced in 2009</li> <li>• Students recommend how in the design of the home energy efficiency can be increased</li> <li>• Students can log on to <a href="http://www.powerofone.ie">www.powerofone.ie</a> and get their carbon footprint and ways to reduce it</li> </ul>
4.5.1	Electricity	2	<p>Household electricity and <b>the structure of the ring circuit (H.L.)</b></p> <p>Voltage, wattage, amperage, kilowatt-hour, tariffs and costing.</p> <p>Safety in the use of electricity: Fuses, circuit-breakers, and earth</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Consumer choice (2.2.1)</li> <li>• Consumer studies (2.2)</li> <li>• Household technology (2,1,5)</li> <li>• Housing finance (2.1.3)</li> <li>• House building and design (4.2)</li> </ul>	

4.5.2	Water	2	Cold water supply and storage in the home	Link to: <ul style="list-style-type: none"> <li>• Water (1.1.7)</li> </ul>	
4.5.3	Heating	3	Levels of thermal comfort and their control, to include the underlying principle and uses of thermostats  Heating options available and factors to consider when choosing a heating system  Scientific principles underlying one system of domestic central heating and their application	Link to: <ul style="list-style-type: none"> <li>• Energy efficient home (4.4)</li> <li>• Consumer studies (2.2)</li> </ul>	
4.5.4	Insulation	2	Underlying principles and methods of insulation	Link to: <ul style="list-style-type: none"> <li>• Energy efficient home (4.4)</li> </ul>	Students evaluate the insulation in their own home and make recommendations for improvements necessary
4.5.5	Ventilation	2	Underlying principles of ventilation and their application  Natural and artificial of ventilation	Link to: <ul style="list-style-type: none"> <li>• Household technology (2.1.5)</li> </ul>	Students evaluate the ventilation provision in the home economics room or a room in their own home and make recommendations for any improvements necessary

4.5.6	Lighting	3	<p><b>Properties of light and application of these properties (H.L.)</b></p> <p>Principles for planning lightening systems Outline of contemporary lightening developments</p> <p>Underlying principles and uses of energy efficient lightening</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Energy efficient home (4.4)</li> <li>• Consumer studies (2.2)</li> </ul>	Students investigate contemporary lightening developments using magazines, and brochures
	House plans	2	<p><b>How to draw room plans</b></p>	<ul style="list-style-type: none"> <li>• Factors affecting interior design</li> <li>• Principles of design</li> </ul>	Draw room plans

## FOOD STUDIES

1.3.5	Food processing and packaging	3	<p>Identification of the range of processed foods available e.g. convenience foods and functional foods</p> <p>Profile of three types of processed food (revision):</p> <ul style="list-style-type: none"> <li>• Food that undergoes extensive processing e.g. flour</li> </ul>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Irish food industry (1.3.1)</li> <li>• Food commodities (1.3.2)</li> <li>• Food choices (1.1.1)</li> <li>• The Irish diet (1.2.4)</li> <li>• Food commodities (1.3.2)</li> </ul>	Visit to the local NCF factory or to Shannonside mill.
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			<ul style="list-style-type: none"> <li>• Food processed to extend shelf life e.g. milk</li> <li>• Added value foods e.g. prepared foods or meals</li> </ul> <p>Packaging and materials used to include:</p> <ul style="list-style-type: none"> <li>• Evaluation to their suitability for purpose and environmental impact</li> <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</p>	<ul style="list-style-type: none"> <li>• Consumer responsibility (2.2.2)</li> <li>• Food safety and hygiene (1.3.10)</li> </ul>	Revision of processing and packaging carried out in 4 <sup>th</sup> year
1.3.6	Food additives	3	<p>Classification, examples, origin and functions of food additives to include:</p> <ul style="list-style-type: none"> <li>• Colourings</li> <li>• Flavourings</li> <li>• Sweeteners</li> <li>• Preservatives</li> <li>• Nutritional supplements</li> </ul>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Food choices (1.1.1)</li> <li>• Emulsions and the use of emulsifying agents and stabilisers (lipids 1.1.4)</li> <li>• Vitamin C and E (1.1.5)</li> <li>• Food processing and</li> </ul>	Students examine food labels to establish what additives are used and to suggest reasons why they may have been used.

			<ul style="list-style-type: none"> <li>• <b>Physical conditioning agents (H.L.)</b></li> </ul> <p>Legal control in EU of all additives, to include the use of E numbers</p>	<p>packaging (1.3.5)</p> <ul style="list-style-type: none"> <li>• Food spoilage (1.3.8)</li> <li>• Food safety and hygiene (1.3.10)</li> <li>• Consumer protection (2.2.3)</li> </ul>	
1.3.7	Food legislation	3	<p>Brief outline of the protection provided by current national and European food legislation, to include:</p> <ul style="list-style-type: none"> <li>• Food Hygiene Regulations (1950-1989)</li> <li>• <b>Labelling Regulations (1982 and 1991) (H.L)</b></li> <li>• <b>Sale of Foods and Drug Acts (1875, 1879, 1899, 1936) (H.L)</b></li> <li>• <b>Health (Official Control of Foodstuffs) Regulations (1991)</b></li> </ul>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Food Commodities (1.3.2)</li> <li>• Food Additives (1.3.6)</li> </ul>	
1.3.10	Food safety and hygiene	4	<p>Role of national agencies in food safety to include:</p> <ul style="list-style-type: none"> <li>• <b>Dept. of Agriculture, Food and Rural Development</b></li> </ul>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Preparation and processing of food (1.3)</li> <li>• Food legislation (1.3.7)</li> </ul>	<p><b>Students gather information on national agencies involved in food safety</b></p>

			<ul style="list-style-type: none"> <li>• Dept. of Health and Children</li> <li>• Public Analyst Labs.</li> <li>• Regional Health Boards</li> <li>• Food Safety Authority</li> <li>• Director of Consumer Affairs (Food safety legislation) (H.L.)</li> </ul>		
1.3.8	Food spoilage	6	<p><b>Micro-organisms that can cause food spoilage and foodborne disease, to include:</b></p> <ul style="list-style-type: none"> <li>• Moulds,</li> <li>• Yeasts</li> <li>• 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</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Food commodities (1.3.2)</li> <li>• Food safety and hygiene (1.3.10)</li> <li>• Food commodities: milk and dairy products (1.3.2)</li> </ul>	<p>Students look at news paper articles on cases of food poisoning outbreaks</p> <p>Students look up the FSAI website for updated information on food safety</p>

			<p>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 <b>the principles underlying the control of enzymatic spoilage of food (H.L.)</b></p>	<p>Link to</p> <ul style="list-style-type: none"> <li>• Protein (1.1.2)</li> </ul>	
1.3.9	Food Preservation	4	<p>Principles and methods of food preservation, to include:</p> <ul style="list-style-type: none"> <li>• Freezing</li> <li>• Heat processing</li> <li>• Dehydration</li> <li>• Chemical preservation</li> <li>• <b>Fermentation</b></li> <li>• <b>Irradiation</b></li> </ul> <p><b>Comparative evaluation of foods that have been preserved by different methods</b></p> <p>Practical application of two methods of</p>	<p>Link to;</p> <ul style="list-style-type: none"> <li>• Properties of protein i.e. denaturation (1.1.2)</li> <li>• Food Processing (1.3.5)</li> <li>• Food Spoilage (1.3.8)</li> <li>• Consumer choices (2.2.1)</li> </ul>	<p>Students undertake an investigation of one food type that has been preserved in many ways and do a comparative analysis</p> <p>- e.g. fresh/frozen/canned/dried peas compared under colour/taste/texture/nutritive value</p> <p>If time permits students will</p>

			food preservation		make jam
1.3.1	The Irish food industry	2	<p>Brief outline of the structure of the Irish food industry, to include identification of the various and major food imports and exports</p> <p>The role of small businesses and home enterprises within the food industry</p> <p>Outline the knowledge of the career opportunities in food and related industries</p>		<p>Students are divided into groups and investigate a local factory, business or home enterprise and assess how it contributes to the area, and the career opportunities it presents</p>

## RESOURCE MGMT. AND CONSUMER PROTECTION

2.2.3	Consumer protection	4	<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>Link to:</p> <ul style="list-style-type: none"> <li>• Food commodities (1.3.2)</li> <li>• Food processing and packaging (1.3.5)</li> <li>• Household technology (2.1.5)</li> <li>• Textiles (2.1.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter of complaint</li> <li>• Look up <a href="http://consumerconnect.ie">consumerconnect.ie</a></li> <li>• Examine the small claims procedure online</li> </ul>
2.2.2	Consumer responsibility	3	<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>Link to:</p> <ul style="list-style-type: none"> <li>• Food commodities (1.3.2)</li> <li>• Food processing and packaging (1.3.5)</li> <li>• Household technology (2.1.5)</li> <li>• Family as a caring unit (3.1.6)</li> </ul>	<p>Students are divided into small groups. Each group is to study a particular activity in the home e.g. heating the home, washing clothes, food consumption, with potential effects on the environment and</p>

					recommendations for ways which harmful effects could be counteracted
	Assessment	6	At least 6 class tests to be given during this term as part of continuous assessment Common Christmas exam		

5<sup>th</sup> Year Term 2  
(14 weeks) 70 periods

**SOCIAL STUDIES**

3.1.6	Family as a caring unit	8	<p>Roles and responsibilities of family members and how these roles change through the lifecycle of the family</p> <p>Gender issues in relation to family roles</p> <p><b>Social and economic factors that have affected the changing roles of family members in recent times</b></p> <p><b>Role conflict</b></p> <p>Child-parent relationships to include:</p> <ul style="list-style-type: none"> <li>• Physical and psychological needs of young children and adolescence and how the family can meet these needs</li> <li>• The rights of the child within the family</li> <li>• Conflict between adolescents and</li> </ul>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Family resource management (2.1)</li> <li>• Meal management and planning (1.3.3)</li> <li>• Decision making and communication (2.1.1)</li> <li>• The Child Care Act 1991 (3.1.7)</li> </ul>	<p>Use of role plat to emphasise the importance of good communication within the family and how this can be used to avoid conflict</p>
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			<p>adults and how it can be dealt with</p> <ul style="list-style-type: none"> <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 group</li> <li>• Generation conflict and how to deal with the conflict</li> </ul> <p><b>Response of the family unit to those with special physical, mental or emotional needs, to include statutory and voluntary services available</b></p>	<ul style="list-style-type: none"> <li>• Consumer studies (2.2)</li> <li>• Dietary and food requirements of older family members (1.2.3)</li> <li>• Housing (2.1.4)</li> </ul>	<p>Investigation of a range of accommodation options available for older family members</p> <p>Case studies and interviews with grandparents and elderly to highlight changes that have occurred in the family</p>
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## RESOURCE MANAGEMENT

2.1.3	Management of household financial resources	10	<p>The household as a financial unit within the economy</p> <p>Household income with regard to social factors: age, sex, social class and culture</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Family functions (3.1.4)</li> </ul>	<p><a href="http://www.cso.ie">www.cso.ie</a> (recent publication on percentage of household spending)</p>
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			<p>Wages, salaries, pensions, social welfare allowances 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>	<ul style="list-style-type: none"> <li>• Consumer choices (2.2.1)</li> <li>• Family functions (3.1.4)</li> <li>• Meal management and planning - resources available (1.3.3)</li> </ul>	<p>Case studies of sample household budgets for families living on varying incomes</p> <p>Students investigate different forms of credit using newspaper advertisements, brochures, mail order catalogues, credit card promotional material</p>
2.1.3	Management of household financial resources – housing finance	4	<b>Housing finance – factors determining requirements, sources and conditions attaching mortgage protection</b>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Family Home Protection Act 1976</li> <li>• Making a will (3.1.7)</li> </ul>	Investigation of mortgages and comparison of same

2.1.3	Management of household financial resources – Methods of payment	2	Methods of payment (cash or credit) for household goods and services to include: criteria for selection and availability		Comparison of cash prices with cost of different forms of credit
2.1.3	Management of household financial resources – Consumer protection, saving and insurance	4	<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>• PRSI</li> <li>• Health insurance</li> <li>• Household Insurance</li> <li>• Life assurance</li> </ul>		Students investigate a number of savings options available in various financial institutions

2.1.4	Housing	2	<p>Factors that determine individual and family housing choices to include:</p> <p>Socio-economic factors, national housing policy, trends in housing development, availability</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Attributes affecting management (2.1.2)</li> <li>• Family structures (3.1.3)</li> <li>• Family functions (3.1.4)</li> </ul>	
2.1.6	Textiles	2	<p>Use of textiles as a resource for household and clothing purposes</p> <p>Selection criteria – fitness for purpose and suitability in use determined by fabric properties, cost, personal choice, aesthetic appeal</p> <p>Textile care – basic scientific principles underlying the care of fabrics relative to their general properties</p> <p>Safety considerations in selection of household textiles</p> <p>The identification and effects of one fire-retardant finish</p>	<p>Link to:</p> <ul style="list-style-type: none"> <li>• Management of household financial resources (2.1.3)</li> <li>• Consumer choice (2.2.1)</li> </ul>	<p>Simple scientific tests to compare shrinkage, water-repellence and the crease recovery of a variety of fabrics</p>

			<b>Fire Safety (Domestic Furniture) Order (1988)</b> <ul style="list-style-type: none"> <li>- Identification and purpose of the order and the labels specified (H.L.)</li> </ul>		
	Assessments	4	At least 4 class tests shall be completed this term		

### Fifth Year Term 3

5 weeks

25 periods

Revision

# Department Meeting

**Date:**

**Attended by**

**Venue:**

**Agenda**

**Matters discussed**

**Decisions made**