

Junior Certificate  
Home Economics

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## I. RATIONALE

Home Economics has a direct relevance to the present and future life of every young Person.

Its purpose is to equip young people in certain important skills for living as individuals and of establishing and developing a stable environment for their families. It encompasses studies of many of the processes which are necessary for day to day living, particularly within the household.

The main areas focus on the basic human needs for food, clothing, shelter and personal relationships. The disciplined study of the interrelationships of these areas is one of the major contributions of the subject to the curriculum.

Home Economics builds on the pupils' knowledge of different forms of home life and on their immediate experience of making choices in relation to the organisation of their own lives.

Emphasis throughout the course is on management, creativity and living skills. This is to ensure that the young person taking the course will be equipped for personal independence and be able to take shared responsibility in the household and community in which he or she lives.

## 2. Aims

The aims of Junior Certificate Home Economics are -

- to provide pupils with knowledge and practical skills for application in the process of everyday life within the home and community.

- 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.

- to develop interest in the vocational aspects of the subject.

### 3. Course Objectives

By Course Objectives is meant the concepts, knowledge, skills and attitudes which pupils should acquire and develop through this Home Economics course.

#### 3.1 Concepts

Pupils will develop understanding of the key concepts on which the syllabus is based.

Personal Management - in order to develop understanding and knowledge of organisation and decision-making processes.

Consumer Competence - in order that pupils may become discerning consumers.

#### 3.2 Knowledge

Pupils should acquire information and develop understanding of resource management processes in relation to the home. They should be able to

- . demonstrate knowledge of relevant principles, terminology, facts and theories relating to Home Economics;
- . understand how resource management affects the quality of life;
- . identify priorities within a set of constraints;
- . evaluate the effectiveness of a course of action;
- be aware of social, economic and technological aspects of home economics and their application to everyday life;
- understand the inter-relationship with other disciplines;
- develop the potential of the individual through creative and practical experiences.

THE ITEMS OF KNOWLEDGE SHOULD BE SELECTED CAREFULLY TO ENSURE SUITABILITY FOR ALL PUPILS FROM THE VARYING SOCIAL AND ECONOMIC BACKGROUND. SIMILARLY THE ITEMS WILL BE CAPABLE OF BEING TAUGHT IN SCHOOLS THROUGHOUT THE COUNTRY WHERE CONDITIONS AND CIRCUMSTANCES

VARY CONSIDERABLY. PRACTICAL APPLICATION OF THE KNOWLEDGE IS PREFERABLE WHERE SUITABLE E.G. DESIGNING, PREPARING AND PRESENTING FOOD FOR DIFFERENT PEOPLE, AND OCCASIONS.

### 3.3 Skills

Pupils should be able -

- (i) to use a variety of methods to develop cognitive skills such as investigative method, discovery-learning and problem-solving.
- (ii) to demonstrate the following practical skills:
  - manipulative skills and manual dexterity
  - the use of a range of tools and equipment
  - the ability to weigh and measure accurately
  - procedural skills, e.g. the ability to understand and follow instructions on worksheets and assignments (to carry out a range of processes)
  - evaluation of practical work
- (iii) to obtain and retrieve information from various sources. (independent study, including project work and practical investigation).
- (iv) to use certain affective skills including creativity, imagination, curiosity, intuition, improvisation, sensitivity and resourcefulness.
- (v) to record information accurately.
- (vi) to interpret data and to translate information from one form to another, e.g. use of symbols, etc.

### 3.4 Attitudes

Pupils should be encouraged

- (i) to develop positive attitudes towards themselves, their home and their community.
- (ii) to develop a sense of safety and hygiene in the workroom/ classroom, at home and in the community.
- (iii) to develop discernment and judgement in consumer matters.
- (iv) to develop an awareness of and sensitivity to differences between family units.
- (v) to develop a sense of accuracy and attention to detail.
- (vi) to develop a sense of co-operation, flexibility, improvisation, responsibility and tolerance.

#### 4. Syllabus Structure

4.1 The syllabus structure consists of two sections -

a common course of FIVE areas of study

ONE optional study, from a choice of three

4.2 The five areas of study in the common course are listed below, together with the recommended proportion of time to be allocated:

	Area	Time
(i)	Food Studies and Culinary Skills	40%
(ii)	Consumer Studies	15%
(iii)	Social & Health Studies	10%
(iv)	Resource Management and Home Studies	10%
(v)	Textile Studies	10%

4.3 One optional study will be chosen from the following three -

Childcare	}	
Design and Craftwork	}	15%
Textile Skills	)	

4.4 The options are structured so that pupils can undertake a more detailed study of (one area of the common course. Thus, childcare is related to Social and Health Studies, Design and Craftwork to Resource Management and Home Studies, and Textile skills to Textile Studies.

In the presentation of this syllabus, therefore, each option is appended to its related area of study in the common course.

5. Level Differentiation

5.1 The syllabus is offered at two levels, Ordinary and Higher.

5.2 The syllabus framework is common to both levels. At Higher level students will be required to demonstrate a greater degree of proficiency in all the skills and a greater understanding of concepts and issues.

## Syllabus Content

### 6.1 Food Studies/ Culinary Skills

Food Studies should enable pupils to understand food in relation to health. The purpose of the Culinary Skills component is to ensure that each student is capable of completing a range of skills necessary to be self-sufficient in the planning, preparation, cooking and presentation of food for individuals and family groups.

Culinary Skills will also help develop and highlight particular aptitudes in the culinary areas and may help to develop their interest in the vocational aspects of the food industry.

Food Studies and Culinary Skills is concerned with:

- the part diet plays in health - a study of the nutritional requirements of different needs.
- factors affecting eating habits.
- awareness of current dietary advice and issues.
- the digestion and absorption of food.
- presentation of food.
- food costs in relation to total budget.

#### Content

- Food in relation to healthy eating.
- Diet and eating habits/nutrition.
- Food hygiene - safe and clean practices in the kitchen.
- Food choices - choosing food for particular needs e.g. nutritional needs, dietary needs and budget.
- Food storage - simple preservation and freezing.
- Food Preparation: interpretation of recipes, weighing and measuring of ingredients, effective organization of work, basic food preparation skills, methods of presentation.

**Planning**, preparing and cooking dishes for different meals and needs to include all food groups.

Methods of cooking.

Equipment: correct use, maintenance of appliances and equipment found commonly in the kitchen with reference to efficiency, energy efficiency and safety.

Good safety and hygiene practices.

Management principles in relation to food.

Cooking principles in relation to food.

Equipment and utensils.

Terminology and measurements.

Meal planning.

Consumer decisions related to food purchasing.

Food preparation.

Food presentation.

Upon completion the pupils should know the following:

Why good health depends on eating a variety of foods.

Why there is a range of dietary needs among people.

Why current dietary advice should be considered.

Why hygiene in relation to handling of food and personal well-being is important.

Why safe and clean practices in the use of resources and procedure are important.

How the management of personal expenditure on food depends on individual priorities.

Why individuals have different priorities about values and living patterns in relation to food.

How food is processed and preserved.

How to plan, prepare, cook and present food in order to meet the above needs.

## 6.2 Consumer Studies

Consumers use materials, products and services. Individuals' needs and wants vary so it is important to understand the factors that influence decisions when buying goods or services related to the home. Consumer competence is a key concept within Home Economics, consequently consumer studies permeates the course.

This section is concerned with

Consumer awareness and procedures in relation to rights and responsibilities.

Budgeting; decision-making related to purchase of food, furnishing, equipment, appliances and personal items; money as a resource.

Principles and methods used in advertising; their effects on the consumer.

An understanding and appreciation of Quality in consumer products and services.

Awareness of contemporary consumer issues related to the home.

Consumer Studies: Content

The consumer: rights and responsibilities

Money Management: planning a budget

. Case studies of personal and household budgets

Quality control -

. standards

• care labels

• packaging

labelling

. date marking

. guarantees

- . Advertising -
  - . the method used
  - . the message intended
  - the overall effect on the consumer
- Case studies of different media used, (TV, radio, print, billboard) for various personal items, household products and household services.
- Lodging a consumer complaint -
  - Can studies
- Contemporary consumer issues related to the home and to the environment.

Upon completion students should be able to:

Evaluate consumer products and services in terms of Quality.

Prepare case studies of personal and household budgets.

Understand the principle of budgeting including savings.

Demonstrate knowledge of consumer rights and responsibilities.

Present oral and written complaint.

Carry out simple research into household consumer products.

### 6.3 Social and Health Studies

This section of the course deals with issues which influence the lifestyles and expectations of young people. It should increase their understanding of themselves and the world in which they are growing up. It complements each of the other sections.

This section is concerned with

the family: roles within the family, including the role of parenthood  
changing relationships within the family  
being an adolescent in contemporary society  
the effects that external influences have on young people  
the concept of healthy living  
the importance of hygiene  
health hazards in our society and the problems they create  
sex education

#### Content of Social and Health Studies

- Stages of development prior to adolescence
- Adolescence - the developmental stage of growing up (physical, emotional, social and moral dimensions).
- Changing role of the adolescent within the home - relationships with parents, siblings, extended family and peers.
- Roles/Stereotypes/Equality - within the home, school, community and employment.
- Health education
  - Care of the body
  - Hygiene
  - Health hazards - smoking, alcohol and other substance abuse
  - Sex education: (See Department of Education Guidelines)
- Leisure - use of leisure time - sport, exercise and other leisure pursuits

- Social skills - norms of behaviour

Upon completion the students should have a good understanding of:

- individual roles within the family
- the role of the adolescent in society
- use of leisure time/social skills
- the developmental stages of growing up: physical, emotional, social and moral dimensions~
- factors which promote or inhibit healthy living
- relationships between family members - children and parents.

#### Optional study - Childcare

The main study of this option is child development. It is concerned with the basic physical, mental and emotional development of the child in the family in its formative years.

The purpose is to help pupils develop a knowledge of themselves and to develop inter-personal skills and caring skills. This should be a help in their own family situation and for later life.

Objective: To make pupils aware of the relationship between the environment and child development.

#### Content of Childcare Skills

- the beginning of human life
- basic understanding of conception, birth and the first years
- physical health - basic understanding of the physical development of the child
- mental health - basic understanding of development of the mind of the child
- emotional health - basic understanding of development of the feelings of the child

children with special needs:

handicap and disability

congenital disability

changes in family life:

the structure of the family.

simple family law - outline of institutions and societies  
involved

family breakdown - where to go for help.

Upon completion students should be able to:

Know the stages of child development

Understand and relate to younger children

Contribute to a nurturing environment

Identify developmental needs

#### 6.4 Resource Management and Home Studies

This section provides a basic introduction to the concept of management and to the concept of shelter that a 'home' provides.

Management has a fundamental role in helping families meet the increasing complexities with which they are faced. It involves the ability to make choices and decisions using particular knowledge and skills. It is important as it provides a framework through which tasks are carried out. Through good management, goals are achieved.

Shelter is a basic need, relating to our physical need for protection. Human beings also have psychological needs. What we call "home" provides us with these needs as it provides security. Taste and decor within the home are to a large extent a matter of personal choice.

This section deals with:

the concept of management and how it applies to the home

the application of management processes to everyday living

making the best use of the resources of the household to

complete household tasks

safety in the home

the relationship between human activity and functional lay-out

and design

how to follow good design guidelines

what makes shelter a home

understanding how the major services to the house work

how to carry out simple maintenance and repairs in the home

the impact of technology on the home

current environmental issues

community service

## Content of Resource Management

Housing/Shelter: types of accommodation

Management principles in relation to the home and everyday living

The effect of good management on the home - case studies

Hygiene in the home

Equipment in the home - choice, use and care

Safety in the home - prevention of accidents, proper storage of chemicals and medicines

Basic first aid - treatment of burns/scalds/shock/poisoning/bleeding and choking

Design principles. Ergonomics - the relationship between : lay-out and design for particular needs

- Influence of technology in the home

- Basic understanding of electricity and gas. heating, lighting and domestic water supply

Environmental issues related to the home, refuse, waste, use of chemicals

Awareness of community services

Upon completion the students should

understand the concept of management in relation to running the home

understand design in relation to housing and interior decor

be familiar with community services

understand and apply rules of hygiene and safety

understand the basic services to the house

be able to use, and understand the use of. technology in the home

be able to evaluate chemicals and cleaning products and labour-saving devices in the home

**Optional Study - Design and Craftwork**

The purpose of this option is to give pupils an appreciation of design and craftwork past and present within their culture and an opportunity to research the making of and to produce craft items. People design objects in order to solve particular problems. Design involves appearance, function and quality. A well-designed item looks attractive, fulfills its function and gives value for money. Man's designs attempt to solve man's needs.

Objective: To develop their sensitivity towards the origins and development of the various crafts and to highlight the aesthetic and economic values of the craft industry. The functional aspects will also be acknowledged by the production of the various craft items. The consideration of indigenous and contemporary crafts could be highlighted in this section. With the revival of the craft industry the vocational aspects of this section should be considered in order to develop their entrepreneurial skills.

**Content of Design and Craftwork Skills**

Using any textile as a base students should carry out a design brief to make any simple craft item of choice. This item can be traditional or contemporary.

Upon completion students should

- (1) appreciate the role of crafts within their culture;
- (2) be able to carry out the design process;
- (3) research and produce one craft item of choice.

## 6.5 Textiles

As clothing is a primary need this area of study is designed to give students an opportunity to appreciate the culture, history and influence of fashion associated with clothing and textiles.

It presents opportunities to develop creativity by studying design principles and applying them to the construction and selection of clothing and textiles. It will also enable students to understand how clothing influences impressions made by personal appearance.

It should also help students to be better consumers of clothing and textiles.

Textiles play an important and influential role in our lives. Therefore it is appropriate that pupils acquire essential knowledge in the following areas:

- consumer competence in decision-making related to personal clothing and household textile needs
- an understanding of the basic principles of **design**; application of design principles to clothing
- fashion trends and how individuals are influenced
- a basic understanding of science and technology in relation to fabrics and fibres
- using a sewing machine as a resource
- care and maintenance of textiles

### Content of Textile Studies

- Use of textiles for clothing and household needs
- Fashion trends - how fashions are forecast

Choice of textiles - economic and aesthetic considerations

Fabric Composition - outline of natural and synthetic fibres.

Characteristics - scientific and practical

Fabric Identification - two simple tests

Fabric Care - care labelling, detergents, equipment and stain removal

Textile Skills - simple hand and machine sewing stitches and processes

How to use a sewing machine for simple construction and repairs

Design - role of design in choice and suitability.

Upon completion of this component, the students should be able

to understand that fabrics are used for a wide range of purposes, that colour and appearance are usually important aesthetic considerations when choosing fabrics and that scientific and practical factors should be taken into account when making various choices (i.e. specific characteristics may be required for different uses)

to identify fabrics and the differences between natural and synthetic fabrics and their uses

to understand the construction of and the finishes used on fabrics

to make up a simple item of clothing and a simple household item. (This can be of student's choice in consultation with the teacher )

to care for fabrics: choice and use of detergents, drying and pressing equipment; stain removal

to cultivate dress sense and to understand fashion trends

to follow good design guidelines when choosing clothes and furnishings

### Optional Study - Textile Skills

The purpose of the Textile Skills area is to ensure that students will acquire a range of skills necessary to appreciate design and to use patterns and to complete basic items of clothing.

#### Objective:

- I. To encourage the development of pupils in the following areas:
  - (a) manipulative skills
  - (b) design
  - (c) fashion
2. To create an awareness of the vocational aspects of the textile industry.
3. To promote creative leisure skills and pursuits.

Upon completion students should

be competent in the use of patterns and equipment related to textiles.

have a broad range of manipulative skills.

have an understanding of the principles of design and aesthetic factors and be able to apply them to textiles and their use.

## 7. Assessment

### 7.1 Assessment Objectives

On completion of the course pupils will be required to demonstrate:

a satisfactory knowledge of the principles, terminology, facts and theories contained in the syllabus;

practical skills, including the use of tools and equipment;

procedural skills, including the ability to follow instructions given in written, oral or graphic form;

the ability to obtain, record and interpret data (including the ability to weigh and measure accurately) and to translate data from one form to another;

the ability to carry out, with appropriate guidance, a task from conception to realisation involving any or all sections of the syllabus;

the ability to carry out practical assignments in the area of culinary skills.

### 7.2 Mark Weightings

The course is offered at two levels, Ordinary and Higher.

The examination at each level will reflect the following weighting:

Food Studies and Culinary Skills	120 hrs	40%
Consumer Studies	45 hrs	15%
Social & Health Studies	30 hrs	10%
Resource Management and Home Studies	30 hrs	10%
Textiles	30 hrs	10%
Option	45 hrs	15%

### 7.3 Techniques of Assessment

The assessment of pupils will consist of both practical and written tests, at Ordinary and at Higher levels.