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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Refresher Day

Home Economics 2023 – 2024



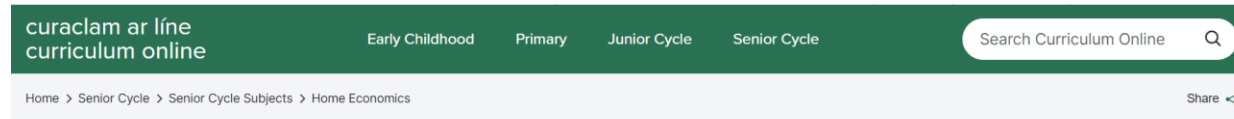
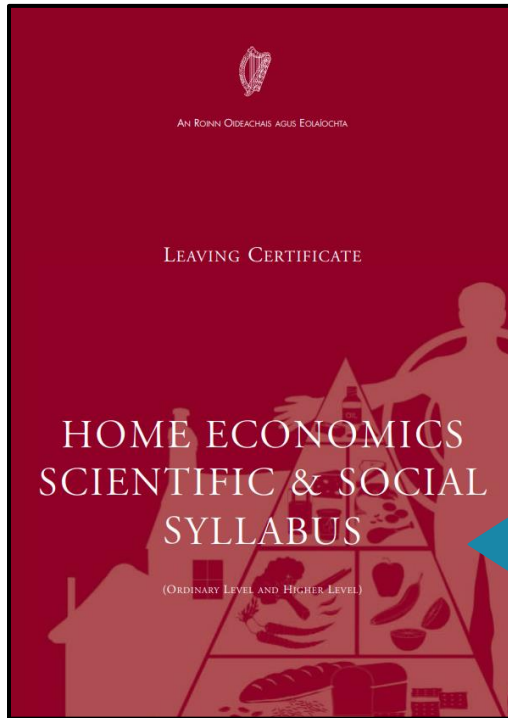
Learning Intentions for the Day

- To outline the structure and layout of the Leaving Certificate Home Economics syllabus
- To consider a creative, integrated, and reflective approach to planning for Leaving Certificate Home Economics
- To explore formative and summative assessment throughout Leaving Certificate Home Economics

Key Documents for Leaving Certificate Home Economics



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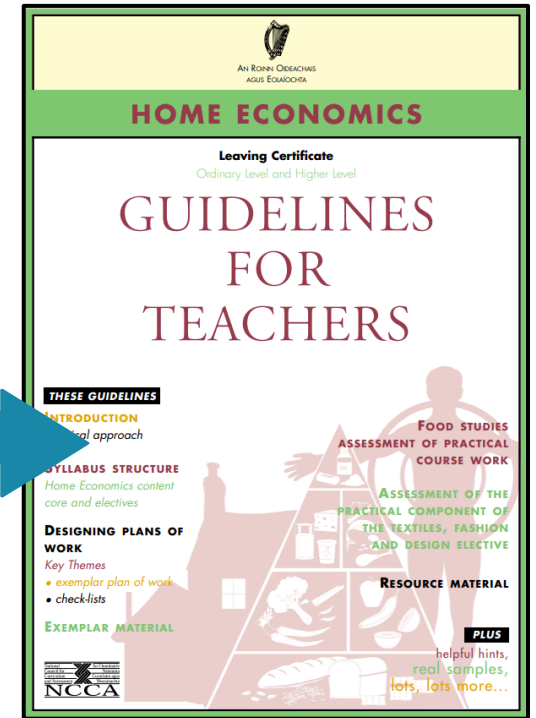
Home Economics

Leaving Certificate home economics provides students with knowledge, understanding, skills and attitudes necessary for managing their own lives, for further and higher education and work. The learning experiences in home economics develop flexibility and adaptability in students, prepare them for a consumer-oriented

society and provide a learning foundation for a wide range of careers in food, textiles, science, design, social studies and tourism. This syllabus is for students in the senior cycle of post-primary education and is assessed at Higher and Ordinary levels.

Leaving Certificate Home Economics Syllabus

Guidelines for Teachers

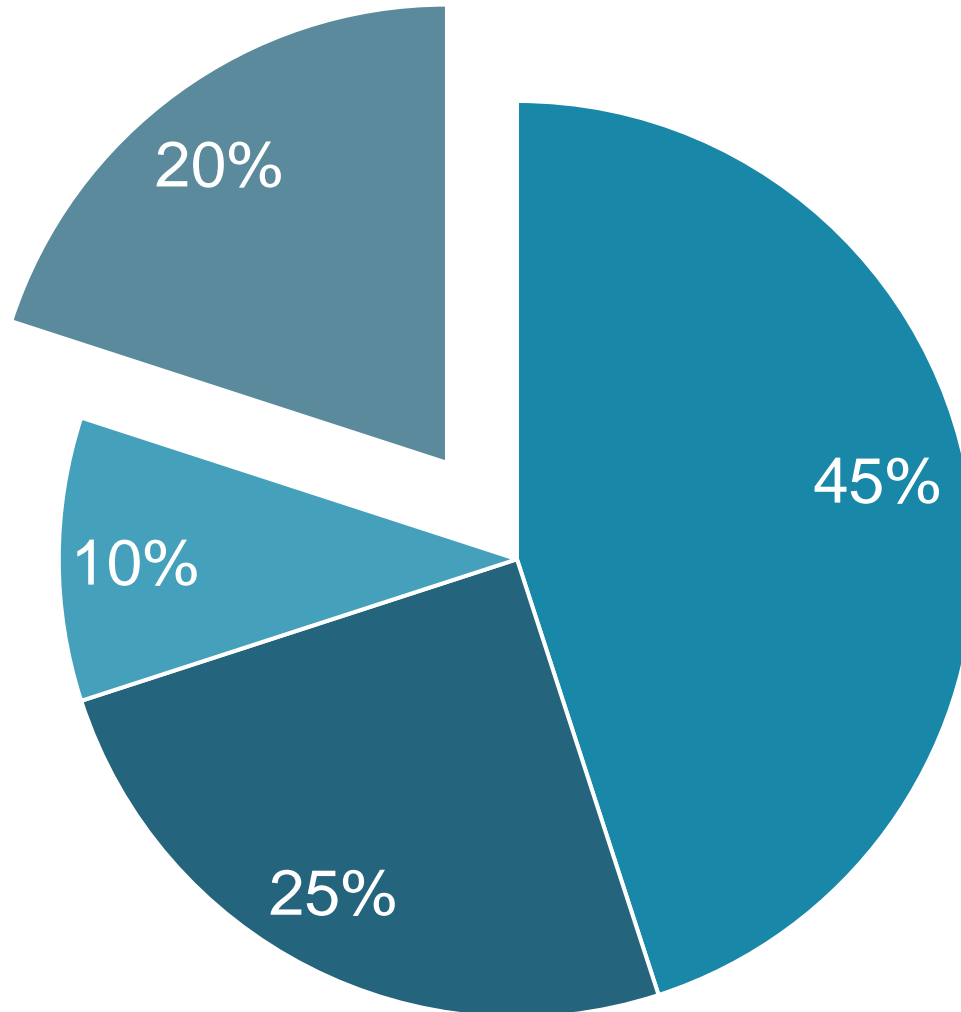


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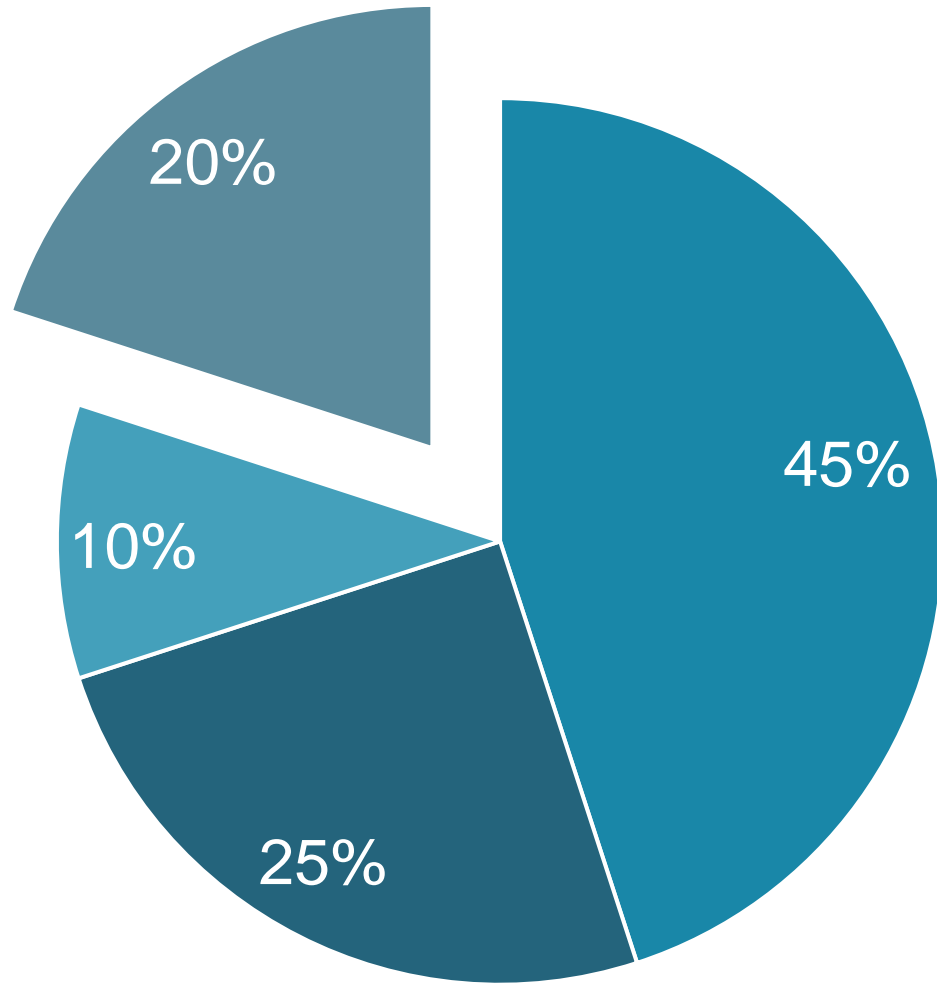
Supporting the Professional
Learning of School Leaders
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Syllabus Structure



- Food Studies
- Resource Management and Consumer Studies
- Social Studies
- Elective

Elective



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

- ❖ Home Design and Management
- ❖ Textiles, Fashion and Design
- ❖ Social Studies

Syllabus Format



1 FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
1.3.6 Food additives	<p>Classification, examples, origin and functions of food additives, to include:</p> <ul style="list-style-type: none">• colourings, flavourings, sweeteners, preservatives, nutritional supplements, and physical conditioning agents <p>Outline of the legal control of the use of preservatives, colours, emulsifiers and antioxidants in food in the European Union, to include the use of E numbers</p>	<p>Examination of food labels to establish what additives are used and to suggest reasons for use.</p>	<p>1.1.1 Food choices 1.1.4 Lipids Properties • formation of emulsions and use of emulsifying agents and stabilisers</p> <p>1.1.5 Vitamins C and E 1.3.5 Food processing and packaging 1.3.8 Food spoilage 1.3.9 Presentation 1.3.10 Food safety and hygiene 2.2.3 Consumer protection</p>

Level Differentiation



1. FOOD STUDIES (45%)			
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Syllabus Content – Legislation



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

(DE, 2001, p. 6)



Time



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“The syllabus is designed for 180 hours of class contact time... at least one double period is required per week to facilitate practical work.”

(DE, 2001, p. 6)



Groupwork Activity



15
minutes

- Share an example of a task, activity or strategy that supports effective learning experiences in your Leaving Certificate classroom

2 minutes

- Recorder inputs strategies into menti

1 minute

- Soapbox activity – 60 seconds to present strategies



Share an example of a task, activity or strategy that supports effective learning experiences in your Leaving Certificate Home Economics classroom ...

Soapbox Activity



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Learning Intentions for the Day



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Percentages and Allocation of Class Periods

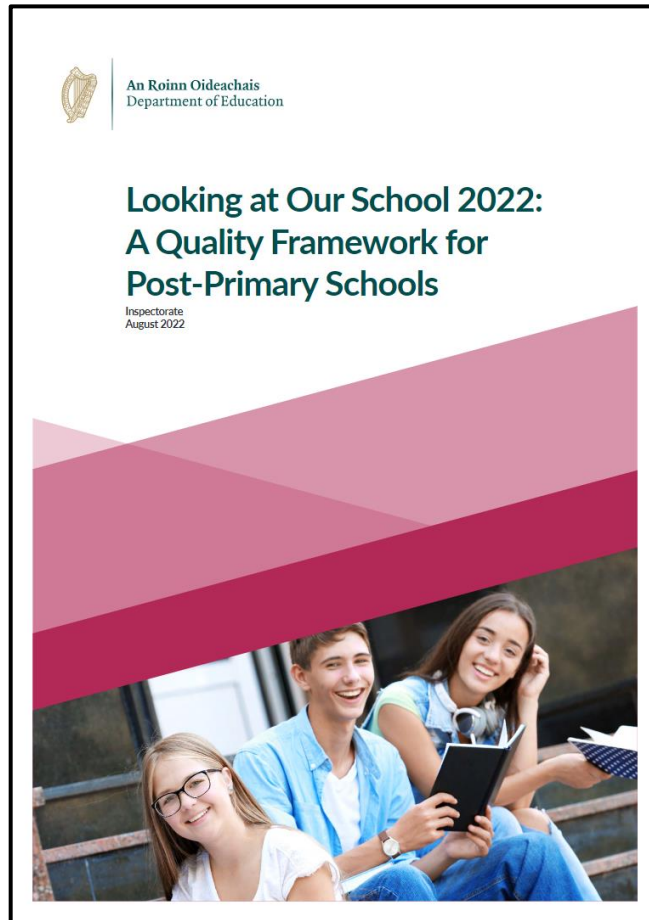


Area of Syllabus and % Weighting	Total Number of Class Periods Available		Number of Classes Allocated	
Food Studies 45%	class periods	140	Food Science & Nutrition	30
			Diet & Health	12
			Preparation & Processing of Food	94
			(136 allocated to Food Studies)	
RM & CS 25%	class periods	77		51
Social Studies 10%	class periods	31		24
Elective 20%	class periods	62		56
Revision				15
Total	class periods	310	classes allocated	282

Looking at Our School 2022



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“The teacher selects and uses planning, preparation and assessment practices that progress students’ learning.”

(DE, 2022, p. 30)

Looking at Our School 2022



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“Teachers’ assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. Teachers tailor assessment strategies to meet individual learning needs”

(DE, 2022, p. 31)

“Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons and use real-life, authentic situations, where appropriate”

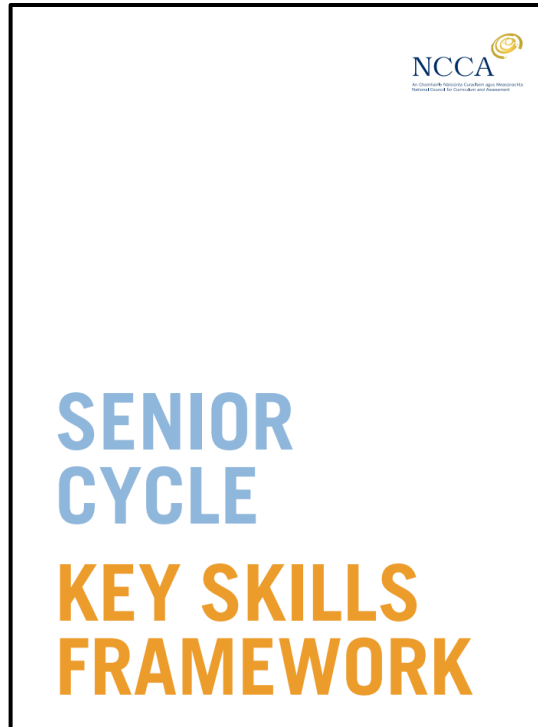
(DE, 2022, p. 30)

Planning in Leaving Certificate Home Economics



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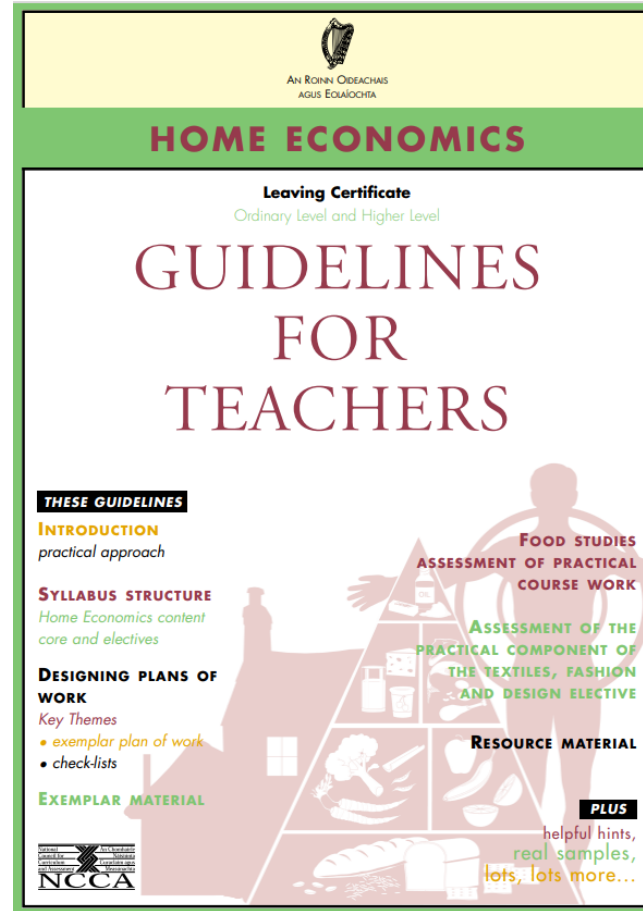
FIVE KEY SKILLS



Planning for Leaving Certificate Home Economics



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Sample work plan using an integrated approach



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- Integrated approach
- Four key themes
- Use of a wide variety of tasks and activities

(DE, 2001)

Integrated work plan

Areas of the core	Key themes	Electives
Food studies and health	Food, diet and health	
Resource management and consumer studies	Management of resources Consumer competence and responsibility	Home design and management Textiles, fashion, and design
Social studies	Family social issues	Social studies

Reflective Practice in the Planning Process



What worked well in this plan of work? What improvements/changes are needed?

How effective were my learning tasks, activities, and assessment methods ... Did I cater for the different students learning needs in my class?

REFLECT

Have I supported student learning with constructive and developmental feedback?

“Learning and reflecting go hand in hand”
(Bascott, 2016, p.15)

Group Activity – Time to Plan



- Using the planning template design a plan of work

- Consider a creative, integrated, and reflective approach to planning for Leaving Certificate Home Economics

- Use of a wide variety of tasks and activities

25 mins

Carousel Activity – Sharing of practice



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Carousel Activity – Padlet Wall



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Senior Cycle Home Economics Refresher Day 2023-2024

Senior Cycle Home Economics Documents

- PDF: SCSECC21 Home Economics syllabus eng
- PDF: LEAVING CERTIFICATE
- PDF: GUIDELINES FOR TEACHERS
- PDF: SCSECC21 home economics guidelines eng

Planning Toolkit

- PDF: ks framework
- DOCX: Droichead Post Primary Planning Toolkit Post Primary
- PDF: Key competencies in senior cycle report en 2023

Planning Activity

- PDF: Sharing of Practice – Time to Plan
- PDF: Senior Cycle Planning Template 1

Assessment

- PDF: HOME ECONOMICS SCIENTIFIC AND SOCIAL
- PDF: Evaluation na Sárleibhéal na Síde
- PDF: M47 4BA Food Studies Assignments 2025
- PDF: Journal Assignment Review
- PDF: Area of Practice A: Application of Nutritional Principles

Food Assignment Activity

- Area of Practice A: Application of Nutritional Principles Assignment 1 - For Discussion
- Feedback
- Area of Practice A: Application of Nutritional Principles Assignment 2 - For Discussion
- Feedback
- Area of Practice B: Food Preparation and Cooking Processes Assignment 3 - For Discussion
- Feedback
- Area of Practice C: Food Technology Assignment 4 - For Discussion

Reflection



What... has been your key learning in this event?
What concepts have been explored?

So what... does this mean to me?
How does this connect with previous ideas?

Now what... will this mean for my classroom practice?



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Formative and Summative Assessment



*“When the cook tastes the soup,
that’s formative assessment ...*

*When the customer tastes the
soup, that’s summative
assessment”*

(Black, 1998)



Assessment Objectives

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

(DE, 2001, p, 12)

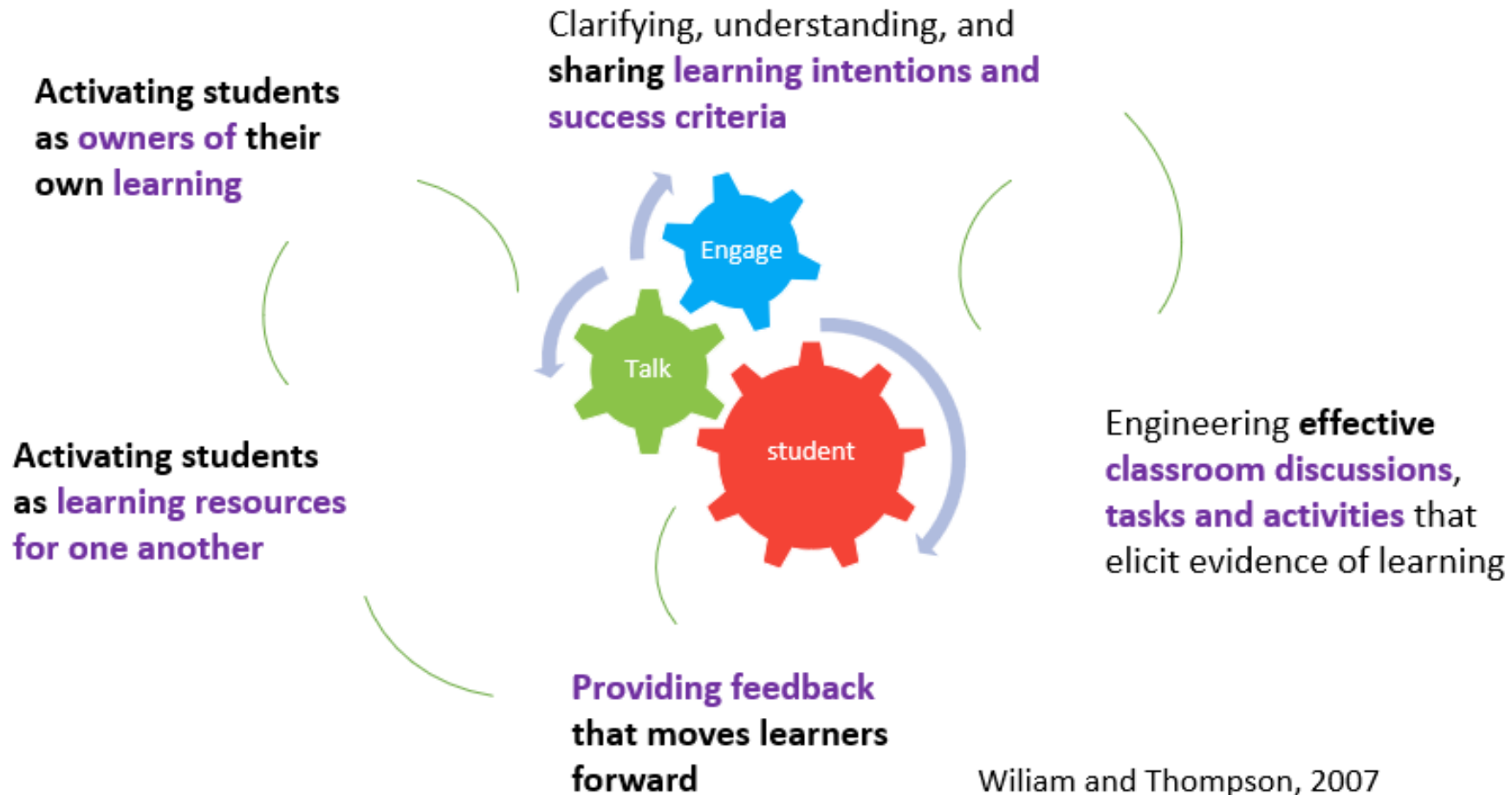
Formative and Summative Assessment



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Pillars of Formative Assessment



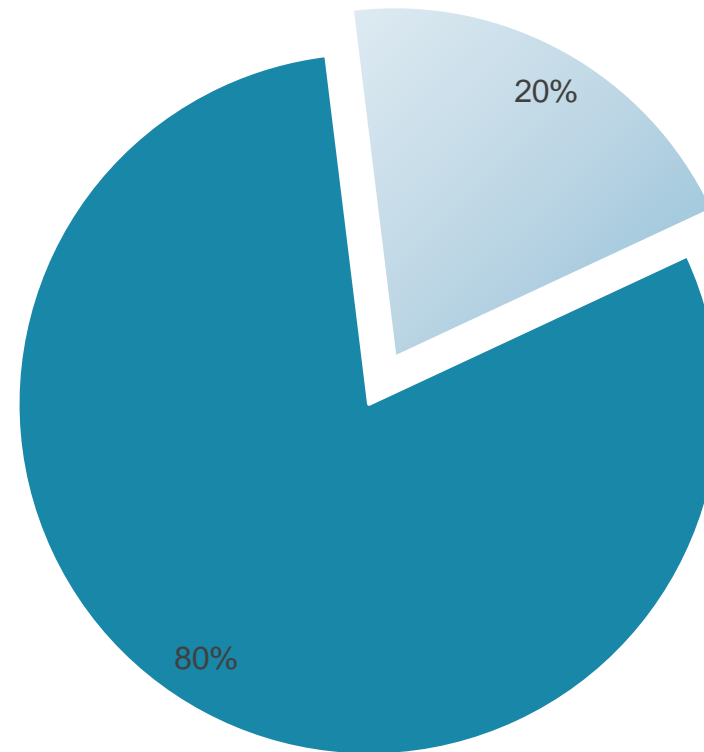
Summative Assessment in Leaving Certificate Home Economics



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Summative Assessment

- Written Exam
- Food Studies Journal

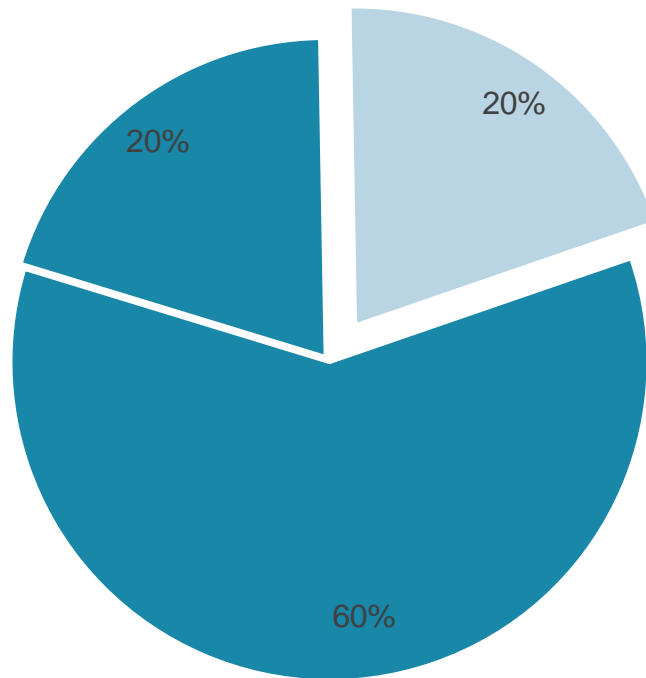


Summative Assessment in Leaving Certificate Home Economics



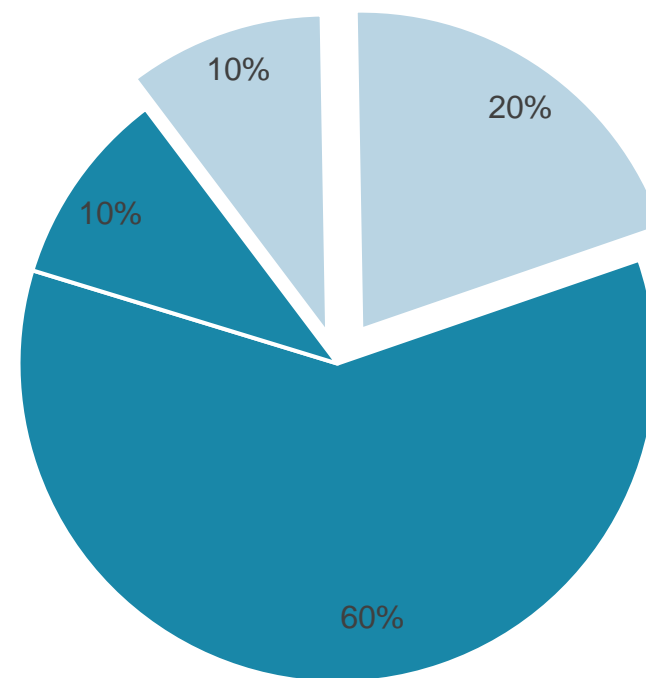
Summative Assessment

- Core Written Exam
- Food Studies Journal
- Elective Written Exam Question



Summative Assessment Textile Elective

- Core Written Exam
- Textile Project
- Elective Written Exam Question
- Food Studies Journal



Leaving Certificate Home Economics Revised Arrangements 2024



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SENIOR CYCLE		HOME ECONOMICS SCIENTIFIC AND SOCIAL
LEVEL	PRE-ADJUSTED ARRANGEMENTS	ADJUSTMENTS FOR 2024
Higher & Ordinary	COURSEWORK: FOOD STUDIES Candidates are required to present and record a record of any four assignments from five assignments issued by the SEC.	COURSEWORK: FOOD STUDIES Candidates present and record two assignments from five assignments issued by SEC. Where candidates present more than two assignments they will be awarded marks for the two highest scoring assignments.
	COURSEWORK: TEXTILES FASHION AND DESIGN Assignment brief issued to schools Marks = 100 - weighted to 10%. Three processes (i), (ii), (iii) outlined in assignment, two mandatory process required in completed garment.	COURSEWORK: TEXTILES FASHION AND DESIGN Completed garment to include one mandatory process from a choice of three processes.
	WRITTEN EXAMINATION Section A - 60 marks Twelve questions, answer 10 questions. Section B (core) Section C Answer one elective question: 1. Home Design and Management 2. Textiles, Fashion and Design 3. Social Studies Answer part (a) and either part (b) or (c) in chosen elective. Electives 1 and 3 = 80 marks 1(a), 3(a) = 50 marks 1(b) or (c) 3(b) or (c) = 30 marks each. Elective 2 = 40 marks 2 (a) = 25 marks 2 (b) or (c) = 15 marks.	WRITTEN EXAMINATION Increased choice, 14 questions, answer 10 questions. No adjustment. An additional 80 mark question (Question 4) will be included in Section C. Question 4 will examine the core areas of the syllabus - Food Studies, Resource Management & Consumer Studies and Social Studies, using the same layout format and choice as in elective questions C1, C2 and C3. Candidates may answer one elective question from this Section or Question 4.



<https://tinyurl.com/378knf4x>

Food Studies Assignments



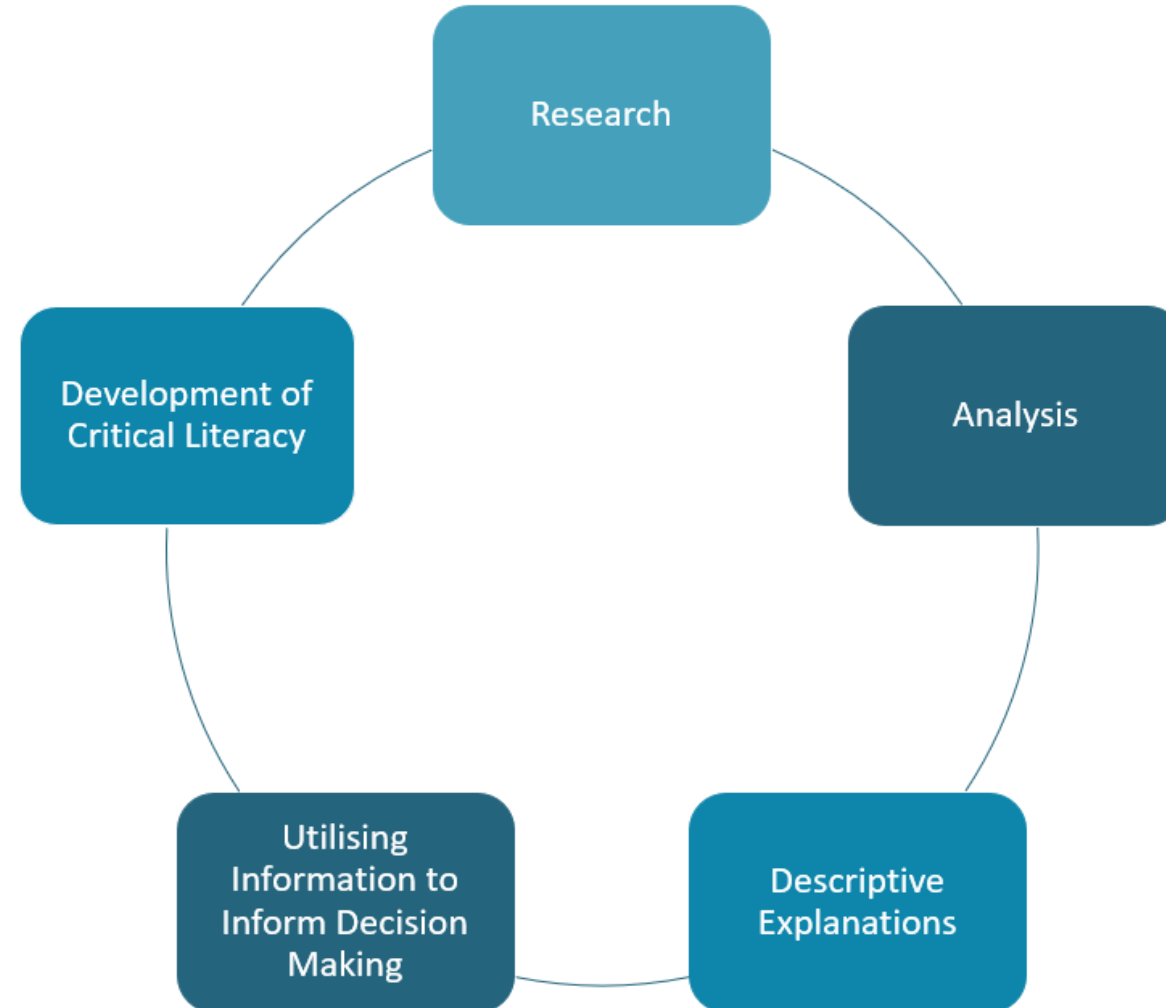
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Skills Developed when Completing Food Studies Assignments



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Food Studies Assignments Activity



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2 min

Using your device to log into the Padlet wall by following the QR code or using the URL

20 min

Read the task assigned to your group and discuss the key areas of learning that students must investigate, paying attention to the skills developed, and the success criteria needed for completing the task, record the information discussed

15 min

Present findings to the group

Group Activity - Padlet Wall

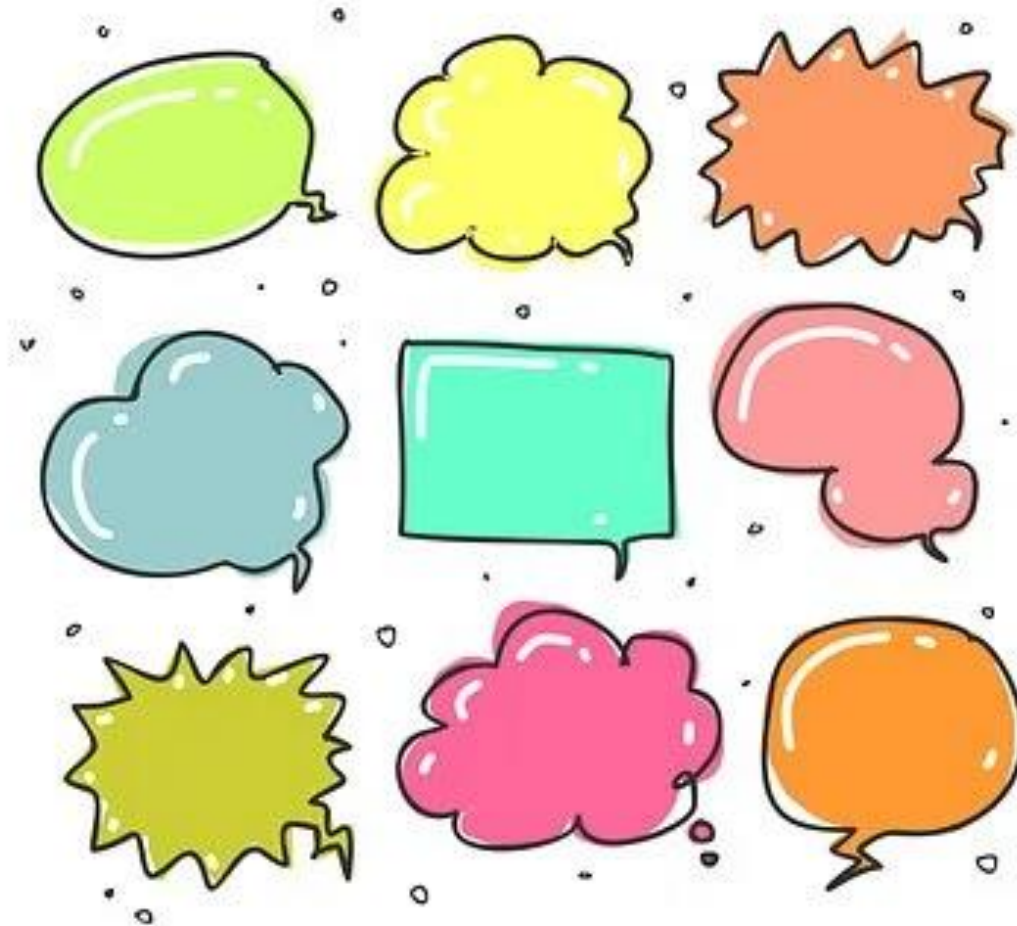


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 - PDF: SCSECC21 home economics guidelines eng
- Planning Toolkit**
 - PDF: ks framework
 - DOCX: Droichead Post Primary Planning Toolkit Post Primary
 - PDF: key competencies in senior cycle report en 2023
- Planning Activity**
 - PDF: Sharing of Practice – Time to Plan
 - PDF: Senior Cycle Planning Template 1
- Assessment**
 - DOCX: Journals Area of Practice A
 - DOCX: Journals Area of Practice B
 - DOCX: Journals Area of Practice C
- Food Assignment Activity**
 - Task: Read the task assigned to your group and discuss the key areas of learning that students must investigate, paying attention to the skills developed, and the success criteria needed for completing the task, record the information discussed
 - Area of Practice A: Application of Nutritional Principles Assignment 1 - For Discussion
 - Feedback
 - Area of Practice A: Application of Nutritional Principles Assignment 2 - For Discussion
 - Feedback

Feedback from Groups



Reflection



What... has been your key learning in this event?
What concepts have been explored?

So what... does this mean to me?
How does this connect with previous ideas?

Now what... will this mean for my classroom practice?