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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 2025 – 2026

Today's Schedule



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Session 1

9:30 – 10:30



Session 2

10:30 – 12:00



Lunch

12:00 – 12:30



Session 3

12:30 – 2:00



Learning Intentions for the Day



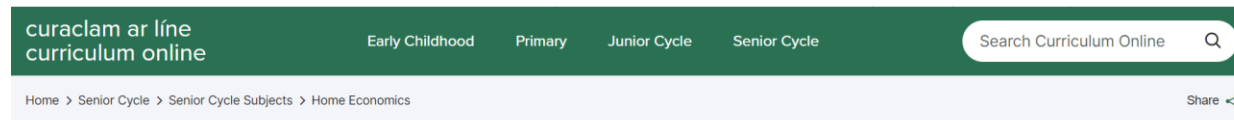
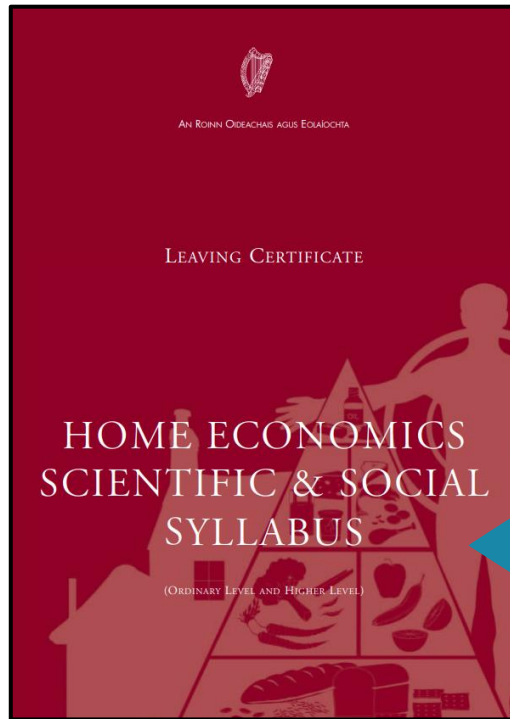
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- To outline the structure and layout of the Leaving Certificate Home Economics syllabus
- To consider a creative, integrated, and reflective approach to planning for Leaving Certificate Home Economics
- To explore formative and summative assessment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

Key Documents for Leaving Certificate Home Economics



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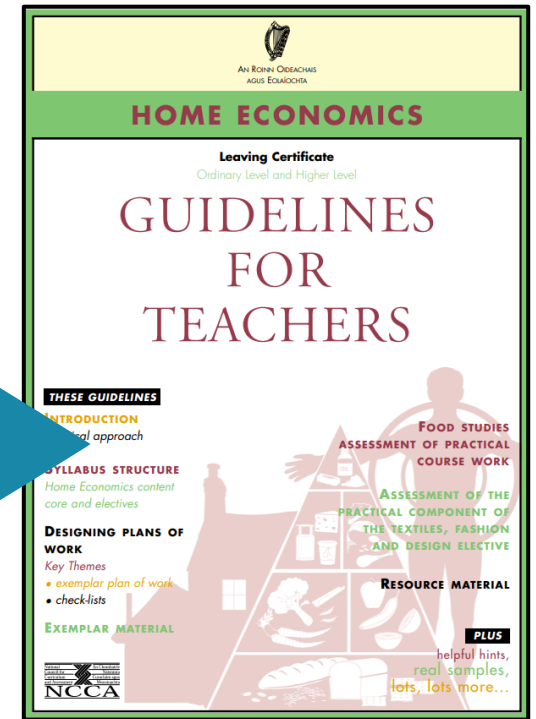
Home Economics

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



<https://tinyurl.com/2mv2h79z>

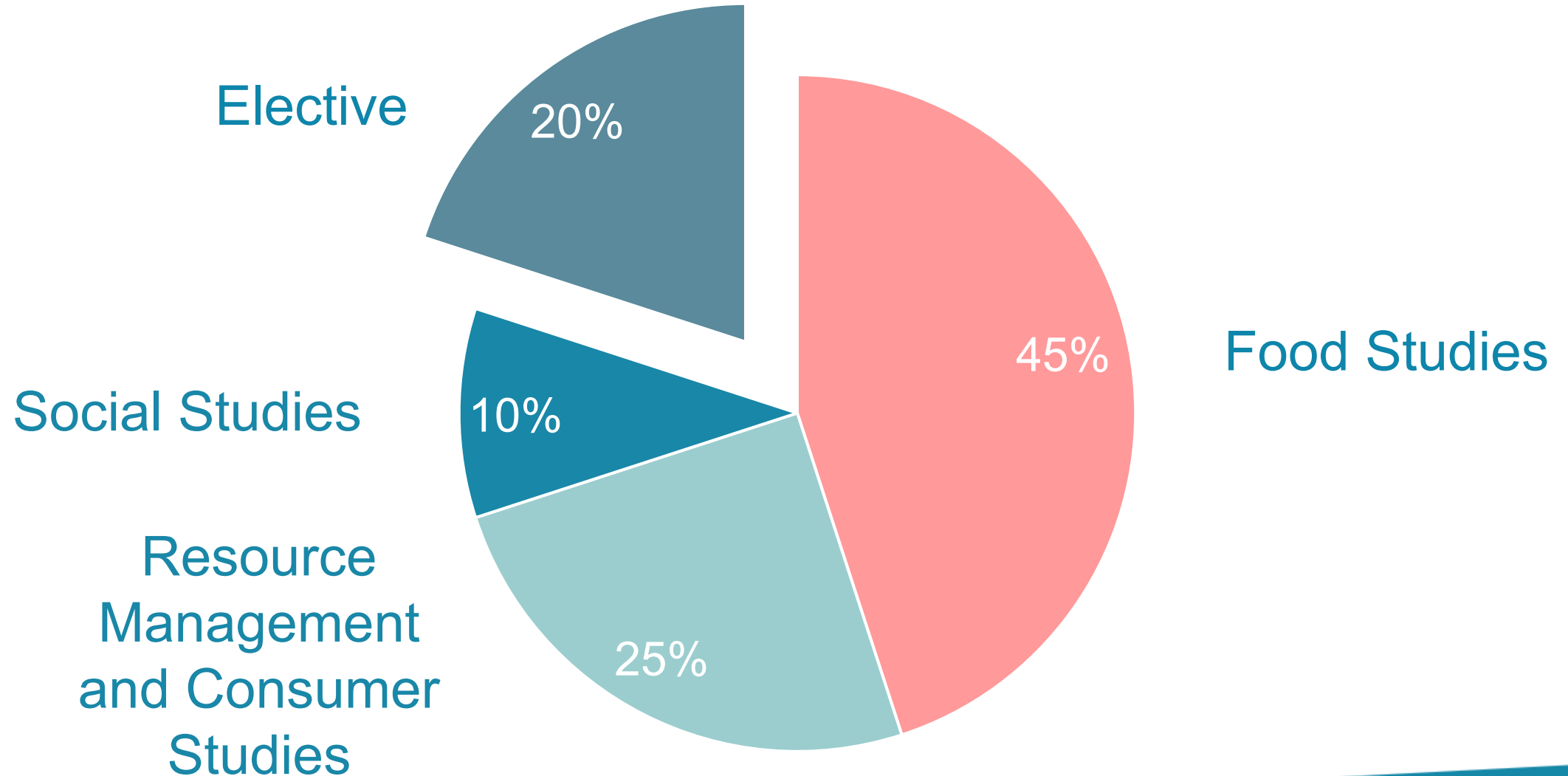
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Syllabus Structure



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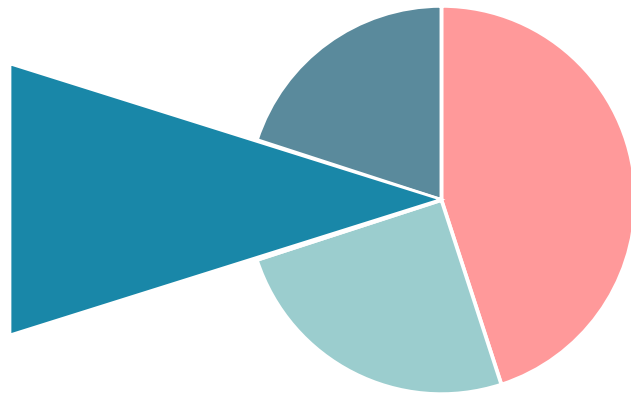
Leaving Certificate Home Economics



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There are 3 electives from which one is chosen:

Elective
20%



Home Design and
Management



Textiles, Fashion and
Design



Social Studies

Each elective is an extension of the content of the core

Syllabus Format



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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



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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</p> <p>1.1.4 Lipids</p> <p>Properties</p> <ul style="list-style-type: none">• formation of emulsions and use of emulsifying agents and stabilisers <p>1.1.5 Vitamins C and E</p> <p>1.3.5 Food processing and packaging</p> <p>1.3.8 Food spoilage</p> <p>1.3.9 Presentation</p> <p>1.3.10 Food safety and hygiene</p> <p>2.2.3 Consumer protection</p>

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.”

(LCHE Syllabus, 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.”

(LCHE Syllabus, p. 6)



Leaving Certificate Learning Strategies



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15 minutes

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

2 minutes

Recorder shares strategies into Mentimeter

1 minute

Soapbox activity – 60 seconds to present strategies

Mentimeter



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Soapbox Activity



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Stretch Break



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Learning Intentions for the Day



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➤ 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

Percentages and Allocation of Class Periods



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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.”

(Looking at Our School, 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”

“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”

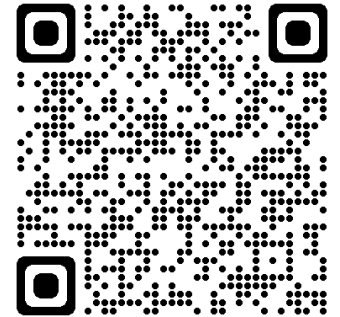
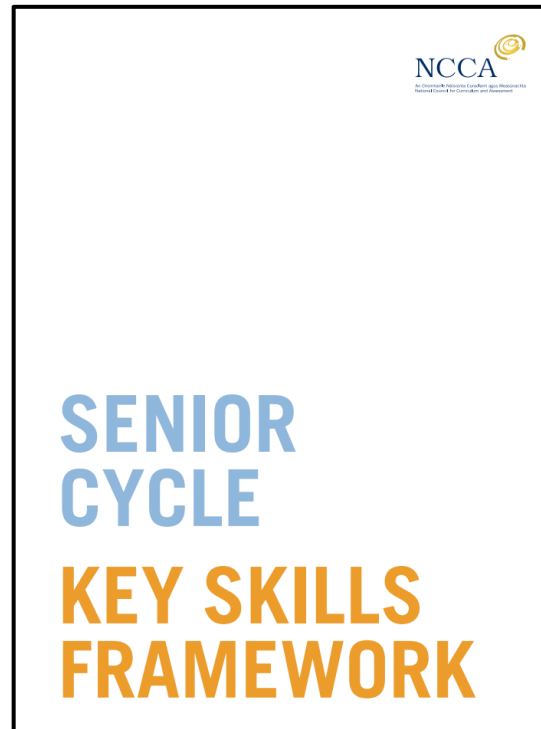
(Looking at Our School, 2022, p. 30)

Planning for Leaving Certificate Home Economics



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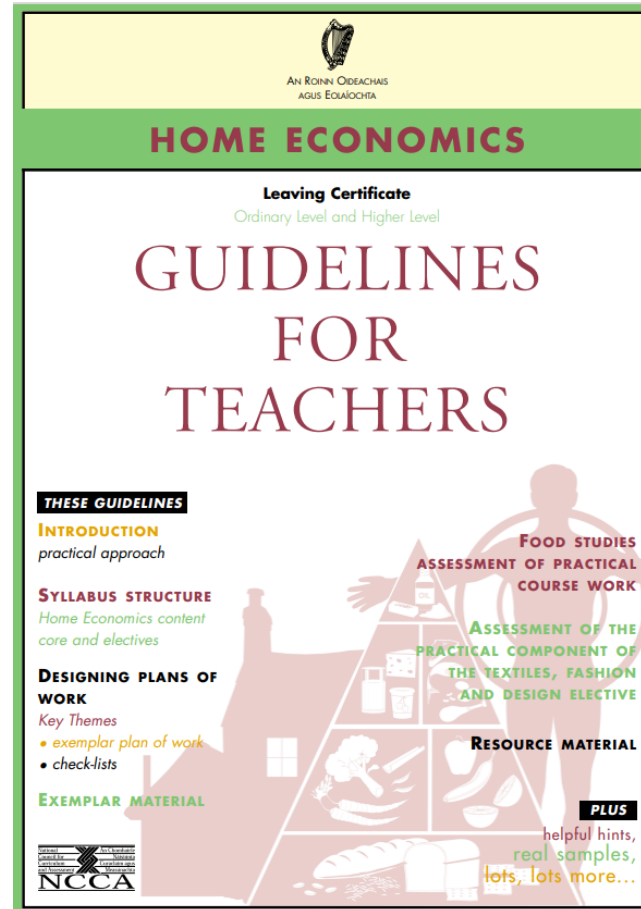
FIVE KEY SKILLS



Planning for Leaving Certificate Home Economics



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<https://tinyurl.com/fnzh9khk>

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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

(LCHE Syllabus, 2001)

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



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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 to 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



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Using the planning template design a plan of work

20 mins

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

5 mins

Present plan of work to the group



<https://sl1nk.com/mofca>

Carousel Activity – Padlet Wall



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Padlet

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Leaving Certificate Home Economics Refresher Day 2025 2026

Leaving Certificate Home Economics Documents

- PDF SCSEC21 Home Economics syllabus eng
- PDF SCSEC21 home economics guidelines eng

Planning Toolkit

- PDF ks framework
- DOCX Droichead Post Primary Planning Toolkit Post Primary
- PDF key-competencies-in-senior-cycle en

Planning Activity

- DOCX Group 3 planning document
- DOCX Scheme
- PDF Sharing of Practice – Time to Plan
- PDF Senior Cycle Planning Template
- PDF Menti Soap Box Activity - Strategies

Assessment

- PDF HOME ECONOMICS SCIENTIFIC AND SOCIAL
- PDF examinations.ie Circular 71/2023 Completion and submission of coursework in Leaving Certificate Home Economics
- PDF Leaving Certificate Examination 2025
- PDF Home Economics - Scientific and Social
- PDF M47 48A Food Studies Assignments 2025

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



<https://sl1nk.com/mofca>

Carousel Activity – Sharing of practice



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Reflection



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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?

Refreshments



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Learning Intentions for the Day



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- To outline the structure and layout of the Leaving Certificate Home Economics syllabus
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Formative and Summative Assessment



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*“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
as outlined in the syllabus*

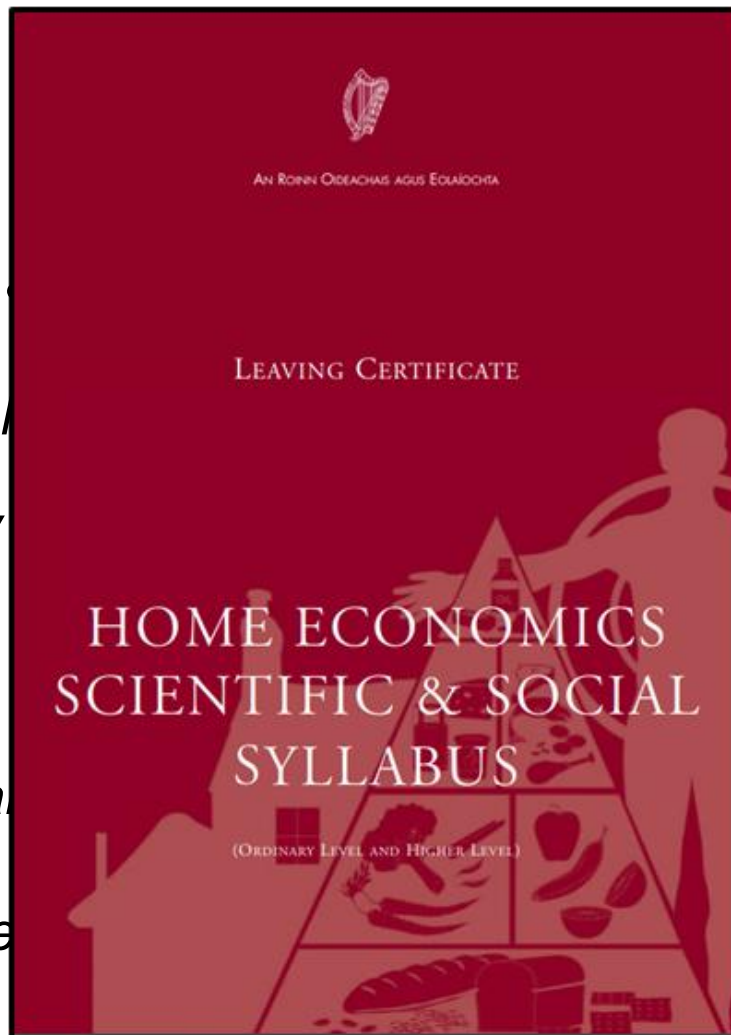
❖ *ability to apply this knowledge*

❖ *ability to research, record, analyse
in a structured and logical way*

❖ *ability to analyse and evaluate*

❖ *organizational, manipulative and*

❖ *ability to make informed choices
information*



terminology, methods and concepts,

of relevant situations

material and to present information

of action

relevant areas of the syllabus

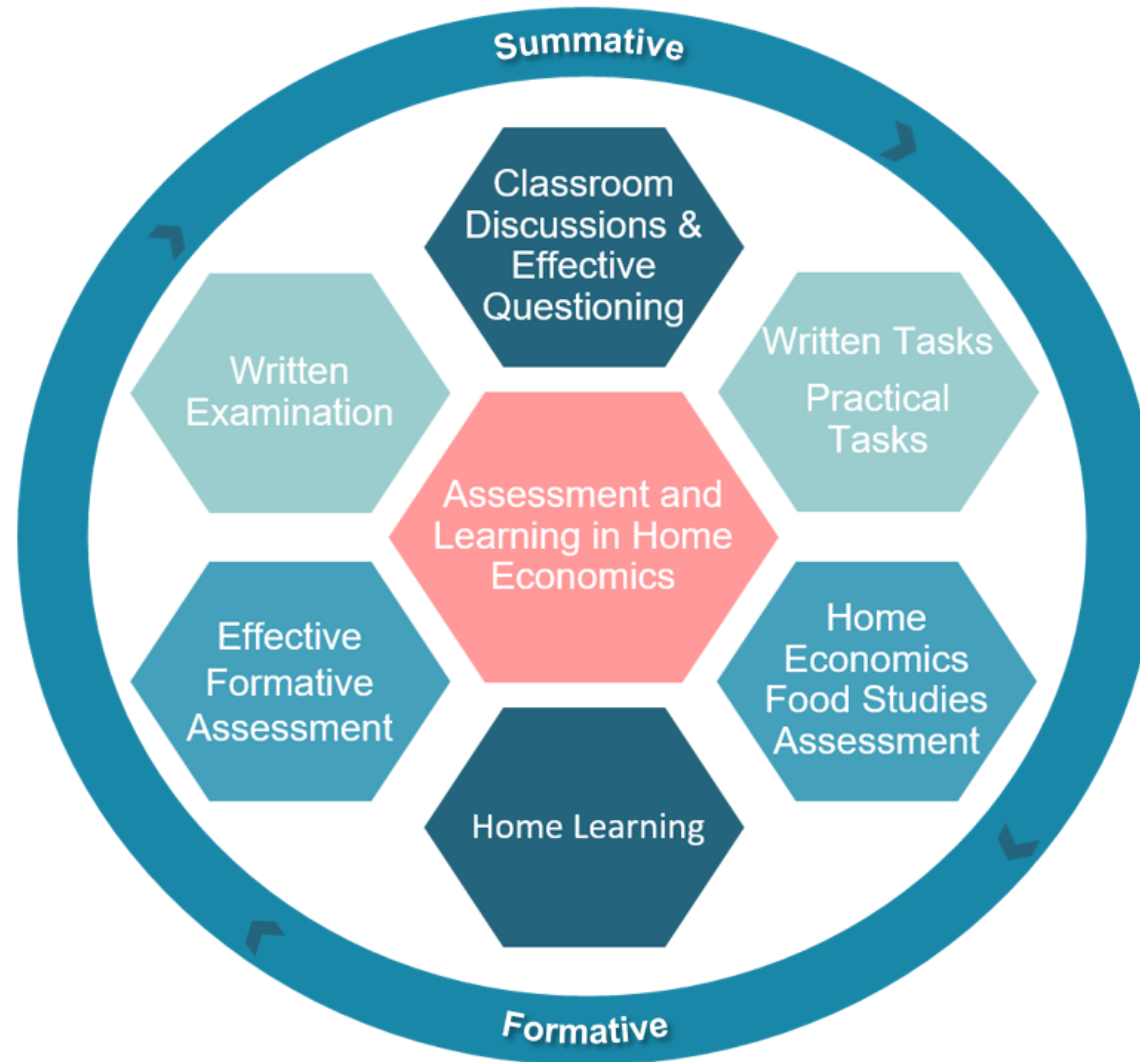
consideration of all available

(LCHE Syllabus, p.12)

Formative and Summative Assessment



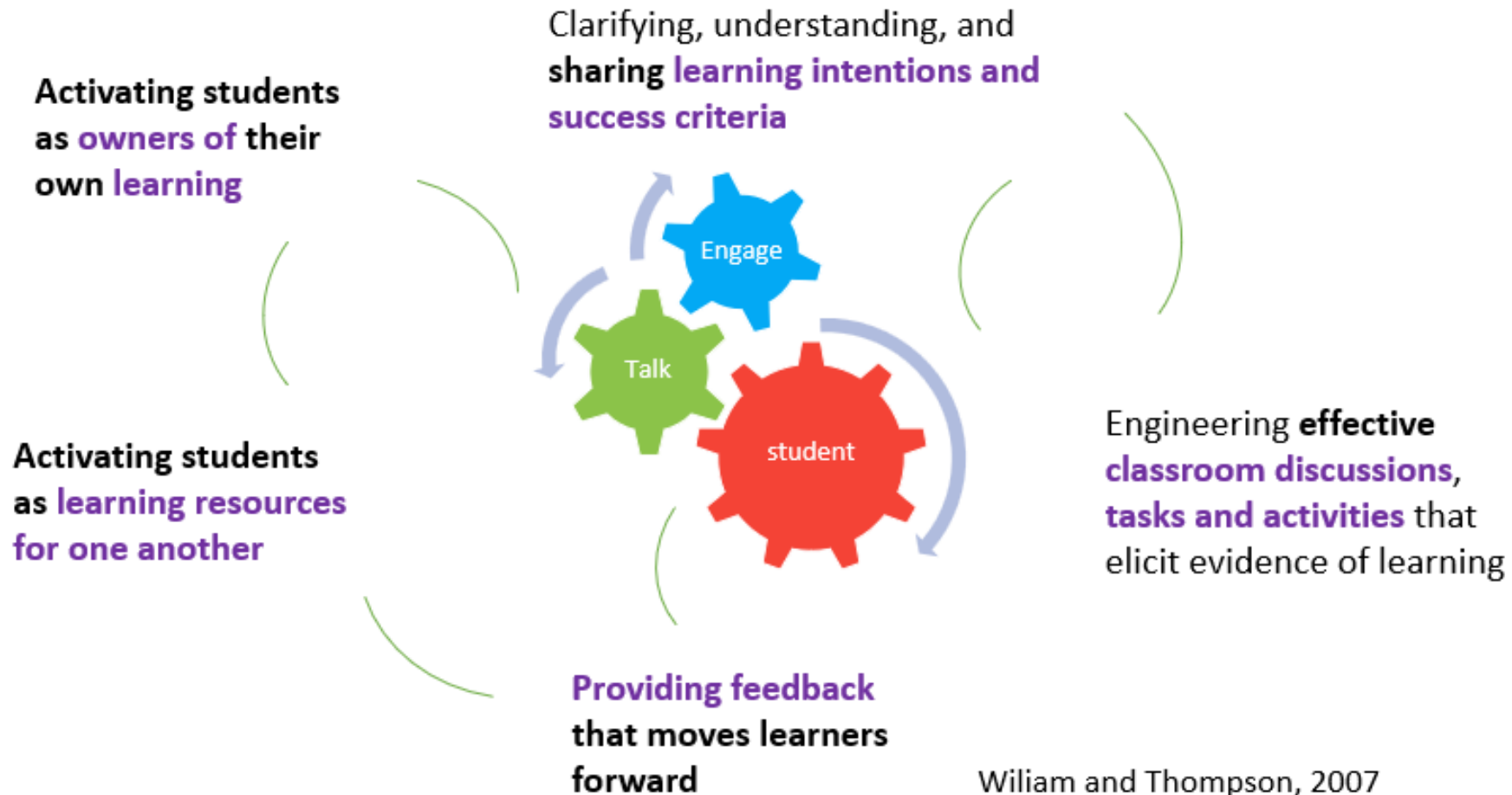
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Pillars of Formative Assessment



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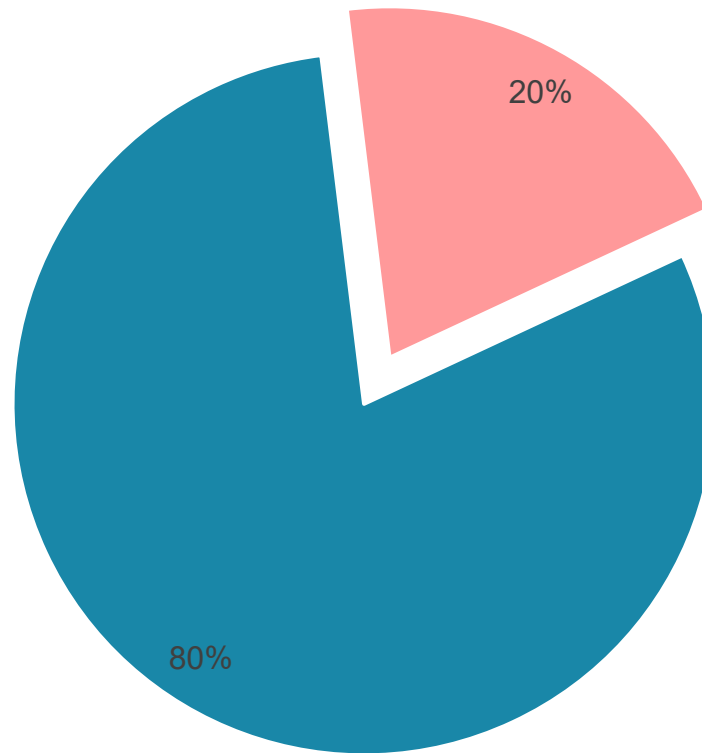
Summative Assessment in Leaving Certificate Home Economics



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Summative Assessment

■ Written Exam ■ Food Studies Journal



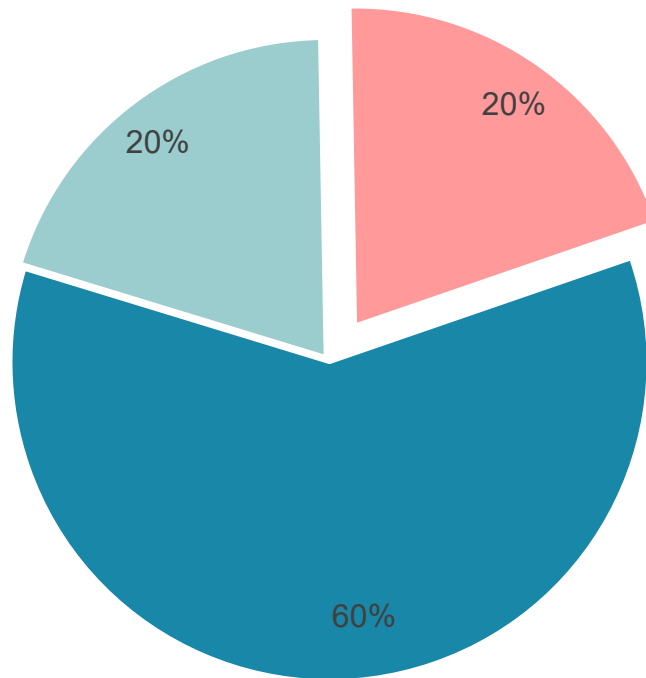
Summative Assessment in Leaving Certificate Home Economics



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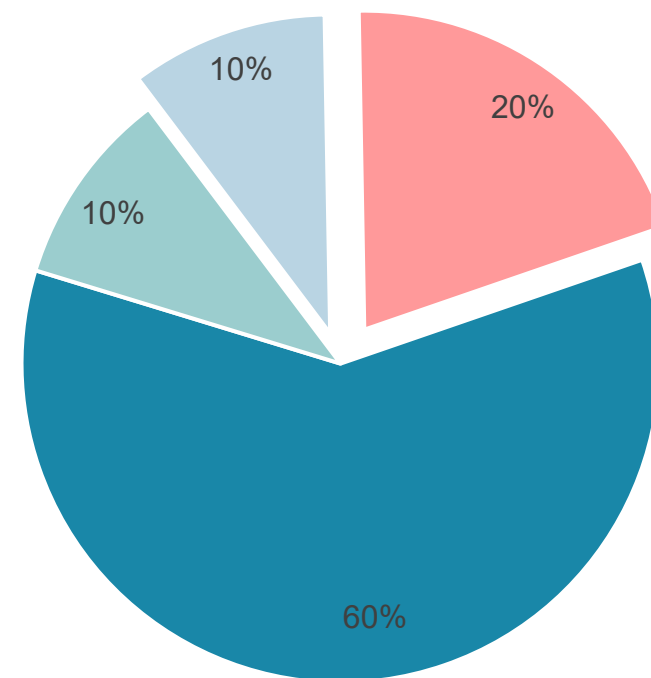
Summative Assessment

- 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 2026



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HOME ECONOMICS SCIENTIFIC AND SOCIAL		
SENIOR CYCLE		
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>

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Food Studies Assignments



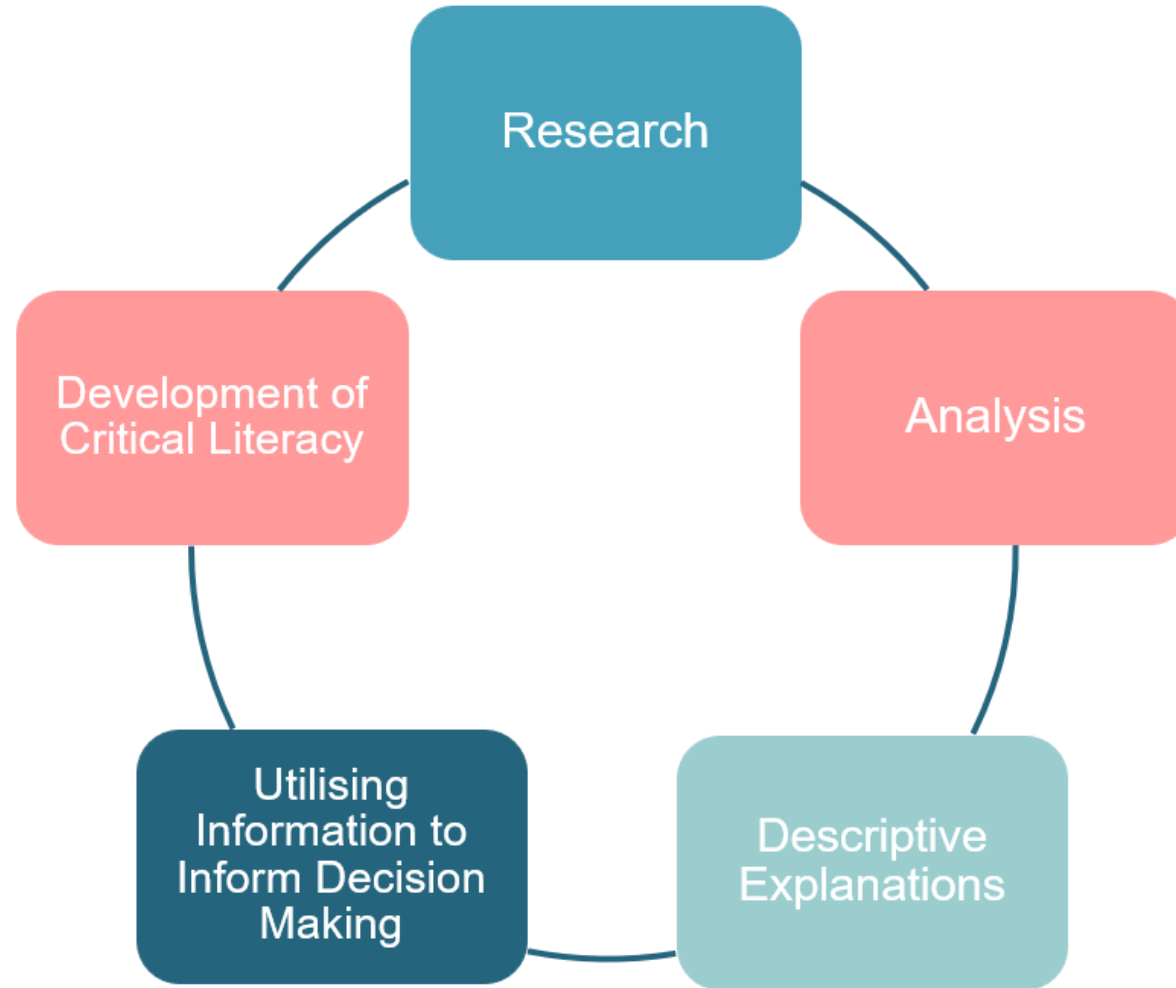
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Skills Developed when Completing Food Studies Assignments



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Food Studies Assignments Activity



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2 min

Use your device to log into the Padlet Wall by following the QR code or 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

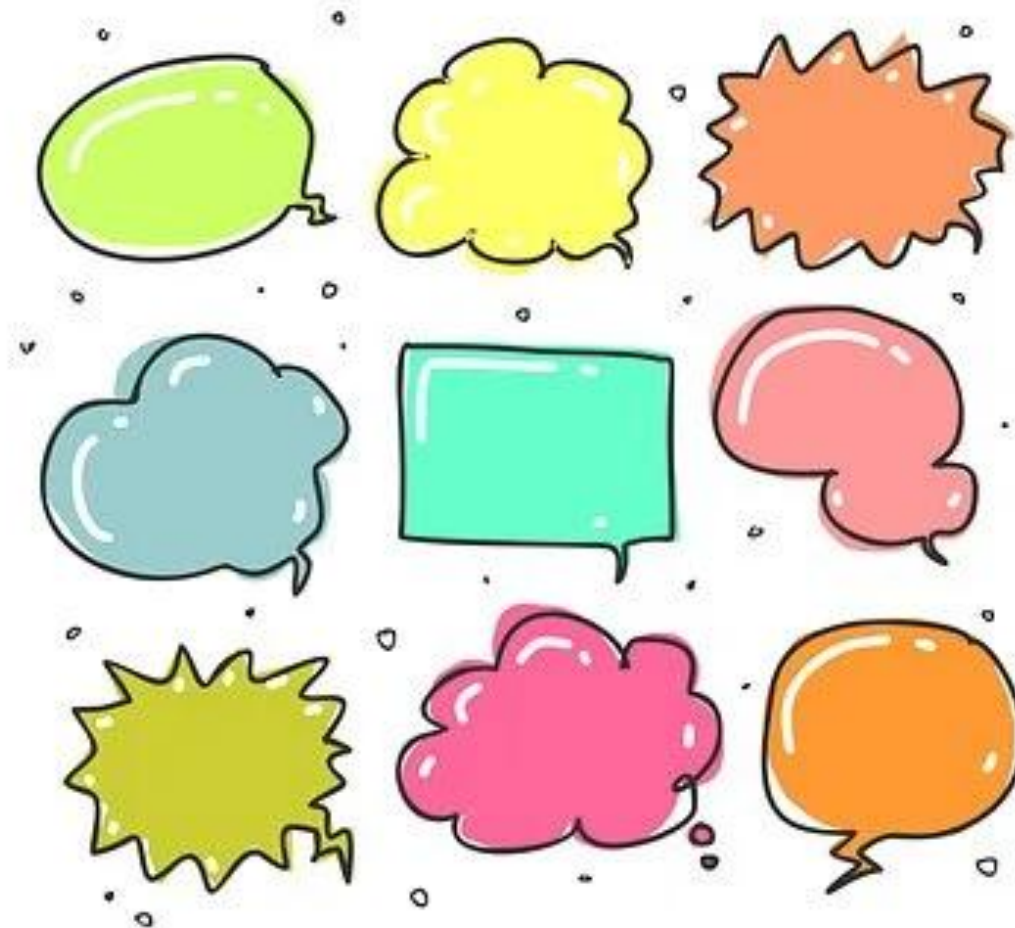
Present findings to the group

[illegible]

Feedback from Groups



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Reflection



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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?

Learning Intentions for the Day



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- To outline the structure and layout of the Leaving Certificate Home Economics syllabus
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Home Economics PLE 2025 2026



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Learning Intentions:

- To reflect on the impact of implementing Junior Cycle Home Economics and explore the purpose, rationale and planning considerations for Transition Year Home Economics
- To deepen understanding of the Transition Year Programme Statement to inform the planning of student-centred learning experiences in the Transition Year Home Economics classroom
- To explore how inclusive practices can help create student-centred learning experiences in the Home Economics classroom

Senior Cycle Redevelopment



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An Roinn Oideachais
agus Oige
Department of Education
and Youth

Senior Cycle Redevelopment

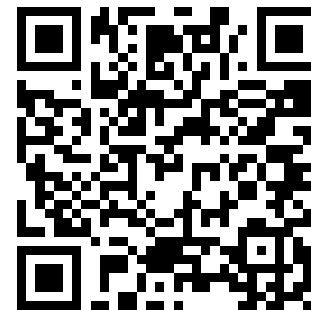
Schools Information Note

August 2025 Issue 12



Tranche 3
starts 2027

**Agricultural Science, Computer
Science, Design and Communications
Graphic, History, Home Economics,
Mathematics, Music, Physics and
Chemistry**



In-School Support



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Digital Technology ▾

Droichead Induction ▾

Primary ▾

Post-Primary ▾

Gael Aonad ▾

Leadership ▾

In-School Support 2024 – 2025

Applications for in-school support for 2024/2025 are now open. The details have been shared with schools. If you have any queries, please contact primarysupport@oide.ie or postprimarysupport@oide.ie

oide.ie/schools/


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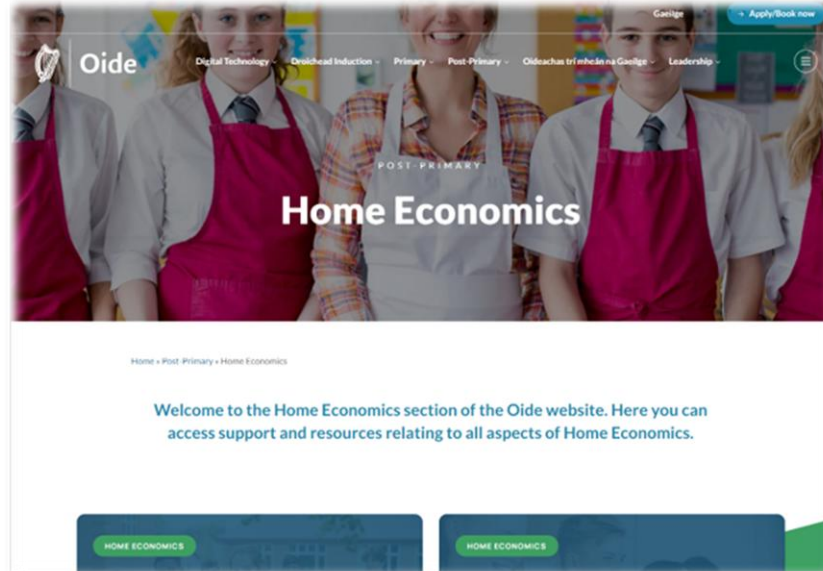
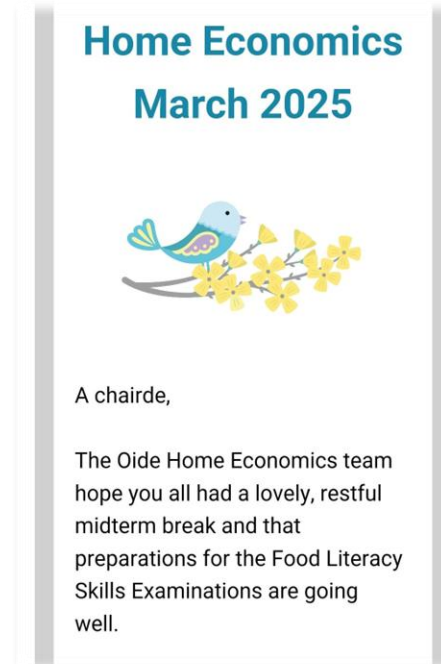
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Thank You!