

COIMISIÚN NA SCRÚDUITHE STÁIT

JUNIOR CERTIFICATE EXAMINATION

HOME ECONOMICS

GUIDELINES

FOOD AND CULINARY SKILLS EXAMINATION

OPTIONAL STUDY – PROJECTWORK

1. ASSESSMENT FORMAT

The examination will take the following form:

Higher Level:	(i)	Written Examination	300 marks (50%)
	(ii)	Food and Culinary Skills Examination	210 marks (35%)
	(iii)	Optional Study Project Work	90 marks (15%)
Ordinary Level:	(i)	Written Examination	240 marks (40%)
	(ii)	Food and Culinary Skills Examination	270 marks (45%)
	(iii)	Optional Study Project Work	90 marks (15%)

2. ASSESSMENT OBJECTIVES FOR FOOD & CULINARY SKILLS & OPTIONAL STUDIES AREAS:

The assessment procedures are designed to measure the extent to which the Junior Certificate Home Economics Assessment Objectives have been achieved by candidates.

Candidates 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 and to translate data from one form to another;
- the ability to carry out, with appropriate guidance, a task from conception to realisation;
- the ability to carry out practical assignments in the area of Culinary Skills.

3. ASSESSMENT METHODOLOGY

The assessment of candidates will be carried out by an examiner appointed by the State Examinations Commission.

4. ASSESSMENT CRITERIA AND MARK ALLOCATION

Food and Culinary Skills – Appendix 1

Childcare Project –Appendix 2

Design and Craftwork Project –Appendix 3

Textiles Skills Project – Appendix 4

5. GUIDELINES FOR THE FOOD AND CULINARY SKILLS PRACTICAL EXAMINATION.

- Each candidate will complete a practical examination in the presence of an examiner appointed by the State Examinations Commission.
Duration of examination: 1 hour 30 minutes.
Each candidate is allowed 30 minutes preparation time in advance of the examination.
An advising examiner may attend to monitor the work of the examiner.
- The number of candidates per exam session is 12.
- Each candidate will draw and complete one task from the list of tasks issued by the State Examinations Commission annually. The design process should be followed where appropriate to the task.
- Each task can be taken by a maximum of 2 candidates in an examination group. This will not apply where 2 class groups have been amalgamated.
- Individual tasks for this examination will be drawn by candidates **at least two weeks** prior to the examination under the supervision of the Home Economics Teacher. The date tasks were drawn must be completed in the space provided on Form P.2.
- Each candidate should present for examination appropriately dressed and well groomed.
 - clean apron or white coat
 - hair tied back
 - appropriate footwear – no high heels or toe-less shoes
 - no jewellery
 - clean hands and cuts covered.
- Each candidate must present evidence of preparatory research and planning.
- The preparatory research and planning should be presented in a folder and should include the following:
 - the selected task
 - analysis of three factors relevant to the specific task
 - two possible solutions that were investigated
 - the selected solution(s) together with reasons for decisions

- the solution should satisfy the criteria of the task and should afford the candidate the opportunity to be purposefully engaged in the demonstration of skills appropriate to the standard of Junior Certificate for the duration of the examination
 - a work/time plan for the examination. The work plan should include time for carrying out a written evaluation at the end of the examination.
 - a list of the resources that are required e.g. ingredients, equipment etc
 - writing material for carrying out the evaluation
- Each candidate, work station and all written material must be clearly identified with the candidate's examination number.
 - Maximum use should be made of fresh ingredients and the use of convenience foods should be kept to a minimum to allow candidates to demonstrate their culinary skills and application of cooking principles.
 - Advance preparation of ingredients should be minimal e.g ingredients may be weighed, vegetables may be washed but not peeled or chopped etc.
 - Candidates should adhere to safe and hygienic work practices.
 - Candidate will be required to clean tools and equipment used as part of the task and leave on table until checked by examiner.
 - Gas cookers may be lit in advance but must be set to the required temperature setting by the candidate at the examination.
 - Each candidate must carry out a short written evaluation of the task at the examination. Where a task specified an evaluation, this should be substituted for the general evaluation normally carried out.

GUIDELINES FOR OPTIONAL STUDY PROJECTWORK

6. The Junior Certificate Home Economic Syllabus structure consists of two sections
- a common course of five areas of study
 - one optional study from a choice of three.

The optional study areas are structured so that pupils can undertake a more detailed study of one area of the common course.

One optional study will be chosen from the following:

1. Childcare
2. Design and Craftwork
3. Textile Skills

The optional study represents 15% of the course.

- This optional study project work represents 15% of the total examination. There is no level differentiation in the assessment of project work.
- The optional study course content will not be examined on the written examination paper.
- The project must be carried out by the individual pupil. Group projects are not acceptable.
- It is recommended that the optional study project work be undertaken during the latter part of Junior Cycle (end of 2nd year/beginning of 3rd year). It is assumed at this stage that pupils will have developed the basic skills, techniques and a level of maturity necessary to carry out independent work.
- Project work should be produced mainly during class time and under the supervision of the class teacher.

The role of the teacher should be to guide, support and provide direction.

The teacher will assist in

- preliminary planning
- timing of work
- helping pupils to select their topics/crafts/ items of clothing
- helping pupils to plan.
- skill development
- advising on research methodology etc.
- Projects presented for assessment must be candidates own work (verified by class Home Economics teacher and School Principal) and any secondary materials used should be acknowledged.
- The projects must provide clear evidence of work undertaken which is in addition to that required within the core areas of the syllabus.
- The project work will be assessed by an examiner appointed by the State Examinations Commission. An advising examiner may attend to monitor the work of the examiner.
- Projects or components of project work which are presented for assessment in Home Economics cannot be presented for assessment in other subject areas e.g Art Craft and Design or Technology.
- Projects should be selected by the pupils in consultation with the teacher.
- The project should be linked to the objectives of the course component and should be designed to include a variety of activities.
- The written aspects of the project may be handwritten or typed. There will be no extra marks for typed presentation.

6.1 *OPTIONAL STUDY - CHILDCARE*

6.1.1 The main area of study in Childcare is child development. It is concerned with the basic physical, mental and emotional development of the child in its formative years (0-12 years).

The Childcare project will take the form of student course work which is based on both practical and investigative studies. The study must clearly provide evidence of research and practical work undertaken on a selected childcare syllabus topic.

The investigation may sociological, consumer or scientific in nature.

The study must be investigative and should include a variety of research methods e.g.

- visits
- interviews, questionnaires
- practical work
- discussion
- correspondence
- use of library facilities etc.

SELECTION OF PROJECT TOPIC

6.1.2 The pupil should select the topic for the project in consultation with the class teacher.

- The project should be within the capability of the student.
- The topic should allow for original individual input by way of analysis, interpretation or/and development by the pupil. (A project consisting of the transcription or rewording of printed text would not allow for this.)
- The project should allow the student to demonstrate both originality and initiative.

It should be possible to complete the project within the time allocation and resources available.

PROJECT IMPLEMENTATION

6.1.3 The project/ investigation should involve the following stages:

- background research into the general topic of the project
- a clear statement of the aims of the project
- information gathering, a variety of techniques should be used e.g further reading, surveys, questionnaires, interviews, visits to institutions, correspondence etc.
- development of topic
 - analysis of information
 - selection of and organisation of relevant information
 - testing information – practical work – models etc.

The production of an item/model e.g a soft toy, mobile etc. would be the development of a topic rather than a topic in its own right. A model or product would not constitute a project on its own without being placed in the context of an investigation with evidence of research, development of solutions and evaluation of the product against clearly stated aims.

- conclusions
 - conclusions drawn from results of investigation
 - critical examination of opinions and judgement in order to form own judgement- this would include a critical evaluation of any product against stated aims (e.g. the evaluation of a toy from the point of view of some aspect of child development)

PRESENTATION OF THE PROJECT

6.1.4 The various stages of the project should be recorded and presented in a folder for assessment. The following should be included:

- index, chapter/section, titles, page number etc.
- clear statement of the aims of the project
- methodology – to include evidence of information gathering techniques used
- relevant content to include graphics, labelled diagrams, photographs, graphs etc.
- solutions - results
- conclusions
- acknowledgements
- Bibliography/sources of information

If a product/item/model is produced as part of the project it should be presented along with the folder containing the written information.

- The project should not exceed **1,500** words – **emphasis will be on quality rather than quantity.**

6.2 OPTIONAL STUDY – DESIGN AND CRAFTWORK

6.2.1 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.

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.

6.2.2 Candidates are required to present for assessment:

- a folder containing the design brief specification, the design process followed and evidence of research carried out with regard to the craft being undertaken.
- a finished craft item.

6.2.3 Pupils should choose a craft in consultation with the teacher.

- Pupils should follow the stages of the design process in developing the project: i.e. – analysis, investigation research, solution, realisation/ manufacture, evaluation.
- The stages of the design process followed must be recorded and presented in a folder for assessment (including sketches, patterns, samples etc. produced in the course of the process.)
- The chosen craft must form a substantive part of the finished project and should account for the greater proportion of the time allocated to the project.
- Purchased or ready made items may be used as a basis for a craft only when (i) the design and craft elements are substantial (ii) includes the use of needle work skills (hand/machine) and obviously merit the 15% mark allocation. Pupils should be encouraged to select an item of **work which could be completed within the 15% time allocation** with the emphasis being on application of skills and quality of finish, e.g. patchwork cushion would be more appropriate than a patchwork quilt.
- Commercial patterns, transfer etc. may be used **only** where the production of the item is secondary to the main design and craft elements of the project, e.g. a basic knitting pattern may be used to produce an item which is then embroidered or where the student introduces design in the form of stitch variation, colour pattern etc.
- Commercial craft kits/packs which do not allow for a substantial design input by students are **not** acceptable.
- Acceptable crafts include the following: embroidery; quilting; patchwork; macramé; knitting; crochet; lace; weaving; appliqué; smocking.

6.3 OPTIONAL STUDY – TEXTILE SKILLS

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

6.3.2 Candidates are required to present for assessment:

- a complete item of clothing
- a folder with evidence of support study undertaken in relation to the completed item of clothing.

6.3.3 Pupils should select the item of clothing in consultation with the teacher.

- The **item of clothing** chosen should include a minimum of **two processes** in addition to those required to complete a basic garment (e.g. collar, sleeves, pocket, zip, button holes etc.) and should allow the candidate to demonstrate.
 - competence in the use of patterns
 - an understanding of the principles of design
 - a range and standard of manipulative skills that indicates progression from the skills developed in the Textile Studies core area.

6.3.4 The **folder** should include details of any support study/investigation undertaken in relation to the garment, e.g.

- factors determining choice of garment – design aspects etc.
- pattern used – modifications etc.
- fabric/s used – choice, design, tests to determine suitability, amount, cost etc.
- sewing accessories/notions used
- tools and equipment used
- evaluation of finished item of clothing.

APPENDIX 1

FOOD AND CULINARY SKILLS ASSESSMENT

Total mark: 100 Planning and Preparation: 20 Implementation: 50 Presentation and evaluation: 30
Maximum mark per heading : 10



Planning and Preparation

Analysis

- Identification of the factors involved i.e.
human factors: nutritional needs, age, health etc.
material factors: time, money, equipment, methods of cooking, availability of ingredients etc.
- Investigation of possible dishes and equipment to meet the brief.
- *Decision making / Solution*
devising a menu/dishes to satisfy the stated criteria, cooking methods, resources etc.

10

Planning and Preparation.

- Making a time plan.
- Lists of ingredients, equipment, appliances, serving dishes.
- Advance preparation of equipment and ingredients.
- Organisation of work place.
- Personal hygiene appropriate dress.

10



Implementation

Culinary Skills

- Practical application of knowledge and skills.
- Co-ordination and dexterity in the use of equipment.
- Manipulative skills.

20

Application of Cooking Principles

- Correct application of cooking principles.
- Use of correct temperature.
- Correct timing.

10

Resource Management

- Economic use of Resources.
- Task carried out in the correct sequence.
- Time management – adherence to time plan.
Task completed within the given time.

10

Hygiene and Safety

- Personal hygiene
- Adherence to hygienic work practices, work area
- surfaces and equipment, hygienic handling of food.
storage of food during assessment, correct cleaning procedure.
- Adherence to safe work practices in relation to
- electrical appliances, utensils, hot liquids, positioning
of cooking utensils, temperature control, spillages etc.

10



Presentation and Evaluation

Appearance

- Attractive presentation, creativity (nicely garnished or decorated), colour – not under or over cooked in appearance.

10

Flavour and Taste

- Palatability.
- Consistency and texture.
- Adequately cooked.

10

Evaluation

- Critical appraisal of the completed task.
- Does it meet the brief.
- Proposal for modification.

10

APPENDIX 2

CHILD CARE PROJECT ASSESSMENT

Total mark: 100

Aim of Project	<ul style="list-style-type: none">• Clear statement.• Relevance.	10
Research methodology/ Problem analysis	<ul style="list-style-type: none">• Information gathering – techniques used. and/or• Investigation of task.	20
Content	<ul style="list-style-type: none">• Relevance to aim.• Depth of treatment.• Testing information/ practical work, models etc.• Accurate information.• Organisation of materials.	40
Conclusion	Conclusion drawn from results of investigation to include a critical evaluation of any product produced against stated aims.	10
Originality	<ul style="list-style-type: none">• Indication of original input by way of analysis, interpretation or/and development of topic by the candidate.	10
Presentation	<ul style="list-style-type: none">• Layout.• Spellings/writing skills.• Quality of graphics etc.• Finish of product.	10

APPENDIX 3

DESIGN AND CRAFTWORK PROJECT ASSESSMENT

Total mark: 100 Design folder: 30 Product: 70



Support Study – Design Folder

Problem and Analysis	<ul style="list-style-type: none">• Statement of task• Identification of key requirements of the task / design brief.• Investigation, alternative solutions.	10
Solution	<ul style="list-style-type: none">• Design, drawings and diagrams, pattern, model.• Materials, equipment and techniques, work plan.• Background research of craft selected.	10
Evaluation	<ul style="list-style-type: none">• Critical appraisal of the craft item.• Proposed modifications.	10



Product

Meeting the Brief/ Suitability	<ul style="list-style-type: none">• Does the solution meet the task / brief?• Choice of craft and materials related to the function of the item.	10
Application of Skills	<ul style="list-style-type: none">• Use of materials, equipment and skills appropriate to the task.• Skill factor.	40
Design Features	<ul style="list-style-type: none">• Aesthetic considerations.• Creativity.	10
Quality of Product	<ul style="list-style-type: none">• Finish of product	10

APPENDIX 4

TEXTILES SKILLS PROJECT ASSESSMENT

Total mark: 100 Item of clothing : 80 Support study folder: 20



Item/s of Clothing

Suitability

- Choice of materials, fabric, pattern and sewing processes.

10

Applications of skills

- Use of materials, equipment and skills appropriate to the item/s.
- Skill factor.

40

Design / Fashion

Features

- Application of design principles.
- Fashion appeal.
- Aesthetic considerations

10

Quality of Product/s

- Finish of item/s.
- Presentation of item/s.

20



Support Study Folder

Support Study

- Factors determining choice of garment.
- Details of pattern used, modifications etc.
- Details of fabric – amount, cost, composition etc.
- Details of sewing accessories / notions.
- Details of equipment used.
- Evaluation of item/s of clothing – finish, fit, cost etc.

20