



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

JUNIOR CYCLE EXAMINATION

HOME ECONOMICS

GUIDELINES

FOOD LITERACY SKILLS EXAMINATION

1. ASSESSMENT FORMAT

The examination will take the following form:

| | | | |
|----------------------|------|----------------------------------|-------|
| Common Level: | (i) | Written Examination | (50%) |
| | (ii) | Food Literacy Skills Examination | (50%) |

2. CLASSROOM-BASED ASSESSMENT 2 – Food Literacy Skills Brief

The food literacy skills assignment briefs are issued annually by the State Examinations Commission and are directly linked to Classroom-Based Assessment 2.

For Classroom-Based Assessment 2 guidance: refer to the following documentation available on www.curriculumonline.ie www.ncca.ie www.jct.ie

- Junior Cycle Home Economics Curriculum Specification
- Junior Cycle Home Economics: Guidelines for the Classroom-Based Assessment
- Assessment and Reporting in Junior Cycle
- Junior Cycle Home Economics CPD Workshops

The State Examinations Commission will not assess Classroom-Based Assessment 2.

3. FOOD LITERACY SKILLS EXAMINATION

The practical performance test is based on a food literacy skills assignment brief issued annually by the State Examinations Commission. The assessment procedures are designed to measure the extent to which the Junior Cycle Home Economics learning outcomes have been achieved by candidates.

As part of the practical performance test, candidates will be required to:

- apply the relevant stages of the design brief process during preparation, implementation, and evaluation
- demonstrate culinary and creative skills and the appropriate use of technology and equipment
- apply correct cooking principles and techniques
- apply sustainable resource management practices
- demonstrate safe and hygienic practices in food handling, preparation, and serving
- present dishes neatly and attractively. There is no requirement to portion dishes
- critically evaluate: the finished dish/dishes; how the criteria of the brief are met; and their overall performance in the food literacy skills examination.

4. ASSESSMENT CRITERIA AND MARK ALLOCATION

Appendix 1 Food literacy skills assessment.

5. ASSESSMENT METHODOLOGY

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

6. GUIDELINES FOR THE FOOD LITERACY SKILLS EXAMINATION

- Each candidate will complete a practical performance test in the presence of an external examiner appointed by the State Examinations Commission.
Duration: 1 hour 30 minutes. Each candidate is allowed thirty minutes preparation time in advance of the examination
- An advising examiner or chief advising examiner may attend to monitor the work of the examiner
- Candidates are required to be in attendance fifteen minutes before the start time of the examination
- Candidates must not communicate with other candidates during the examination
- The practical performance test must comply with **one** of the assignment briefs issued by the State Examinations Commission
- Candidates are required to present written planning material as part of the practical performance test. This should include the following:
 - a copy of the selected brief
 - name of area of research e.g. sustainable practice
 - name of dish/dishes being prepared
 - a work plan for the practical performance test outlining the sequence of making and serving the dish/dishes. The work plan should allow time for carrying out a written evaluation
 - a list of the resources required e.g. ingredients, quantities, equipment, serving dishes etc.
 - an evaluation sheet and writing material to carry out a written evaluation
- The dish/dishes being prepared for examination should satisfy the criteria of the brief and should afford the candidate the opportunity to be purposefully engaged in the demonstration of skills appropriate to the standard of Junior Cycle
- 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 food literacy skills
- Complete main course meals, where required, must be balanced i.e. contain at least three out of the four food groups

- Advance preparation of ingredients should be minimal i.e. ingredients may be weighed and vegetables may be washed but not peeled or chopped etc.
- Cookers may be turned on in advance but must be set to the required temperature by the candidate during the examination
- Compost bins/bins must not be emptied until they are checked by the examiner
- Equipment used must be left on the workstation until it is checked by the examiner
- First aid equipment must be accessible during the examination
- Candidates are required to present all food prepared
- A schedule of the examination sessions should be made available to the examiner detailing: the number of candidates in each session; their examination numbers; assignment brief numbers; and names of the dishes to be prepared/cooked
- A plan of the room indicating the position of the candidates' workstations should be made available to the examiner
- Each candidate's workstation and written material must be clearly identified with the candidate's examination number, assignment brief number and the names of dishes being presented
This information should be displayed at the front of the candidate's workstation
- Candidates must be identifiable by their examination number at all times during the examination
- Candidates are not permitted to use mobile phones or electronic devices during the examination.

APPENDIX 1

FOOD LITERACY SKILLS ASSESSMENT

Total mark: 100 Planning: 10, Implementation: 60, Presentation and Evaluation: 30

| Planning | | 10 |
|--|---|-----------|
| Written planning material <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">10</div> | <ul style="list-style-type: none"> • Name of area of research e.g. sustainable practice • Name(s) of dish/dishes • List of resources e.g. equipment, serving dishes • List of ingredients and quantities • A work plan outlining the sequence of making and serving the dish/dishes. The work plan should allow time for carrying out a written evaluation. | |
| Implementation | | 60 |
| Culinary and creative skills <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">30</div> | <ul style="list-style-type: none"> • Demonstration of culinary and creative skills in relation to the choice, preparation, cooking, and use made of food ingredients • Co-ordination and dexterity in the appropriate use of technology and equipment • Practical application of nutritional knowledge in the preparation of food • Correct methods used in the preparation of food • Manipulative skills. | |
| Cooking principles and techniques <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">10</div> | <ul style="list-style-type: none"> • Correct application of cooking principles and techniques appropriate to dish/dishes • Use of correct method, temperature and timing appropriate to dish/dishes. | |
| Sustainable resource management practices <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">10</div> | <ul style="list-style-type: none"> • Application of sustainable practices in relation to food and material resources i.e. energy efficiency, waste management, and water conservation • Work carried out in the correct sequence • Time management – adherence to work plan and completed within the given time • Efficient organisation of resources e.g. layout of work area, equipment, ingredients etc. | |
| Hygiene and safety practices <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">10</div> | <ul style="list-style-type: none"> • Demonstrate good personal hygiene and safety. Appropriate attire • Correct cleaning procedure followed, maintaining hygienic work area surfaces, and cleaning of equipment etc. • Demonstrate hygienic work practices i.e. hand washing, food handling, preparation, storage, serving, tasting etc. • Adherence to safe work practices in relation to electrical appliances, utensils, hot liquids, positioning of cooking utensils, temperature control, spillages etc. | |
| Presentation and Evaluation | | 30 |
| Appearance <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">10</div> | <ul style="list-style-type: none"> • Demonstrate creativity with simple garnish or decoration appropriate to the dish/dishes • Attractive appearance, appropriate colour - not under-cooked or over-cooked in appearance • Clean, neat presentation of dish/dishes | |
| Sensory aspects <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">10</div> | <ul style="list-style-type: none"> • Palatable taste/flavour • Correct consistency and texture • Adequately cooked. | |
| Evaluation <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">10</div> | <ul style="list-style-type: none"> • Critical appraisal of the dish/dishes to include reference to colour, taste/flavour, texture • How you met the criteria set out in the brief – e.g. sustainable practice • Overall performance in the food literacy skills examination – skills, timing, efficiency, hygiene, safety, proposal for modification where necessary etc. | |