

JUNIOR CERTIFICATE HOME ECONOMICS

DRAFT SYLLABUS
FOR CONSULTATION

APRIL 2008

Contents

Introduction	1
Aims of the syllabus	1
Objectives of the syllabus	2
Syllabus overview	3
Differentiation	6
Assessment	7
Topics and learning outcomes	9
Section 1: Food studies and culinary skills	10
Section 2: Consumer studies and resource management	16
Section 3: Home management and design	20
Section 4: Social and health studies	22
Section 5: Textile studies	25
Section 6: Design and craftwork–elective study	29
Section 7: Child development–elective study	31
Section 8: Textile skills–elective study	32
Statement of links	34

Home Economics

Introduction

The Junior Certificate Home Economics syllabus has been designed to provide students with the knowledge, understanding and skills necessary for living as individuals and as members of a family. Emphasis throughout the course is on management, creativity and living skills. This is to ensure that the student will be equipped for personal independence and will be able to partake in shared responsibility in the household and community in which he or she lives.

The main areas of focus are on the basic human needs for food, clothing, shelter and personal relationships. The course is activity-based in its design, building on the students' knowledge of home life and on their immediate experience of making choices in relation to the organisation of their own lives. Two key concepts are emphasised throughout the course. These are:

- personal management
- consumer competence.

The importance of the processes of the varied learning activities as well as knowledge and understanding are reflected in the syllabus structure and learning outcomes. Through a variety of investigations and practical activities, students attain the specified

learning outcomes, develop appropriate practical and investigative skills, and gain a knowledge and experience of the design process.

Rationale

In junior cycle, the study of home economics contributes to a broad and balanced educational experience for students. It is concerned with the development of students' creative, management, and practical skills, as well as improving their health awareness and consumer competence.

In a time of rapid social change, the study of home economics is very relevant to the present and future needs of all students. It aims to provide students with skills for living which are vital in the preparation of every young person for the opportunities and challenges which they will meet in the course of their lives. It provides for a wide range of educational experiences in the aesthetic, creative, physical, scientific, social, and environmental domains.

Arising out of their experience in junior cycle many students will be encouraged to study home economics at senior cycle, thus preparing themselves for further study or work in many relevant areas.

Aims of the syllabus

Junior Certificate Home Economics aims to

- enable students to acquire the knowledge and understanding necessary to live full, healthy lives as individuals and family members
- encourage the development of procedural, manipulative, creative, cognitive, communicative and affective skills through investigation, design and practical activities for application to everyday life within the home and community
- provide opportunities for students to develop competence in decision making in relation to management of their personal resources and as consumers
- foster an appreciation of the vocational aspects of home economics
- encourage a sense of enjoyment and achievement in the study of home economics.

Objectives of the syllabus

The objectives of Junior Certificate Home Economics are to

- develop in students a knowledge and understanding of the principles, terminology, theories and facts relating to home economics and their application to everyday living
- promote in students a deep understanding of the relationship between healthy food choice and health
- provide students with a knowledge and understanding of food and the principles and processes involved in its preparation, storage and processing
- develop the skills of weighing, measuring, preparing, cooking, presenting and evaluating food
- enable students to apply informed health and safety practices to all aspects of home economics and in their daily lives
- develop in students the skills required to manage their personal resources, and resources within their homes and their environment
- make students more judicious and discerning in their knowledge and awareness of consumer information, rights and responsibilities, and other consumer matters
- develop skills in planning, investigating, obtaining, interpreting, manipulating and evaluating data in a variety of forms and from a variety of sources in carrying out their work in areas such as the design process or the child development study
- promote an awareness of themselves as adolescents and their roles and relationships within the family and within society
- encourage attitudes of co-operation, flexibility, improvisation, responsibility and tolerance towards themselves, their homes and their communities
- develop the students' knowledge and understanding of textiles, and the principles and processes involved in their care and handling
- develop the creativity, imagination, curiosity and resourcefulness of students in the preparation and construction of textile items, while simultaneously demonstrating an appreciation of accuracy and attention to detail.

Syllabus overview

Section 1	Section 2	Section 3	Section 4	Section 5
Food studies and culinary skills	Consumer studies and resource management	Home management and design	Social and health studies	Textile studies
Study of nutrition.	Consumer awareness of rights and responsibilities.	Applying the principles of management to the home.	Outline study of the role of the family in society and roles and relationships within families.	Study of textiles for clothing and household needs.
Study of the relationship between diet and health.	Study of the information and protection available for consumers.	Applying design principles to room design.	Basic understanding of child development from conception to adulthood.	Personal fashion choices and the role of design in the choice and suitability of fabrics and clothes.
Study of the main foods, their role in the diet and how they are affected by cooking.	Role of the consumer in protecting the environment.	Study of safety in the home, including accident prevention, safety guidelines and basic first-aid.	Development in adolescence and adolescent roles and relationships.	Composition, characteristics and uses of different types of fabrics.
Safety and hygiene in relation to the purchase, preparation and storage of food.	Study of the principles of personal and money management.	Technology in the home and the choice, use and maintenance of household appliances.	Maintaining a healthy lifestyle, including leisure, fitness awareness, personal hygiene and health education.	Caring for fabrics and clothes.
Meal planning and the preparation, cooking and presentation of food-theory and practice.				Development of practical textile skills.
Study and evaluation of food processing and packaging.				

Syllabus overview contd.

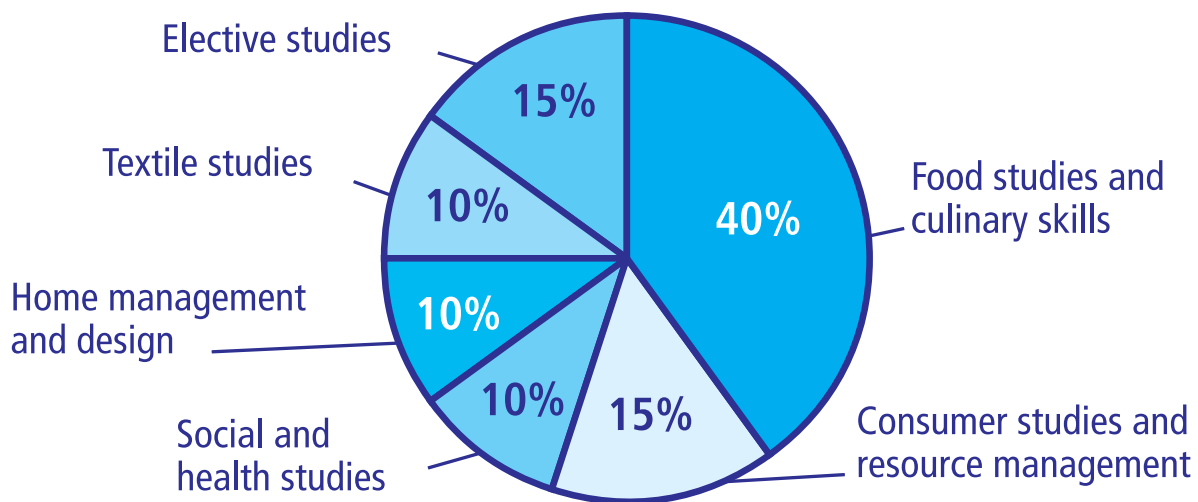
Electives		
Section 6	Section 7	Section 8
Design and craftwork	Child Development	Textile Skills
Introduction to textile-based crafts.	Study of the key developmental milestones in children from 0–12 years.	Use of a commercial pattern and application of the design principles in constructing a garment.
Application of the design process to a design brief.	Basic understanding of the needs of children with special physical and intellectual needs.	Development of skills in handling and working with textiles to produce a garment to a specific design brief, and produce and present an accompanying support study folder.
Production of one textile-based craft item created using the design process.	Research of one or more areas of child development and presentation of evidence of this research in a childcare study.	

Syllabus structure

The syllabus is based on a core of five areas of study and three elective studies. The core is presented in five main sections, which focus on specific areas of home economics: food studies and culinary skills; consumer studies and resource management; social and health studies; home management and design; and textile studies. The electives are structured so that students can undertake a more detailed study of one area of the core. Thus, child development is an extension of social and health studies, design and craftwork relates to home management and design, and textile skills is an extension of textile studies.

The syllabus is presented around the core areas and the electives to facilitate the teacher in identifying the content requirements and learning outcomes for students studying home economics. This format does not imply any particular order of teaching. In the teaching and learning, appropriate links should be made between the five core areas and the elective chosen. Within each syllabus section, topics and a description of topics are presented, together with associated learning outcomes. Teaching strategies should promote the aims, objectives and learning outcomes described in the syllabus and they should encourage investigation and practical work as much as possible.

Junior Certificate Home Economics syllabus structure



Practical work in home economics

The practical application of the knowledge, understanding and skills outlined in the objectives of the syllabus are central to the study of home economics. Engaging students in practical activities provides opportunities for achieving the syllabus objectives. The use of a variety of resources in implementing the syllabus is recommended. Emphasis is placed on practical work and forms a large proportion of the culinary skills and textiles studies areas. At least one double class per week is required to facilitate practical work.

Standard health and safety practices and precautions should be observed in the execution of all classroom activities and should form an integral component of the students' learning.

Practical activities include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • management of tasks • weighing (foods) • measuring (foods and textiles) • recording (information and data) • preparing and presenting reports (project work, support folders) • presenting information in a variety of forms • researching and investigating | <ul style="list-style-type: none"> • examining (foods and fabrics) • handling food, materials and equipment • preparing, cooking and presenting food and meals • planning (meals, work schedules, budgets) • preparing and constructing textile items • evaluating plans, schedules, tasks and reports (practical culinary tasks, project work, design briefs). |
|--|---|

Differentiation

Students learn at different rates and in different ways. Differentiation in teaching and learning and in the related assessment arrangements is essential in order to meet the needs of all students. In junior cycle syllabuses, differentiation is primarily addressed in three areas: the content and learning outcomes of the syllabus; the process of teaching and learning; the assessment arrangements associated with examinations. For exceptionally able students, differentiation may mean extending and/or enriching some of the topics or learning outcomes. This should supplement, but not replace the core of work being undertaken. For students with general learning difficulties, this may mean teaching at a different pace, having varied teaching methodologies or having a variety of ways of assessing students.

By involving students in planning their own learning, and by establishing classroom routines that encourage students to act as independent learners, teachers can provide many opportunities for differentiated learning. In this way, the learning outcomes in the syllabus can be achieved to different extents by individual students in the same class. The demand on each student can vary depending on the level of understanding that the student brings to the situation. In some cases learning outcomes are made more demanding by involving more factors and building on more extensive background knowledge. The extent to which a learning outcome is achieved will depend on the level at which the student engages with it.

Each syllabus provides opportunities for students to learn in ways that most directly meet their needs, interests, and learning styles. As a result, a wide range of teaching and learning activities is appropriate. Schools have a responsibility to provide a broad, balanced and appropriate curriculum for all students. There is a range of materials available to support schools in meeting this responsibility. These include further information on extending and enriching the

curriculum for exceptionally able students, as well as guidelines for teachers of students with general learning disabilities. Differentiation at the point of assessment is described more fully in the next section.

Assessment

General principles

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to test and certify achievement, to determine the appropriate route for students to take through a differentiated curriculum or to identify specific areas of difficulty (or strength) for a given student. While different techniques may be employed for formative, diagnostic and certification purposes, assessment of any kind should improve learning by exerting a positive influence on the curriculum at all levels. It must, therefore, reflect the full range of curriculum goals.

Assessment should be used as a continuous part of the teaching-learning process and involve learners, wherever possible, as well as teachers, in identifying next steps. In this context, the most valuable assessment takes place at the site of learning. Assessment should also provide an effective basis for communication with parents in a way that helps them to support their children's learning.

Assessment must be valid, reliable and equitable. These aspects of assessment are particularly relevant for national assessment for certification purposes.

Assessment for certification

Assessment of Junior Certificate Home Economics will test the extent to which candidates can demonstrate the following:

- a knowledge and understanding of the principles, terminology, facts and theories presented in the syllabus and expressed in the learning outcomes
- practical skills, including the use of equipment
- procedural skills, including the ability to follow instructions presented in written, oral or graphic form
- an 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 involving any one or more sections of the syllabus
- the ability to carry out practical assignments in food studies.

There will be three assessment components:

- food and culinary skills practical examination
- an elective study coursework project
- a terminal written examination.

The syllabus will be assessed at two levels, Ordinary and Higher level. However, to facilitate as many students as possible accessing Higher level, two out of the three examination components, (the food and culinary skills practical examination and the elective study coursework project), will be assessed at a common level. Different weightings are subsequently provided in each of these components for Higher and Ordinary levels (see table below).

There will be an Ordinary and a Higher level written examination paper. Ordinary level candidates will be required to present their answers to questions on the written examination in the spaces provided. Higher level candidates will be required to provide more comprehensive answers and will present their answers in answer books and through extended questions. Topics covered in the elective areas are not examined on the written paper. The elective area work will be assessed separately from the core area in the form of a coursework project. This project is submitted at the time of the practical culinary skills examination.

Within the syllabus, the range of topics is broadly the same at both levels. At Higher level a deeper treatment of some syllabus topics is required as outlined in the extended content and learning

outcomes. The text describing the additional content and learning outcomes designated for **Higher level students only** appears in **bold** in the text.

Assessment arrangements

Food and culinary skills practical examination	Elective study coursework project	Written examination
<p>A common level food and culinary skills practical examination</p> <p>Weighting: Ordinary level 45% Higher level 35%</p>	<p>A common level elective study coursework project presented by each student chosen from one of the three elective areas:</p> <ul style="list-style-type: none"> • child development • design and craftwork • textile skills <p>Weighting: Ordinary level 15% Higher level 15%</p>	<p>A Higher and Ordinary level terminal written examination</p> <p>Weighting: Ordinary level 40% Higher level 50%</p>

Topics and learning outcomes

Section 1: Food studies and culinary skills

Section 2: Consumer studies and resource management

Section 3: Home management and design

Section 4: Social and health studies

Section 5: Textile studies

Section 6: Design and craftwork—elective study

Section 7: Child development—elective study

Section 8: Textile skills—elective study

Learning outcomes designated for Higher level students only, appear in **bold** in the text.

Section 1: Food studies and culinary skills

The food studies and culinary skills section enables the student to understand the relationship between food and health. It provides knowledge and understanding in areas such as nutrition, diet, food safety and hygiene, preservation and processing. These topics provide a foundation on which the student can begin to understand the importance of making healthy, safe choices in relation to food. The study of this section should also reflect the needs of modern lifestyles with regard to healthy eating choices.

While food studies provide the background on which the student can build further knowledge, the culinary skills element of this section provides the student with the opportunity to learn through doing. It provides the student with the skills to

use fresh foods allowing him or her to make the appropriate choices in relation to healthy eating patterns.

The main purpose of this section is to ensure that each student is capable of developing the knowledge and skills necessary to be self-sufficient in the planning, preparation, cooking and presentation of food for individuals and family groups. Basic knowledge, skills, and safe work practices in the handling of food, provide a very good base for any career that involves working with food. It also provides a sound theoretical and practical basis for the many opportunities that students will encounter in their future lives or for working in various areas of the food industry.

Section 1: Food studies and culinary skills		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
1.1 Nutrition	Nutrients, their sources, functions and effects of deficiency	<ul style="list-style-type: none"> - identify the sources, functions and effects of deficiency of protein, fats, carbohydrates, vitamins A, D, K, B and C, minerals calcium, iron and folate, and water
1.2 Diet and health	<p>Function of food</p> <p>Food choices</p> <p>Energy balance</p> <p>Specific dietary needs</p>	<ul style="list-style-type: none"> - identify the functions of food and recognise the relationship between food and health - describe the factors that affect the choices people make in relation to food and the nutritional implications of these choices - assign foods to the appropriate food group - explain what is meant by a balanced diet - describe the relationship between food and energy - discuss the factors that influence a person's energy requirements - apply knowledge gained from the food pyramid to balance food intake with energy output in order to maintain a healthy body weight - identify suitable foods for people with special dietary needs, to include coeliacs, vegetarians, people suffering from obesity, coronary heart disease, anaemia and osteoporosis, and those on high fibre diets

Section 1: Food studies and culinary skills		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
1.2 Diet and health contd.	Digestion of food	<ul style="list-style-type: none"> - explain the changes that take place in food as it passes through the digestive system - describe the functions of enzymes in the digestion of food and explain the difference between physical and chemical breakdown
1.3 Foods	<p>Nutritional and dietetic value</p> <p>Classification and selection of foods</p> <p>Food purchasing</p>	<ul style="list-style-type: none"> - outline the nutritional and dietetic contributions to the diet made by meat, meat products, meat alternatives, poultry, fish, milk, milk products, eggs, fruit, vegetables and cereals - explain why some cuts of meat are tougher than others - classify fish and give examples - evaluate one popular convenience/processed meat and one fish product in terms of nutritional value, quality and cost - classify cheese and give examples in each case - describe the classification and grading system applied to fruit, vegetables and eggs - identify factors to be considered when purchasing food (hygiene, freshness, quality, cost/value for money, foods in season) - apply their knowledge of nutrition, diet, variety/classes of foods when selecting and purchasing food in order to get value for money while at the same time selecting and purchasing healthy, nutritious, seasonal food
1.4 Food safety and hygiene	Safety in the kitchen	<ul style="list-style-type: none"> - identify the main causes of accidents in the kitchen and outline precautions to be taken to prevent them - apply their knowledge of safety procedures by adhering to safe work practices in relation to electrical/gas appliances, equipment, utensils, hot liquids, positioning of cooking utensils, temperature control, use of oven gloves and dealing with spillages

Section 1: Food studies and culinary skills		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
1.4 Food safety and hygiene contd.	Hygiene practices related to food storage, preparation and cooking	<ul style="list-style-type: none"> - apply their knowledge of proper hygiene practices to ensure high standards of personal and kitchen hygiene are maintained when purchasing, storing, handling, and serving food, and when washing up and tidying the work station - justify the reasons for and the importance of a high standard of personal and kitchen hygiene when storing food
	Food spoilage and preservation	<ul style="list-style-type: none"> - explain the differences between perishable and non-perishable foods, identify foods in each category and explain why they have different storage requirements - recognise star ratings on the frozen food compartment of the refrigerator and outline its significance in the storage of food - explain what is meant by food spoilage and outline its main causes - explain the principles of food preservation in relation to freezing - list the advantages and disadvantages of freezing - explain how food spoilage is delayed or prevented by freezing - describe and apply the procedure to be followed when preparing, packaging and freezing food - explain how frozen food should be stored
	Common micro-organisms	<ul style="list-style-type: none"> - identify the conditions necessary for the growth of micro-organisms, to include moulds and bacteria - explain how food becomes infected with micro-organisms and list the foods most at risk of becoming infected
	Food poisoning	<ul style="list-style-type: none"> - recognise two bacteria that most commonly cause food poisoning and identify their main sources

Section 1: Food studies and culinary skills		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
1.5 Meal planning	<p>Management principles affecting the planning of meals</p> <p>Planning meals for different age groups, dietary needs, occasions using a variety of foods</p> <p>Diets for specific dietary needs</p>	<ul style="list-style-type: none"> - identify the principles of good meal planning - identify the human and material resources necessary for the planning of meals for individuals and for families - apply their knowledge of meal planning, food groups and current dietary guidelines to create a variety of menus suitable for different age groups, meals and occasions - investigate a range of possible solutions (recipes/ menus), which meet the needs and satisfy stated criteria of specific diets to include coeliac, vegetarian, high-fibre, coronary heart disease, anaemia and diets for people who are obese - identify the solution that is considered to be the most appropriate and outline reasons for choice - justify chosen solution in relation to stated criteria
1.6 Planning, preparation, cooking and presentation of food	<p>Recipes and recipe adaptation</p> <p>Preparation and cooking of dishes and meals for different needs and occasions</p>	<ul style="list-style-type: none"> - interpret recipes and draw up a list of necessary ingredients: meat/fish; dairy products; fruit/vegetables; and dry stores - adapt or modify basic recipes to satisfy specific criteria, for example increase fibre content, reduce salt/sugar content - analyse and implement the stages of the design process when selecting, preparing and cooking meals/dishes for different needs - outline a suitable time plan and propose a work sequence which could be implemented when preparing meals and dishes - compile a list of equipment, to include serving dishes, necessary for the completion of the task - state the criteria which could be applied to the choice, use, maintenance, efficiency and safety of equipment used for food preparation - organise work station and set oven temperature when applicable

Section 1: Food studies and culinary skills		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
1.6 Planning, preparation, cooking and presentation of food contd.	<p>Preparation and cooking of dishes and meals for different needs and occasions contd.</p> <p>Cooking principles and methods of cooking</p>	<ul style="list-style-type: none"> - demonstrate their ability to use weighing and measuring equipment to accurately weigh and measure ingredients and liquids - identify and perform tasks related to preparation - select and implement a safe and hygienic routine when preparing food - demonstrate skills of co-ordination and dexterity in the use of equipment and appliances - demonstrate manipulative skills used in the preparation of food to include chopping, slicing, grating, dicing and whisking - demonstrate the economical use of resources when carrying out a food preparation task - list the reasons for cooking food and explain the changes that food undergoes during cooking - explain the principles underlying the cooking of food - explain boiling, poaching, steaming, stewing, baking, grilling, frying and microwave cooking under the following headings: definition, suitable foods, rules/guidelines, advantages/disadvantages - explain how the use of different cooking methods affects flavour, texture and nutritive value of food - apply their knowledge of the changes which food undergoes while cooking to ensure that food is cooked at an appropriate temperature for the correct length of time to ensure a satisfactory result - apply their knowledge of cooking principles and cooking methods to present food that is visually aesthetic, palatable, digestible, nutritious and safe

Section 1: Food studies and culinary skills		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
1.6 Planning, preparation, cooking and presentation of food contd.	Presentation of food	<ul style="list-style-type: none"> - demonstrate their creative and artistic skills when presenting food by selecting appropriate serving dishes and using garnishes, decorations and accompaniments pertinent to the finished dish - evaluate the completed task and explain how the finished dish/meal satisfies stated criteria - select any necessary modifications, which may improve any aspect of the dish/task
1.7 Food processing and packaging	<p>Reasons for and common methods of processing food</p> <p>The functions and effects of additives in food</p> <p>Food packaging and labelling</p>	<ul style="list-style-type: none"> - establish the reasons for processing food - evaluate common methods of food processing - explain the reason for and method used in pasteurising milk - state the uses, advantages and disadvantages of processed/convenience foods - explain the reason for and the effects of using food additives - list the reasons for packaging food - identify and evaluate a range of packaging materials used for food - recognise the necessity for food labelling and outline the type of information provided by food labels - interpret the following terms in relation to food labelling—date stamping, unit pricing and bar codes

Section 2: Consumer studies and resource management

Consumers use materials, products and services. As individuals' needs and wants vary, it is important to understand the factors that influence decisions when buying and using goods and services for individual use or for the home. Consumer competence—the ability to make sound, informed decisions using all the available information—is a key concept of home economics and as such underpins all sections of the syllabus.

The consumer studies section is concerned with consumer awareness of rights and responsibilities. It provides the student with the knowledge and skills necessary to be responsible consumers and to exercise their rights in an informed way. It also

helps students to manage their resources effectively.

In a society that places such emphasis on the use of products and services it is important that young people are equipped to manage the resources available for their use. This is dealt with in the resource management component of this section. An important key concept in home economics is personal management. This section covers the principles of management and how they can be applied to personal management and the management of money. Emphasis is put on reducing, re-using and recycling of waste where possible.

Section 2: Consumer studies and resource management		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
2.1 Consumer rights and responsibilities	The consumer	- explain the terms consumer, consumer awareness and consumer information
	The factors that affect consumers when making decisions	- identify internal and external factors affecting consumer decision-making
		- analyse the extent to which consumers are influenced by advertising
	Consumer rights	- explain the rights of the consumer when purchasing goods and when using services
	Consumer responsibilities	- establish what is meant by consumer responsibility
	Shopping guidelines	- compile a set of guidelines, which would be of assistance to the consumer when shopping
	Consumer awareness and information-packaging	- analyse the characteristics of good packaging
		- apply their knowledge of packaging to the selection of packaged goods
		- read a label on a packaged item and identify and explain its main components

Section 2: Consumer studies and resource management		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
2.2 Consumer protection	The function of consumer protection	<ul style="list-style-type: none"> - explain the term consumer protection - justify the necessity for consumer protection
	Laws that protect the consumer	<ul style="list-style-type: none"> - identify and explain the main features of : The Sale of Goods and Supply of Services Act 1980 and the Consumer Information Act 1978 - describe how both of these acts protect the consumer - illustrate their knowledge of consumer protection through role-play or case studies - explain the meaning and purpose of a guarantee
	Statutory and non-statutory consumer protection agencies	<ul style="list-style-type: none"> - differentiate between statutory and non-statutory consumer protection agencies and assign one agency to each category - outline the services offered to the consumer by each of the agencies listed
	Consumer complaints	<ul style="list-style-type: none"> - outline the procedure to be followed when making a consumer complaint - apply their knowledge of consumerism when choosing a course of action where rights have been infringed - illustrate the proposed procedure by preparing appropriate written and oral presentations, for example letter of complaint, case studies, role play - use case studies to demonstrate and justify the proposed course of action where consumer rights have been infringed
	Quality and standards in goods and services	<ul style="list-style-type: none"> - apply their knowledge of labelling, date stamping, guarantees and packaging to alert them to the importance of quality and standards in goods and services
	Quality assurance marks	<ul style="list-style-type: none"> - identify commonly used quality assurance marks and explain the information which each mark conveys to the consumer

Section 2: Consumer studies and resource management		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
2.3 The consumer and the environment	<p>Waste management–recycling, re-using, reduction of waste</p> <p>Effects of waste on the environment</p>	<ul style="list-style-type: none"> - explain the significance of recycling and re-using resources in relation to the management of waste - identify the provisions locally for recycling and for waste management - describe some practical consumer decisions, which would greatly assist in the reduction of waste going to landfill - identify the causes and briefly describe the consequences of air, water and noise pollution
2.4 Personal and money management	<p>Being a manager</p> <p>Making choices and decisions</p> <p>Personal and household budgets</p>	<ul style="list-style-type: none"> - define management and analyse the characteristics of an effective manager - describe the management process that could be applied when managing resources, for example pocket money, time and skills - differentiate between needs, wants and priorities, and give examples of each - demonstrate an understanding of management processes by providing clear guidelines for: making choices and decisions; setting goals; identifying resources; planning; action (application of plan); and evaluating the completed task - apply their knowledge and skills to the management of personal and household incomes - define budgeting and list the advantages to the consumer of adhering to the budget - categorise the main areas of individual and household expenditure - apply budgeting and decision-making skills to identify needs and priorities when managing money - justify the importance of regular savings

Section 2: Consumer studies and resource management		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
2.4 Personal and money management contd.	Methods of payment	<ul style="list-style-type: none"> - describe and evaluate the methods of payment available to the consumer when paying for goods and services - explain the meaning of credit and identify three different forms of credit available to the consumer - list the advantages and disadvantages of using credit when buying goods and using services

Section 3: Home management and design

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 an important aspect of the course as it is a framework through which tasks are carried out. Through good management, goals are achieved. Students learn how to apply basic principles of management to the home.

The study of technology in the home and

household appliances is dealt with in this section. Energy awareness is an important aspect of this area. Good safety practices, the prevention of accidents and some first aid are also important components of this section.

Taste and décor in the home are to a large extent a matter of personal choice, however, the knowledge and application of design principles is important in achieving satisfactory results.

Section 3: Home management and design		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
3.1 Management and the home	Application of management principles	<ul style="list-style-type: none"> - apply their knowledge of management principles and skills to draw up, implement and evaluate a plan, which could be followed when organising daily tasks
3.2 Design in the home	<p>Design principles</p> <p>The application of the design principles to room design</p> <p>Ergonomics—the relationship between function and design</p> <p>Energy awareness</p>	<ul style="list-style-type: none"> - examine the factors to be considered when planning rooms - identify the characteristics of a well planned room - explain how the use of colour, pattern, texture, line and shape influence the overall appearance of a room - explain and demonstrate an understanding of the principles of proportion, emphasis, rhythm and balance in relation to design in the home - illustrate the use and effects of colour, shape, line, pattern and texture as features of design - demonstrate an understanding of design principles by producing layouts of the kitchen and one other room in the home - define ergonomics and explain why it is an important factor in the layout and design of a room - explain the principle of insulation and describe its importance in the conservation of heat energy - describe two commonly used methods of insulation in the home

Section 3: Home management and design		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
3.3 Safety in the home	Accident prevention	<ul style="list-style-type: none"> - identify the main causes of accidents in the home - describe the safety rules that could be implemented in order to reduce the risk of accidents in the home - outline the safety procedure which should be followed when using gas or electricity - describe the importance of smoke alarms, fireguards, etc. in the prevention of accidents - outline the procedure to be followed in the event of an accidental fire in the kitchen including the use of a fire blanket and an appropriate fire extinguisher
	Proper storage of potential hazards	<ul style="list-style-type: none"> - recognise safety symbols on items which may be potentially hazardous and identify appropriate storage by following instructions on the label
	Rules of first aid and basic first aid treatment	<ul style="list-style-type: none"> - list the basic rules, which need to be observed when administering first aid treatment - list the purpose of each item in the first aid box and describe the first aid treatment necessary for minor cuts, burns, scalds and choking
3.4 Technology in the home	Choice, use, maintenance and evaluation of household appliances	<ul style="list-style-type: none"> - apply their knowledge and skills as a competent consumer to the choice and use of household appliances - interpret an energy label found on large electrical appliances
	The effects of technology developments on the work of the home	<ul style="list-style-type: none"> - describe the effects of technological developments on work in the home

Section 4: Social and health studies

This section of the course deals with issues that influence the lifestyles and expectations of young people. It should increase their understanding of themselves and the world in which they are growing up. So much emphasis today is placed on healthy living and leisure time that it has become a very important component of home economics. The skin, the teeth, the circulatory and respiratory

systems, are included as part of this section.

This section is also concerned with the role of the family in society and roles and relationships within families. Students learn about human development from conception to adulthood. Emphasis is placed on the adolescent, their roles and relationships within the family.

Section 4: Social and health studies		
Topic	Description of topic	Learning outcomes
		<i>Students should be able to</i>
4.1 The family	<p>The role of the family in society</p> <p>Roles within the family</p> <p>Needs of the family</p> <p>Relationships and communication within the family</p>	<ul style="list-style-type: none"> - define modern family structures and outline the role of the family as the basic unit of society - describe the rights, responsibilities and roles of members of the family - explain what is meant by physical and emotional needs and list the physical and emotional needs provided by the family - outline the characteristics of a good relationship and identify the different types of relationships in a family - identify the contributions which teenagers can make to the quality of family life and give examples of teenage behaviour which may lead to conflict within the home - describe the supportive and enriching role of grandparents and other members of the extended family
4.2 Child development	Development from conception to adulthood—physical, intellectual, language, emotional and social development	<ul style="list-style-type: none"> - describe briefly the stages of development from conception to adulthood - identify and describe the areas of development—physical, intellectual, language, emotional and social - recognise the key factors affecting intellectual development - identify and explain the factors, including environmental, which influence personality development and emotional well-being

Section 4: Social and health studies		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
4.2 Child development contd.	<p>Development from conception to adulthood—physical, intellectual, language, emotional and social development contd.</p> <p>Parenting</p>	<ul style="list-style-type: none"> - identify physical characteristics and personality traits which a person inherits - describe how parents can create a secure environment for children - describe the duty of care which parents are obliged to provide for their children in their formative years - recognise that children rely on their parents to meet all their physical and emotional needs - investigate one non-statutory agency that provides family support and describe the services offered
4.3 Adolescence	<p>Development in adolescence—physical, social, emotional and moral development</p> <p>Stereotyping and gender equity in adolescence</p>	<ul style="list-style-type: none"> - explain what is meant by puberty and describe the physical changes that occur in boys and girls at this time - outline the role of hormones in the physical development of adolescents - explain what is meant by moral development and describe its importance in guiding young people when making important choices in life - apply their knowledge of gender equity to assess the manner in which boys and girls are treated
4.4 Health education	<p>The concept of health and how it affects our well-being</p> <p>Aspects of maintaining a healthy lifestyle</p> <p>Fitness awareness and exercise</p> <p>The skin, the teeth and the circulatory and respiratory systems</p>	<ul style="list-style-type: none"> - appraise the benefits to a person's health of a healthy diet, sufficient rest and sleep, exercise and the effective use of leisure time - draw up a set of guidelines which could be included as part of a healthy lifestyle - define aerobic exercise and explain how, with other factors, it may reduce the risk of heart disease - describe and label the structure of the skin - list the functions of the skin, explaining how it acts as an excretory organ

Section 4: Social and health studies		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
4.4 Health education contd.	The skin, the teeth and the circulatory and respiratory systems contd.	<ul style="list-style-type: none"> - describe and label the structure of the tooth - outline the importance of healthy teeth and gums - distinguish between temporary and permanent teeth - identify incisors, canines, premolars and molars and explain the function of each - outline the causes of tooth decay - identify, label and describe the parts of the circulatory system - identify, label and describe the organs of the respiratory system - briefly describe pulmonary circulation and explain the changes that blood undergoes in the lungs - describe and label the process by which the exchange of gases takes place in the lungs - compare the composition of inspired air with that of expired air and explain the differences between them
	Personal cleanliness	<ul style="list-style-type: none"> - explain what is meant by personal hygiene and state its importance to overall well-being
	Care of the skin, hair, nails, feet and teeth	<ul style="list-style-type: none"> - design daily and weekly routines that could be followed when caring for the skin, hair, hands, nails and feet - explain the importance of dental health and outline a suitable regime to maintain healthy gums and teeth

Section 5: Textile studies

Textiles studies provide students with an opportunity to appreciate the culture, history and influence of fashion associated with clothing and household textiles. Students study the design principles and their application to the selection and construction of textile household items or clothing. It presents opportunities to develop creativity by studying design principles and applying them to the construction and selection of clothing. It will enable students to understand how clothing influences impressions made by personal appearance.

This area of study is also concerned with the composition, construction and characteristics of fabrics commonly used in clothing and household textiles to provide students with an understanding of the uses and care of these fabrics.

Students develop basic sewing skills, including cutting out, assembling, and hand and machine stitching of household items or garments.

Section 5: Textile studies		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
5.1 Textiles	<p>The use and choice of textiles for clothing and for the home</p> <p>Consumer decision-making in relation to textiles</p>	<ul style="list-style-type: none"> - identify and explain the functions of clothing - describe the desirable properties of textiles when selecting clothing and soft furnishings (carpets, curtains, bed linen and rugs) - explain the aesthetic and economic factors which influence a person's choice of textiles - apply their knowledge of textiles to make wise consumer decisions in the selection of textiles for items of clothing and for various uses in the home
5.2 Design and fashion	<p>The role of design in choice and suitability</p> <p>Fashion trends</p> <p>Influences on personal fashion choices and finding a personal style</p> <p>How original designs can be created</p>	<ul style="list-style-type: none"> - examine samples of clothes and household articles and explain how design principles of balance, proportion, emphasis and rhythm have been applied to each sample - describe the different effects that can be created by the use of colour, texture, form, shape and pattern - explain what is meant by fashion trends - apply their knowledge of design principles, features and accessories to create a personal fashion style and to develop a good fashion sense - illustrate their knowledge of design principles to sketch and describe a range of items of clothing - illustrate their creativity by designing a simple household or clothing item - evaluate the aesthetic appeal of each of the designs created

Section 5: Textile studies		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
5.3 Fabrics	Types of fibres used in making fabrics	<ul style="list-style-type: none"> - classify fibres and give examples of a range of fibres in each class - describe the properties and uses of two natural and two man-made fibres
	Performance and uses of fibres	<ul style="list-style-type: none"> - differentiate between knitted, woven, and non-woven fabrics, and explain the characteristics of each type of fabric - identify the symbols used to indicate the type of fibres used in a variety of textiles - suggest suitable fabrics for different items of clothing and explain the practical and aesthetic reasons for matching particular designs and fabrics
5.4 Textile care	Care of fabrics	<ul style="list-style-type: none"> - draw up a set of guidelines, which could be applied, to the care and maintenance of clothing
	Care labelling	<ul style="list-style-type: none"> - interpret the meaning of the symbols used on care labels
5.5 Textile skills	Handling textiles	<ul style="list-style-type: none"> - identify and explain selvedge, warp, weft, straight grain, bias and nap on a piece of fabric
	Choice and use of basic sewing equipment	<ul style="list-style-type: none"> - prepare a sewing box to include all basic sewing equipment and explain the function of each piece of equipment
	Simple hand sewing processes	<ul style="list-style-type: none"> - differentiate between temporary and permanent stitches and give examples of each - demonstrate an ability to work basic hand stitches
	The sewing machine	<ul style="list-style-type: none"> - describe the sewing machine and outline the procedure for threading - explain and illustrate how the sewing machine forms stitches and demonstrate straight and zig-zag stitches - compile a set of guidelines for the care and use of the sewing machine - recognise common faults in the sewing machine and identify how they can be rectified

Section 5: Textile studies		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
5.5 Textile skills contd.	Construction of a garment or household item	<ul style="list-style-type: none"> - prepare, cut-out, assemble and complete a simple garment or household item of choice - evaluate the different skills used to complete the garment or item - design a suitable care label for the completed garment or item

Electives

There are three electives in Junior Certificate Home Economics from which one must be chosen:

Section 6: Design and craftwork

Section 7: Child development

Section 8: Textile skills

Section 6: Design and craftwork (elective study)

This elective provides students with an appreciation of design and craftwork and an opportunity to further explore the principles of design and their application. Objects are designed in order to solve particular problems. Design involves appearance, function and quality. A well-designed item looks attractive, fulfils its function and gives value for money.

The objective of this elective is to develop the student's 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 be

acknowledged by the production of the various craft items.

Using any textile as a base, students follow a design brief to make a simple craft item of choice. This item can be traditional or contemporary and will be presented for assessment. A folder with evidence of support study undertaken in relation to the completed item should also be presented. This folder should contain the design brief specification, the design process followed and evidence of research carried out with regard to the craft being undertaken.

Section 6: Design and craftwork (elective study)		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
6.1 Textile-based crafts	Introduction to traditional and contemporary textile-based crafts	<ul style="list-style-type: none"> - develop an appreciation of the benefits of engaging in craftwork
6.2 The design process	<p>Analysis of the brief</p> <p>Investigation and research</p> <p>Solution</p> <p>Planning and implementing</p>	<ul style="list-style-type: none"> - interpret a design brief (for making a textile-based craft item) and identify the key requirements of the design brief - investigate and research alternative solutions, which would meet the key requirements specified in the design brief - decide on the solution that, in their opinion, best meets the design brief and give reasons for their choice - demonstrate their knowledge of design features and principles to produce diagrams/drawings of the proposed textile based craft product - compile a list of materials and equipment necessary to complete the product - calculate the total cost of completing the product - devise a suitable work sequence and time plan, which would be of assistance in satisfactorily completing the task on time

Section 6: Design and craftwork (elective study)		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
6.2 The design process contd.	Recording and presenting evidence of the stages of the design process	<ul style="list-style-type: none"> - create a design folder for filing written evidence, illustrations, drawings, samples of materials used and test samples as work on the task progresses - present (in the design folder) a critical appraisal of all aspects of the task and the extent to which the finished product meets the key requirements of the design brief
6.3 Craft skills	Researching, producing, and evaluating one textile-based craft item, either traditional or contemporary	<ul style="list-style-type: none"> - demonstrate an ability to perform a range of skills and techniques appropriate to the selected craft when making and finishing the craft item - demonstrate an awareness of aesthetic considerations by presenting the finished product and accompanying folder in an attractive manner - evaluate the finished product in relation to finish and specified brief - evaluate the process and work sequence involved in producing the finished item - identify any changes that could be made to improve any area of the task and include any such proposals in the design folder

Section 7: Child development (elective study)

Child development is concerned with the physical, intellectual, language, emotional, and social development of the child in its formative years up to the age of twelve. The purpose of this elective is to help students develop a knowledge of themselves and to develop interpersonal skills. This will be of use to them in their own family situation and in later life.

In this elective, students will complete a detailed

study focusing on one or more areas of child development. This coursework project will be presented for assessment. The child development project will take the form of student course work that is based on both practical and investigative studies. The project should clearly provide evidence of research and practical work undertaken on a selected child development syllabus topic or topics. Research should be based on an area/areas of child development up to the age of twelve years.

Section 7: Child development (elective study)		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
7.1 Stages of development	Key developmental milestones in child development	<ul style="list-style-type: none"> - outline the stages of child development from birth to twelve years of age with particular reference to physical, emotional and intellectual development during this period - briefly describe the different areas of physical development, for example senses, motor skills, co-ordination and growth - briefly outline factors that affect each area of development - recognise the role of play in child development
7.2 Children with special physical and intellectual needs	Understanding special physical and intellectual needs	<ul style="list-style-type: none"> - distinguish between physical and intellectual disability
7.3 Child development study	<p>Investigating a topic based on child development</p> <p>Recording and presenting evidence of research</p>	<ul style="list-style-type: none"> - complete a detailed study on one or more areas of child development (0–12 years), including investigative work. The investigation may be sociological, consumer-based or scientific in nature - create a folder of information providing evidence of investigation and relevant content - outline conclusions drawn from results of investigations

Section 8: Textile skills (elective study)

In the textile skills elective, students have the opportunity to further develop a range of skills associated with the design and construction of items of clothing. Skills are further developed in the application of the design principles, the use of patterns and equipment, and in hand and machine stitching.

A completed item of clothing will be presented for assessment. A folder with evidence of support study undertaken in relation to the completed item of clothing should also be presented. The item of clothing chosen should include a minimum of two processes in addition to those required to complete

a basic garment for example, collar, sleeves, pocket, zip, button holes, 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.

The folder should include details of any support study/ investigation undertaken in relation to the garment.

Section 8: Textile skills (elective study)		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
8.1 Commercial patterns	Choice of commercial patterns Interpretation and use of pattern information	<ul style="list-style-type: none"> - identify and explain the factors to be considered when selecting a commercial pattern - identify the information contained on the front and back of the pattern envelope - recognise the meaning of the different pattern symbols or markings - use the instruction sheet and interpret the information it contains on pattern pieces, pattern preparation, layouts, cutting instructions and sequence of work for the completion of the chosen garment
8.2 Clothing construction	The use of commercial patterns in making clothes The skills involved in making clothes Recording and presenting support study folder	<ul style="list-style-type: none"> - select and explain different methods used for transferring pattern markings to fabric - identify important fitting checkpoints - outline the rules to be observed when pressing garments at different stages of construction - complete the different processes in garment construction and finish—the item chosen should include a minimum of two processes in addition to those required to complete a basic garment - compile a folder to outline the factors determining choice of garment

Section 8: Textile skills (elective study)		
Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
8.2 Clothing construction contd.	Recording and presenting support study folder contd.	<ul style="list-style-type: none"> - illustrate by means of diagrams and samples, details of pattern used, fabric, sewing accessories and equipment used, the various stages in the construction and appropriate care label of the selected garment - evaluate the finished garment in relation to fit, finish, application of design principles, fashion appeal, aesthetic considerations and presentation

Statement of links

Junior cycle education seeks to reinforce and further develop in the learner the knowledge, understanding, attitudes, and skills acquired at primary level. It should also extend and deepen the range and quality of the learner's educational experience by creating connections both within the junior cycle programme itself, and with the senior cycle.

This syllabus reflects these aspirations by including a statement describing some of the points of connection between these components of the young person's educational experience. This should inform the teacher's planning in that it describes how the study of Junior Certificate Home Economics

- builds on the learning at primary level
- supports the different areas of experience that comprise the wider educational context at junior cycle
- links with other junior cycle subjects
- supports progression to senior cycle.

Progression from the Primary School Curriculum

The primary school curriculum was revised in 1999 and is currently being phased in. It comprises eleven curriculum areas. The following is an outline of the subjects which link to aspects of the Junior Certificate Home Economics syllabus in second level.

- In the mathematics curriculum at primary level the child first encounters the skills of measurement, recording and problem solving. Weight and capacity are measurements frequently used in culinary skills.
- History, geography and science have been structured under one common heading Social,

Environmental and Scientific Education (SESE). Topics in history which link up with home economics are local studies: family, homes (how homes have changed), feasts and festivals in the past, continuity and change over time: food and farming, clothes, homes and houses.

- Topics covered in geography include: human environments and environmental awareness and care. Emphasis is placed on the relationship between people and their environment. In science the primary school child is taught about the human body, the major organs and their functions. Materials and change, how things change when mixed, cooled, heated, etc. is also relevant to the Home Economics syllabus.
- The visual arts are an important aspect of developing a child's observational and critical skills at primary level. These skills are further developed in home economics. At primary level children discover the notion of line, shape, form, colour, texture, pattern and space which become important aspects of many areas in the Home Economics syllabus.
- Areas which overlap and are important in relation to home economics include the promotion of all aspects of a child's development, physical, intellectual, social and emotional. Topics such as hygiene and the importance of fitness for health are emphasised.
- SPHE is divided into three sections in the Primary School Curriculum, each area relevant to the Junior Certificate Home Economics syllabus: myself, myself and others and myself and the wider world. Topics covered include: taking care of my body, food and nutrition, growing and changing, birth and new life, personal safety and safety issues, myself and my family, relating to others and resolving conflict.

Connections to the junior cycle areas of experience

The curriculum at junior cycle is made up of eight areas of experience. These are

- Language, literature and communication
- Mathematical studies and applications
- Science and technology
- Social, political and environmental education
- Arts education

- Physical education
- Religious and moral education
- Guidance, counselling and pastoral care.

A combination of experiences across these areas contributes to the holistic development of the learner and supports the integration of learning. Home Economics makes a particular contribution to the following areas of experience in junior cycle:

Language, literature and communication

Food studies practical work

- Discussion of work in hand
- Verbal and written submissions of observations, evaluations and conclusions
- Listening to teacher's instructions
- Following recipes
- Explanations and ideas from other students
- Writing skills—preparation for, and evaluation of, cookery assignments

Theory and project work

- Reading skills
- Research of cookery books, craft books, etc.
- Writing skills

<p>Mathematical studies and applications</p>	<p>Food studies practical work</p> <ul style="list-style-type: none"> • Weighing foods • Measuring liquids • Calculating amounts of ingredients <p>Textile studies</p> <ul style="list-style-type: none"> • Measuring • Cutting fabrics accurately • Following garment construction instructions <p>Theory and project work</p> <ul style="list-style-type: none"> • Analysing data • Problem solving • Logic and reasoning
<p>Science and technology</p>	<ul style="list-style-type: none"> • Food science and nutrition • Microbiology • Physiology
<p>Social, political and environmental education</p>	<ul style="list-style-type: none"> • Social and health studies • Contributes to topics covered in CSPE and SPHE • Resource and waste management • Decision-making skills

<p>Arts education</p>	<p>Culinary skills</p> <ul style="list-style-type: none"> • Garnishing and presentation of food <p>Home design</p> <ul style="list-style-type: none"> • Design principles • Interior décor • Room plans and layouts • Ergonomics <p>Textile studies</p> <ul style="list-style-type: none"> • Design and fashion • Design principles
<p>Physical education</p>	<p>Social and health studies</p> <ul style="list-style-type: none"> • Personal hygiene • Aspects of maintaining a healthy lifestyle • Use of leisure time • Fitness awareness and exercise • Health hazards <p>Food studies</p> <ul style="list-style-type: none"> • Nutrition • Diet and health <p>Home management and design</p> <ul style="list-style-type: none"> • Accident prevention • Minor first aid

<p>Religious and moral education</p>	<p>Decision-making skills</p> <p>Child development</p> <ul style="list-style-type: none"> • Conception • Stages of development • Parenting • Sexual development
<p>Guidance, counselling and pastoral care</p>	<p>Management of homes</p> <p>Careers in Home Economics area:</p> <ul style="list-style-type: none"> • Food science • Tourism and hospitality • Catering • Health and caring professions • Textiles industry

Links with other junior cycle subjects

The work undertaken by students of Junior Certificate Home Economics has relevance beyond the home economics classroom. The following are just some of the links that the subject has with other areas of the Junior Certificate curriculum:

- Business Studies-the management of personal finance and consumer issues pertaining to the family are areas that are discussed and developed in Junior Certificate Business Studies
- Science-human nutritional requirements as well as the areas of microbiology and physiology are important areas to both subjects
- Art, Craft, Design-the decoration of the home and the use of the design principles in designing textiles and crafts are areas of overlap in these subjects
- Mathematics-the practical application of mathematics through weighing and measuring, and the use of ratios in recipes are common topics to both subjects.

Progression to senior cycle

The revised Leaving Certificate Home Economics-Scientific and Social syllabus was designed with the aim of providing continuity and progression from the aims and content of Junior Certificate Home Economics. This has been achieved by providing a similar format; a core and three electives. The core of the Leaving Certificate syllabus comprises three sections

- Food studies: a continuation of the food studies and culinary skills section at junior cycle
- Resource management and consumer studies: which builds on consumer studies and resource management, and home management and design, in the Junior Certificate syllabus
- Social studies: a continuation of social and health studies at junior cycle.

There is a small section on textile studies in the resource management and consumer studies section at Leaving Certificate level. The three electives in Leaving Certificate Home Economics are: Home Design and Management; Textiles, Fashion and Design; and Social Studies. Practical work is an integral component of the syllabus. It is recommended that students taking Home Economics-Scientific and Social for Leaving Certificate have studied Junior Certificate Home Economics.

There are links between food and textile science and Chemistry as a Leaving Certificate subject as well as overlaps in consumer issues in Economics, and management as a topic in Business.

