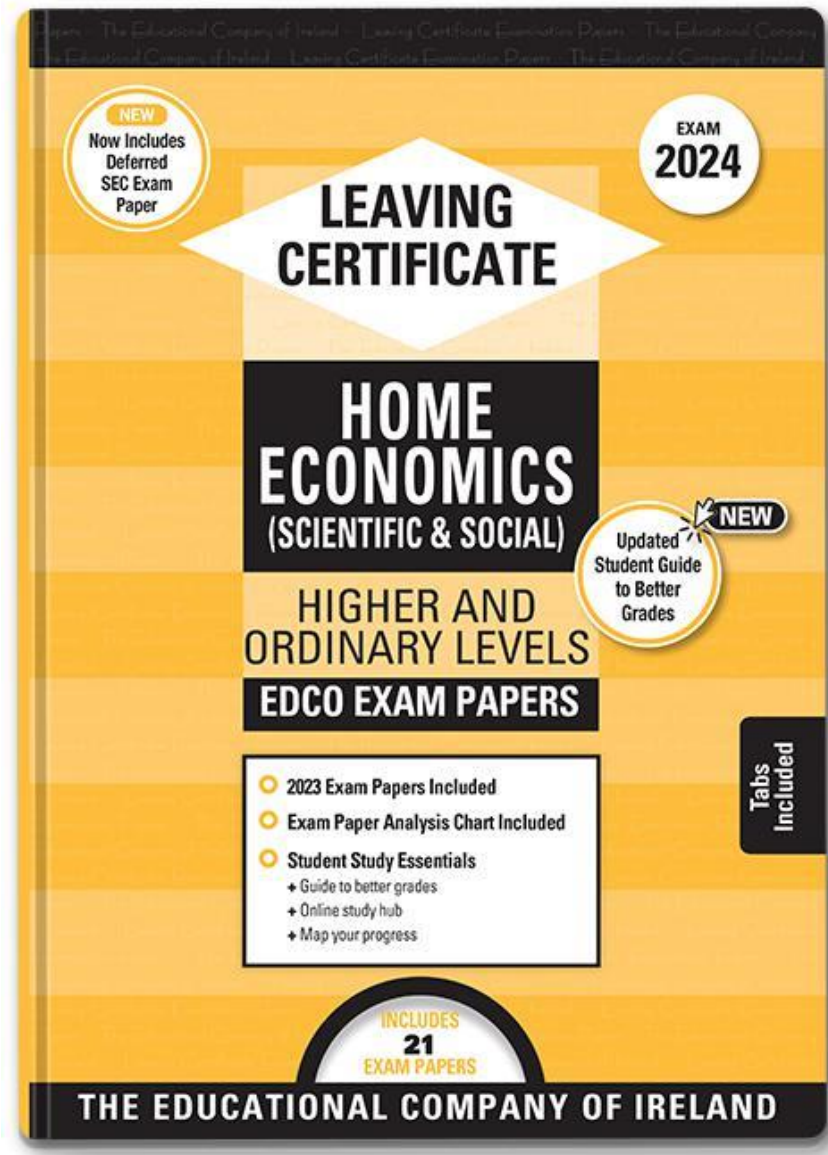
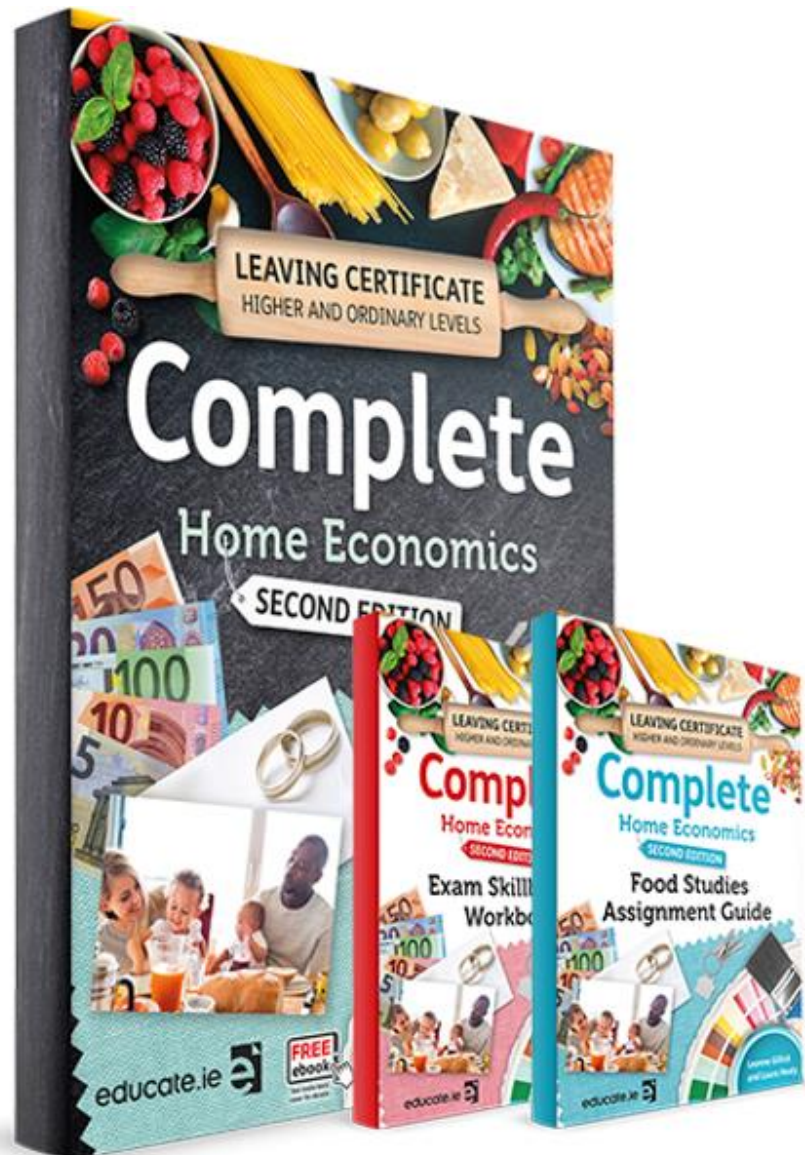


HOME ECONOMICS SOCIAL AND SCIENTIFIC

Leaving Certificate



AIMS OF THE PRESENTATION

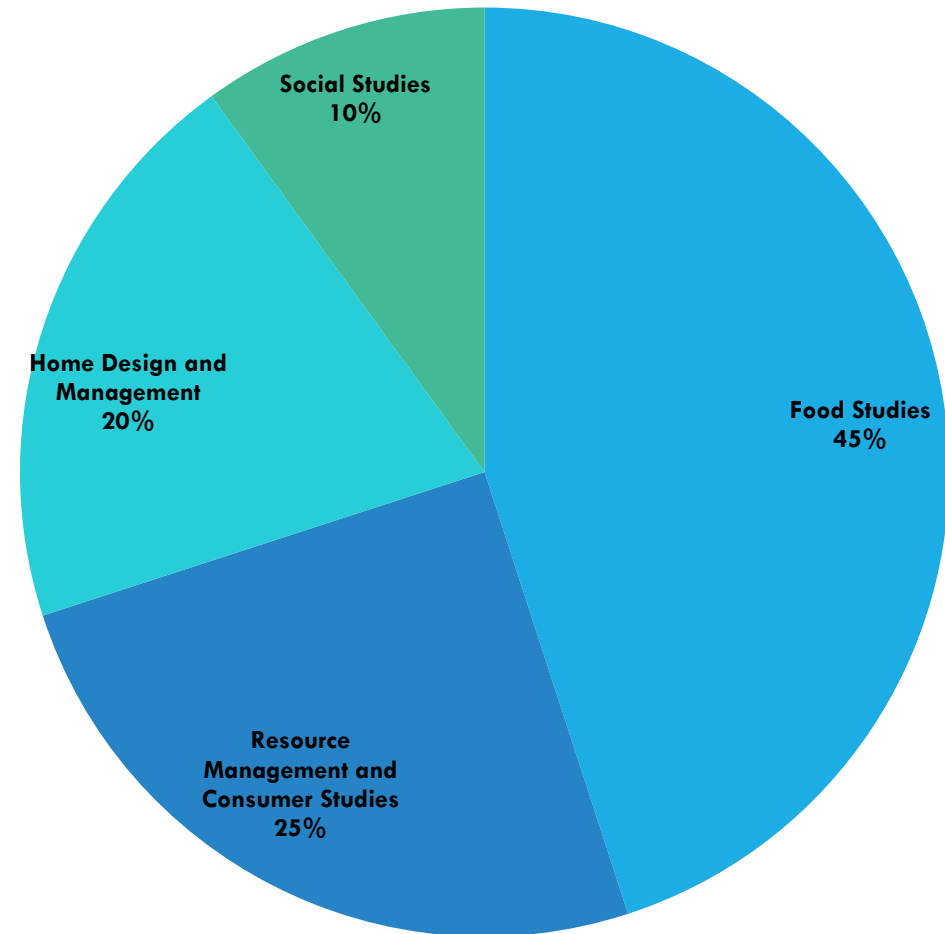
1. Breakdown of the main areas
2. Sample content covered including exam questions
3. Electives
4. LC Journals
5. Exam structure
6. Career possibilities

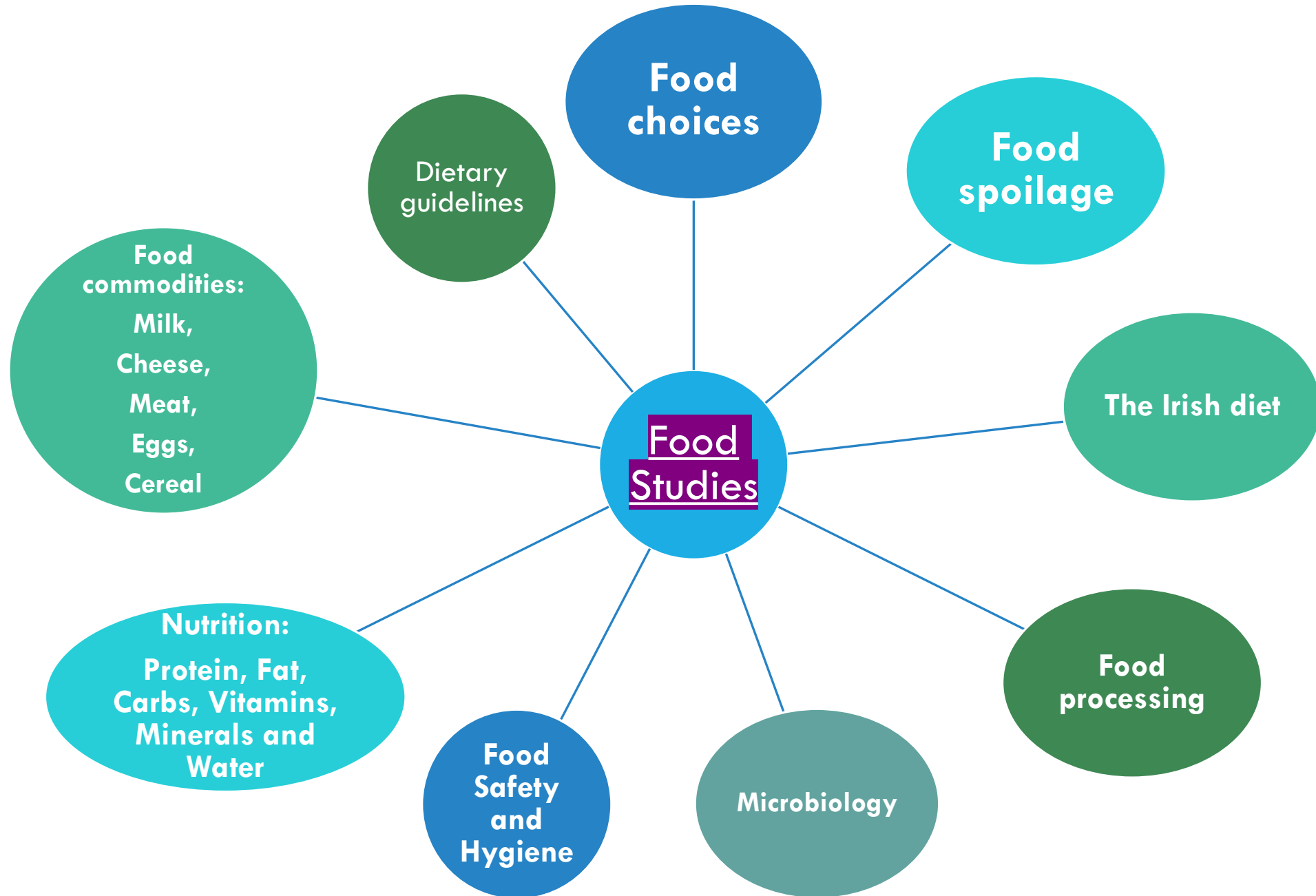
SYLLABUS

- Some topics from Junior Cycle Home Economics studied in greater detail

20% of Leaving Cert grade is awarded for a practical course work journal which is completed in year one of this course.

Home Economics - Social and Scientific





CONTENT

Resource Management and Consumer Studies

- A. Family resource management
- B. Management of household finances (income, taxes, tax credits, budgeting)
- C. Housing finance (mortgages)
- D. Household technology
- E. Textiles
- F. Consumer studies – legislation

Social Studies

- 1) Social studies and the family
- 2) Marriage – legislation and social issues
- 3) Family law



AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA

LEAVING CERTIFICATE

HOME ECONOMICS SCIENTIFIC & SOCIAL SYLLABUS

(ORDINARY LEVEL AND HIGHER LEVEL)

CONTENT COVERED

LC CHAPTER LIST

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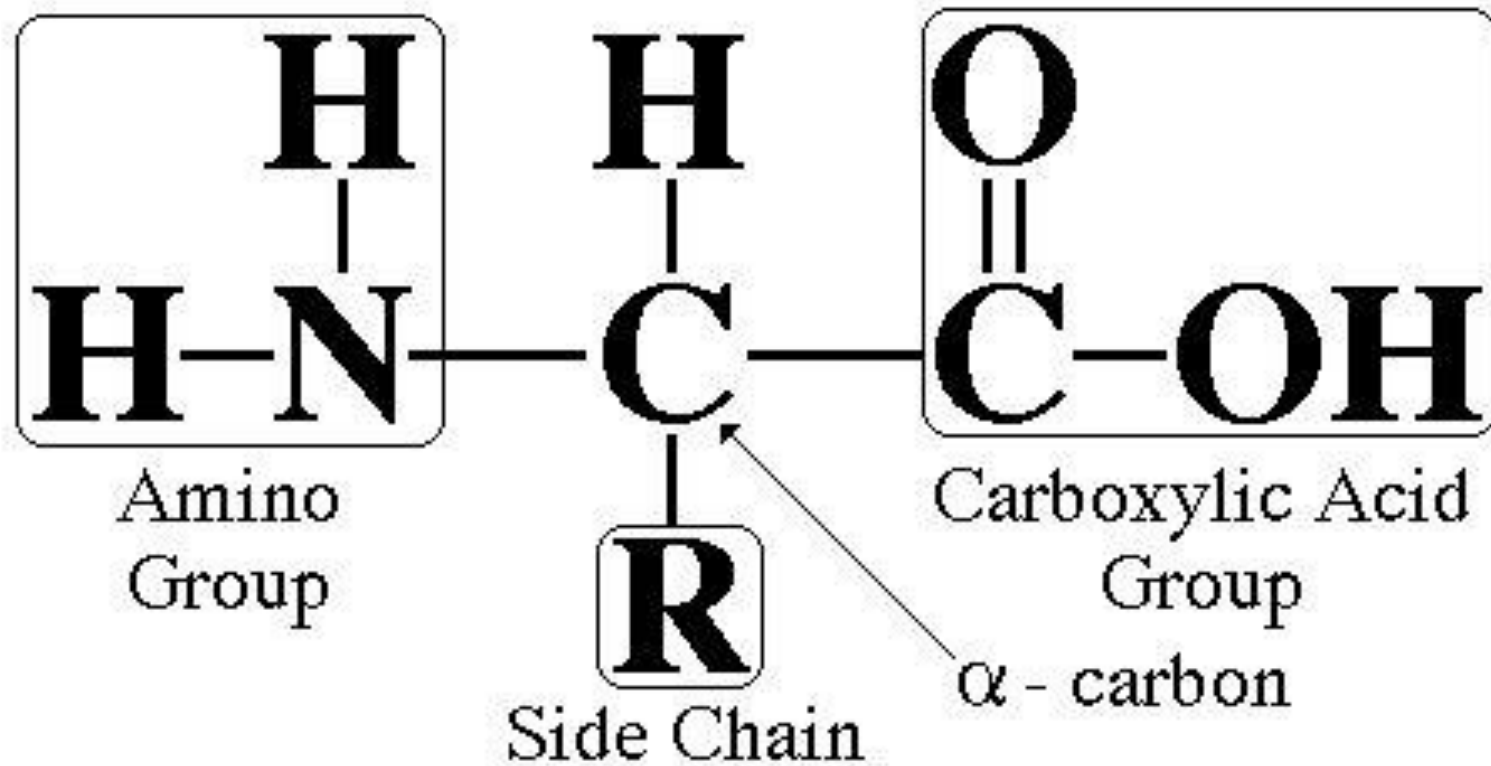
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CORE AREA 1: FOOD STUDIES

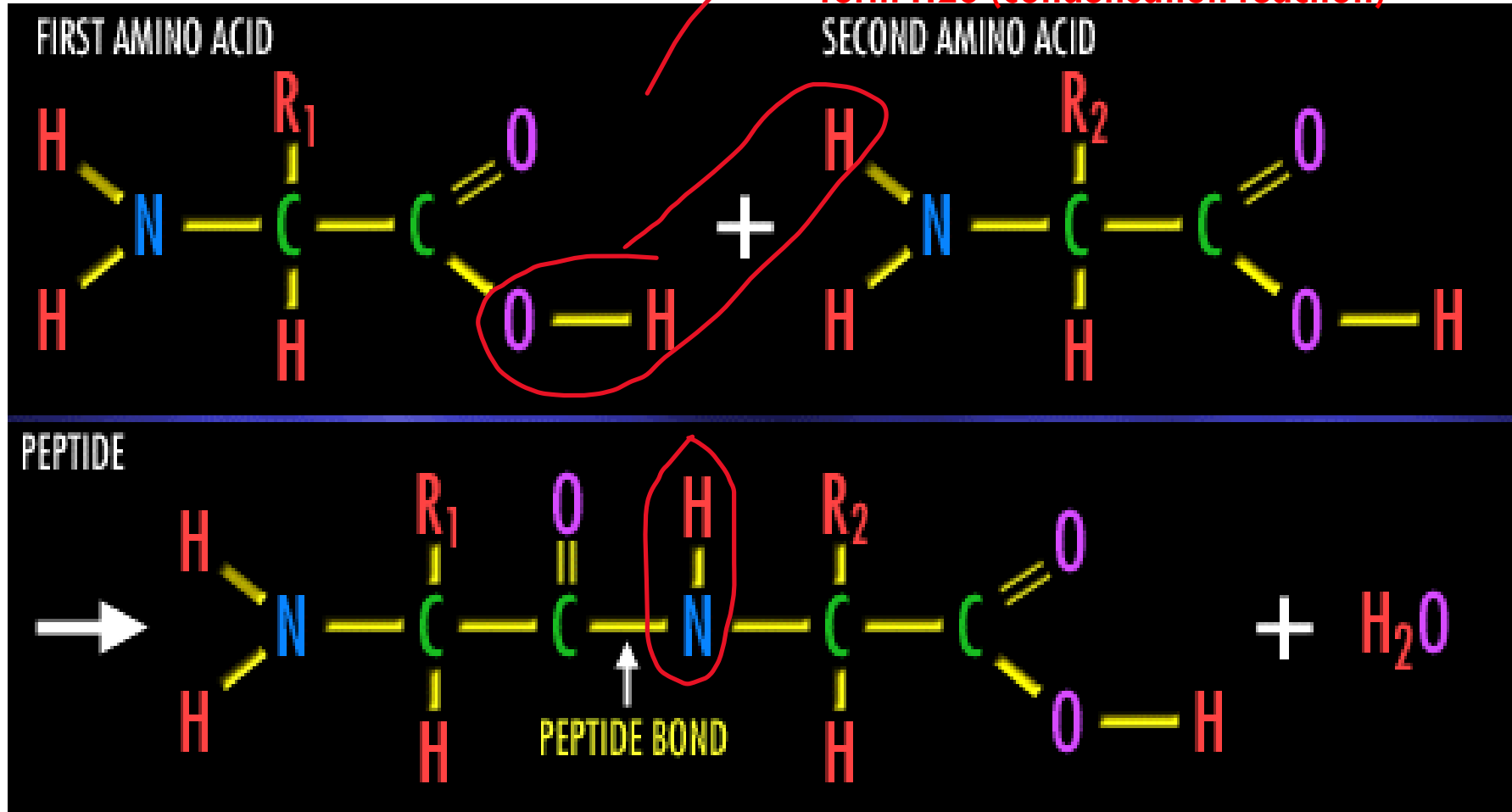
Amino Acid Structure



AMINO ACIDS BONDING TO FORM PROTEIN

Part 1 2 aa's join. NH_2 reacts with COOH of the other

Part 2 double bond or the O is shared between 2 C atoms. H and OH bond to form H_2O (condensation reaction)



Part 3 Hydrolysis addition of H_2 during digestion

2020 HL LQ

(b) Give a detailed account of protein and refer to:

- how a peptide bond is formed **4 points @ 2 marks** (graded 2:1:0)
- essential and non-essential amino acids **4 points @ 2 marks** (graded 2:1:0)
- supplementary value/complementary role. **4 points @ 2 marks** (graded 2:1:0)
(24 marks)

How a peptide bond is formed: *two amino acids join together; results in the loss of a water molecule - **condensation** reaction; the **COOH** (carboxyl/acidic) group of one amino acid reacts with the **NH₂** (amino group/basic) group of another; the COOH group loses an OH group; the **NH₂** group loses a hydrogen (H) atom; the hydrogen and the OH group join together to form a water molecule that is lost; etc.*

Essential and non-essential amino acids: **essential amino acids** - *cannot be manufactured by the body; 8 essential for adults, 10 essential for children; must be supplied by the diet; examples valine, leucine, isoleucine, lysine, methionine, threonine, phenylalanine, tryptophan, histidine, arginine; etc.* **Non-essential amino acids** - *can be made by the body; do not need dietary sources; examples alanine, asparagine, cysteine, glutamine, glycine, proline, serine, tyrosine; etc.*

Supplementary value/complementary role: *the ability of a protein food to make good the deficiency of another protein food; low biological value (LBV) proteins are deficient in one or more essential amino acids; consuming two low LBV protein foods together (each lacking different essential amino acids) can ensure all essential amino acids are obtained; examples of complementary protein foods include beans on toast, hummus and naan, beans and hummus are low in methionine and high in lysine, toast and naan are low in lysine and high in methionine; etc.*

1.1.3 Carbohydrates	<p>Formation of carbohydrates in plants</p> <p>Composition and structure</p> <ul style="list-style-type: none"> • basic structure of a monosaccharide • formation of disaccharides and polysaccharides <p>Classification</p> <ul style="list-style-type: none"> • monosaccharides, disaccharides, polysaccharides <p>Sources</p> <ul style="list-style-type: none"> • sources of monosaccharides, disaccharides, starch, cellulose, pectin, non-starch polysaccharides (dietary fibre) 	<p>Use of labelled blocks to illustrate formation of disaccharides and polysaccharides.</p> <p>Collage or poster to illustrate sources.</p>	<p>1.3.2 Food commodities</p> <ul style="list-style-type: none"> • fruit and vegetables, cereals
----------------------------	--	---	---

1. FOOD STUDIES (45%)			
Topic	Content: expected knowledge and understanding	Activities to support the course objectives	Links to other parts of the syllabus
	<p>Properties</p> <ul style="list-style-type: none"> • sweetness, solubility, gelatinisation of starch, hydrolysis—to include inversion, crystallisation, and caramelisation, dextrinisation, pectin extraction and gel formation • effects of dry and moist heat on carbohydrates during cooking • effects of enzymes on carbohydrates during digestion <p>Functions</p> <ul style="list-style-type: none"> • biological functions of sugars, starch, and non-starch polysaccharides • culinary functions of sugars, starch, pectin <p>Energy value</p> <ul style="list-style-type: none"> • contribution to total energy value of the average diet <p>Dietary targets for non-starch polysaccharide intake and how these can be achieved</p> <p>Digestion and absorption</p> <ul style="list-style-type: none"> • hydrolysis of carbohydrates, digestion sequences, absorption mechanism, outline of utilisation of glucose 	<p>Experiments or cookery activities that demonstrate the practical applications of caramelisation and inversion of sugar and the dextrinisation and gelatinisation of starch.</p> <p>Simple comparative study on energy value of foods with or without added sugar, e.g. cereals.</p> <p>Compare the energy value of a food, e.g. bar of chocolate, with the length of time it takes the body to use up that energy, depending on activity, e.g. how long you would have to walk, swim, etc.</p>	<p>1.3.4 Sauce-making</p> <p>1.3.4 Principles underlying the cooking of starch-based foods</p> <p>1.3.2 Food commodities</p> <p>1.3.4 Principles underlying the cooking of food</p> <p>1.2.1 Energy requirements</p> <p>1.2.3 Dietary and food requirements</p> <p>1.2.4 The Irish diet</p> <p>1.2.3 Dietary and food requirements</p> <ul style="list-style-type: none"> • diabetes

The Food Pyramid

@safefood.eu

Foods high in fat,
sugar and salt

Eat on occasion! No more than 1
a day!

Fats, Spreads
and Oils

In very small amounts!

Meat, poultry, fish,
eggs, beans & nuts

2 servings per day

Milk, yoghurt and
cheese

3 servings per
day

Wholemeal cereals
&
breads, potatoes,

3-5 servings per
day

Vegetables,
Salads & Fruits

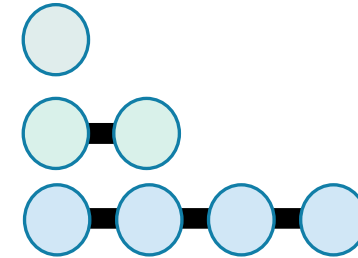
5-7 servings
per day



CLASSIFICATION OF CHO

CHO are classified into 3 groups....

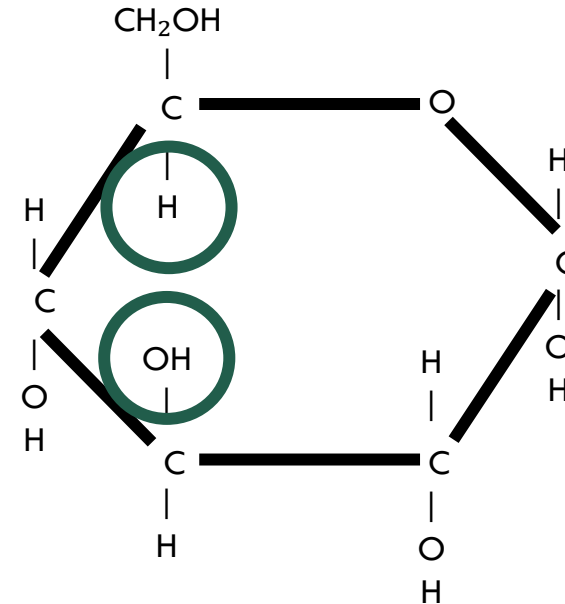
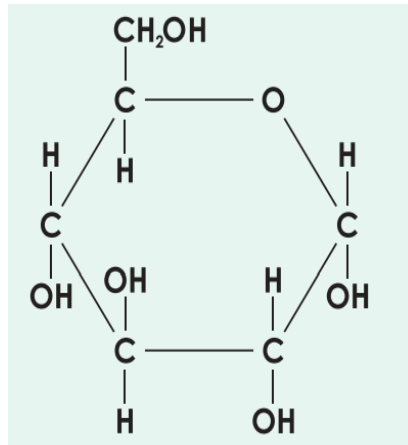
Classes	Units
<u>Mono</u> saccharides	1 single sugar unit
<u>Di</u> saccharide	2 sugar units
<u>Poly</u> saccharide	Many sugar units



Monosaccharide

Chemical Formula	Examples	Food Sources
$C_6H_{12}O_6$	Glucose → Fructose → Galactose →	Fruit Honey Dairy

Diagram:



Check your work – Count 6 Carbons, 12 Hydrogens & 6 Oxygens

2020 HL SQ

1. Complete the following table in relation to carbohydrates.

6 @ 1 mark (graded 1:0)

	Chemical Formula	Example
Monosaccharides	$C_6H_{12}O_6$	<i>Glucose, fructose, galactose,</i>
Disaccharides	$C_{12}H_{22}O_{11}$	<i>Sucrose, lactose, maltose,</i>
Polysaccharides	$(C_6H_{10}O_5)_n$	<i>Starch, pectin, cellulose, glycogen.</i>



CORE AREA 2: RESOURCE MANAGEMENT AND CONSUMER STUDIES

DISCUSS THE 4 SOCIAL FACTORS

1. age
2. gender
3. socio economic status
4. culture

2:00

The Why and Why

1. AGE

Income increases as you get older, but more expenses.

Adolescents get part-time jobs= pocket money= less dependent of families.

Plan for retirement, the state pension may not support current lifestyle

2. GENDER



**EQUAL WORK
DESERVES
EQUAL PAY !**

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Dual income families= more income

Employment equality act- equal pay for equal work.

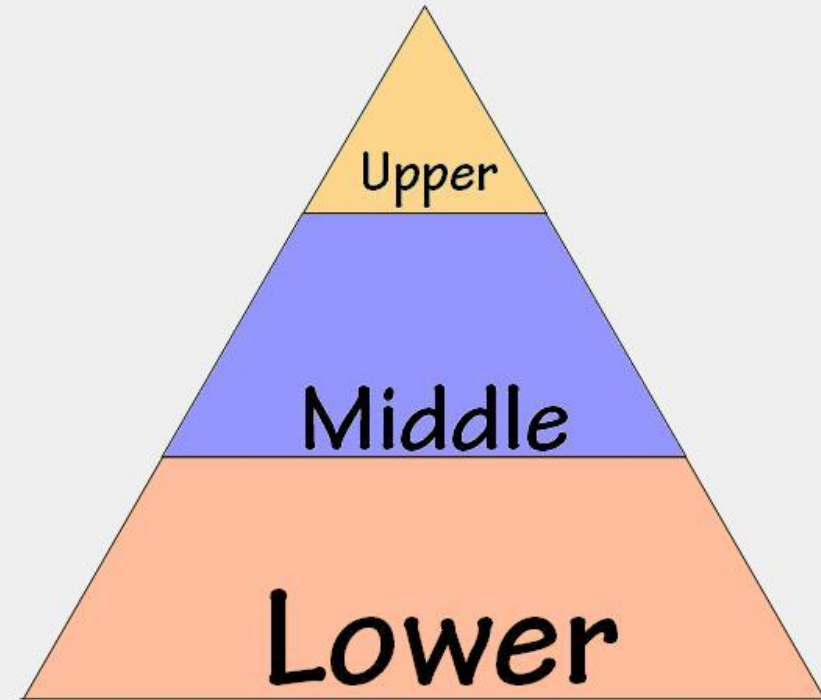
But men still hold more managerial positions in Ireland!

3. SOCIO ECONOMIC STATUS

Low, middle, high social class.

Low social background= less educational opportunities= more likely to be in lower paid jobs and become unemployed.

Reverse for higher classes

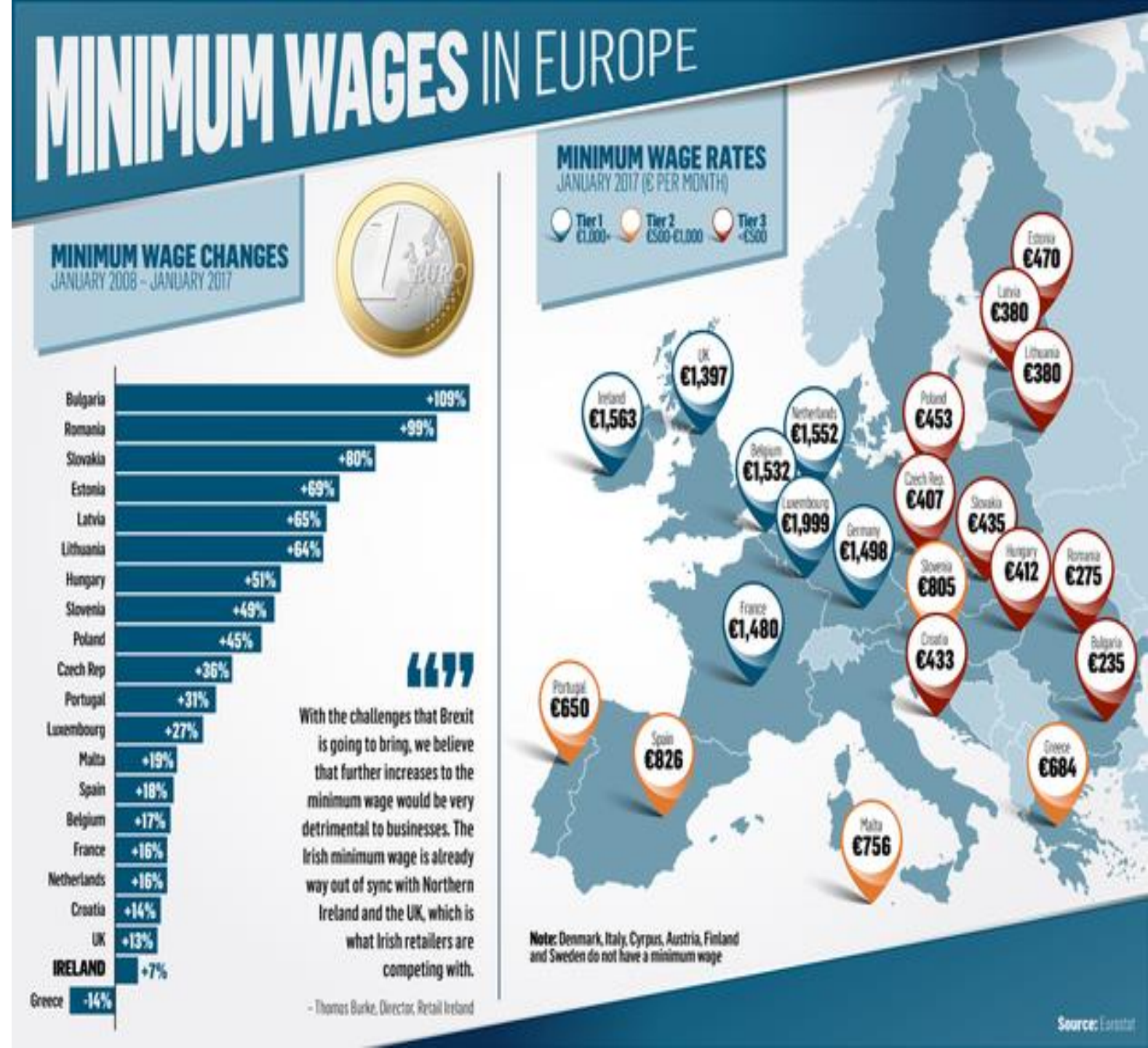


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4. CULTURE

Salary depends on country

Some countries dictate if women can work e.g. UAE



4. 'The performance of the economy has had a significant impact on the family unit.'
(The Irish Times, 13th September 2010)

(a) Outline the role of the household/family as a financial unit within the economy. (10)

2 points @ 5 marks each

**e.g. Family members who are working contribute to the economy by purchasing food and necessities.
Spending creates and maintains jobs.**

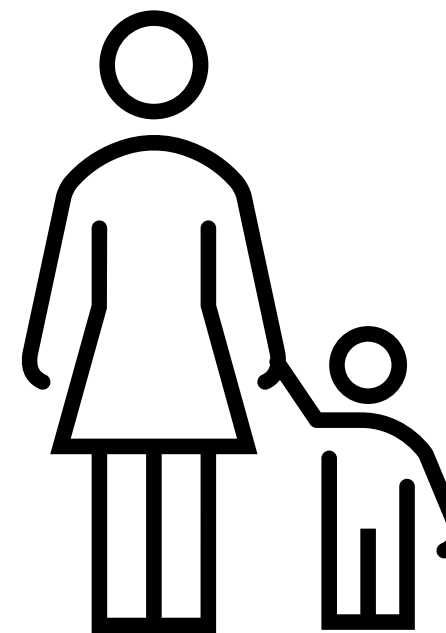
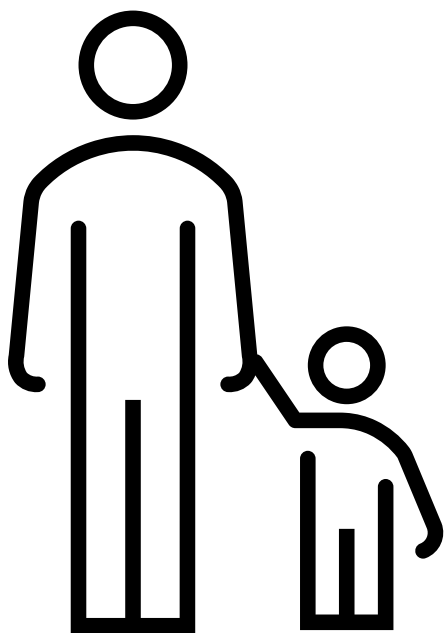
Family provides accommodation for family members by purchasing property, stamp duty contributes to economy and to the financial institutions.

Money Management skills are learned and are essential to the independent running of the family unit.

Many families are financially independent, however with the recent down turn in the economy some are experiencing financial difficulties and are therefore dependent on state aid.

Pay taxes which contribute to the national economy and to the running of the country.

Produces children and therefore a future workforce etc.



CORE AREA 3: SOCIAL STUDIES



DEFINING THE FAMILY

The family is a group of people related to each other by blood, marriage or adoption. The Irish Constitution (article 41) describes the family as *the natural primary and fundamental unit group of Society*.

HISTORICAL CHANGES IN THE FAMILY THAT WILL BE INVESTIGATED

Structure

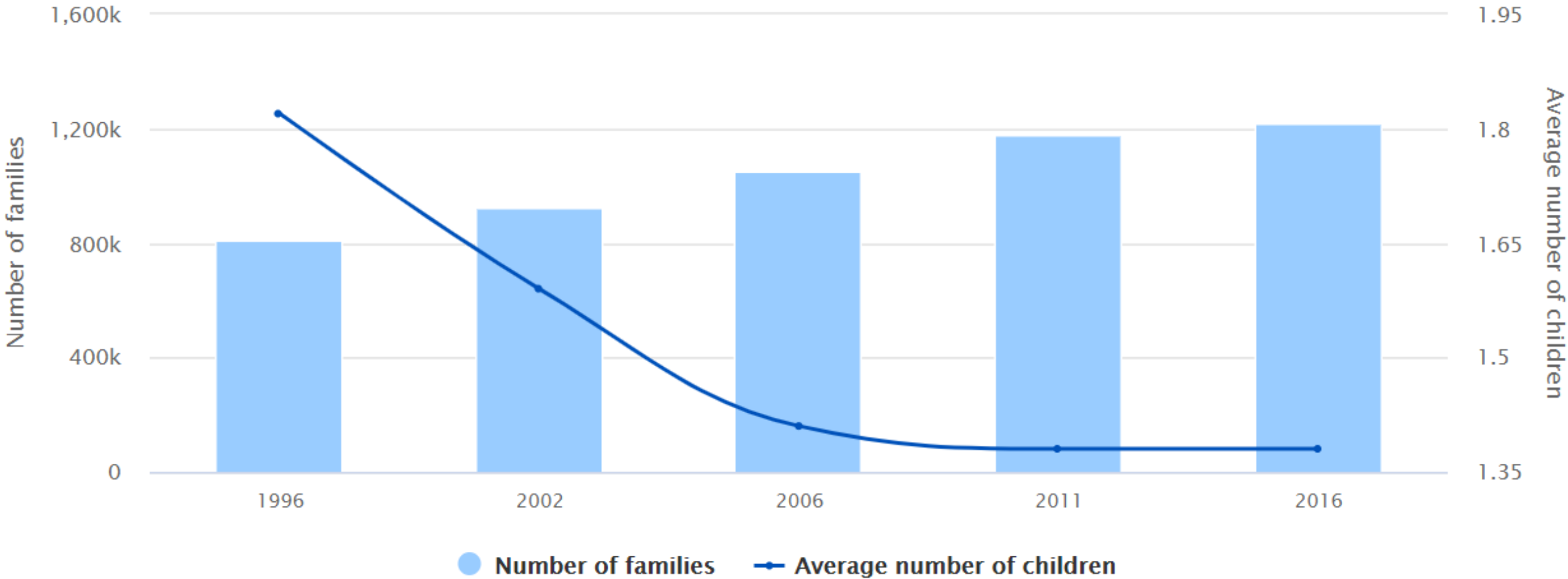
Marriage

Size and
children

Standard
of living

Roles

Figure 2.1 Number of families and average number of children per family, 1996–2016



Source: CSO Ireland

PRE-INDUSTRIAL STANDARD OF LIVING 1900-1960:



Tenements in Dublin
1913 era



1950s no bathrooms at home, communal
wash rooms and outside toilets

1970s: the bathroom



1980s: the kitchen



The 1980s house



POST
INDUSTRIAL
1960-1990

2000s: the bathroom



**MODERN DAY:
1990'S - PRESENT**



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5TH AND 6TH YEAR HOME ECONOMICS

5th Year:

- Bulk of theory work
- Food Studies Practical Coursework Journal
- Forming exam technique
- Christmas and Summer Exams

6th Year:

- Completion of theory work
- Revision of theory and exam technique



ASSESSMENT OF LEAVING CERT HOME ECONOMICS

1. 20% Food Studies Practical Coursework Journal (marked by external examiner)
2. 80% written exam in June (also marked by external examiner)



1. FOOD STUDIES PRACTICAL COURSEWORK JOURNAL

20% of final LC Home Ec grade (both Higher & Ordinary level)

32 A4 pages in total- Digital Journal since 2023/2024.

based on 4 cookery tasks prepared in school by your teacher

4 completed tasks written up and sent to be examined by October of 6th year

Area of Practice A: Application of Nutritional Principles

Assignment 1

Third level students who plan and cook budget friendly nutritious meals develop their independent living skills.

Research and elaborate on the nutritional needs and the meal planning guidelines that should be considered when planning low cost meals for third level students.

Having regard to the factors identified in your research, suggest a range of two-course menus suitable for the main meal of the day for this group of people.

Prepare, cook and serve one of the main courses from your research.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the specific requirements of the assignment.

2025

Assignment 2

'Fibre is a vital but often forgotten nutrient for health.' (Paula Mee, Irish Times)

With reference to the statement above, describe the health benefits of including fibre in the daily diet.

Research and elaborate on the nutritional needs and the factors that should be considered when planning and preparing meals for a person who wishes to increase their fibre intake.

Having regard to the factors identified in your research, suggest a range of two-course menus suitable for the main meal of the day for this group of people.

Prepare, cook and serve one of the main courses from your research.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the specific requirements of the assignment.

2025

Area of Practice B: Food Preparation and Cooking Processes

Assignment 3

'The challenging soufflé is a relatively straight-forward dish that can wow as part of many different meals.' (Martha Stewart)

Provide a detailed description of a soufflé. Identify a range of sweet and savoury soufflé dishes. Identify and discuss the key points that should be followed to ensure success when preparing and cooking soufflés.

Explain the underlying principles involved in the making of a cooked soufflé.

Prepare, cook and serve one of the dishes from your research.

Evaluate the assignment in terms of **(a)** implementation and **(b)** success in achieving a light aerated texture.

2025

Area of Practice C: Food Technology

Assignment 4

'Home baking is now considered an enjoyable activity involving the entire family.' (Bord Bia)

Carry out research on (i) the reasons for the popularity of home baking and (ii) commercially available muffins and cupcakes.

Identify different muffins and cupcakes that can be prepared and baked at home.

Investigate one method of making muffins **or** cupcakes. Explain the underlying principles of the method investigated.

Describe the packaging and labelling you would recommend when storing your chosen baked product to maintain its quality.

Prepare, bake and serve your chosen muffins or cupcakes using the method you have investigated.

Evaluate the assignment in terms of **(a)** implementation, **(b)** practicability of home baking and **(c)** cost of the home baked product in comparison to a similar commercial variety.

Area of Practice E: Comparative Analysis including Sensory Analysis

Assignment 5

'Juices are a quick and easy way of consuming one of the recommended 5-7 portions of fruit and vegetables needed each day.' (Healthy Ireland)

Carry out research on the range of fruit and vegetable juices available to purchase. Refer to brands, flavours, packaging and cost.

Using **two** different brands of fruit juice or vegetable juice (one to be an own brand) both with the same flavour and texture, carry out a triangle test to determine if testers can differentiate between the branded and own brand juice.

Present the results obtained from the test.

Evaluate the assignment in terms of **(a)** implementation and **(b)** the test results obtained.

2. WRITTEN EXAM

80% of final grade (both Higher & Ordinary level)

2 ½ hour long exam in June of 6th Year

3 compulsory sections

Section A: 15% of total grade, 12 short questions must answer 10

Section B: 45% of total grade, 5 long questions must answer 3

Section C: 20% of total grade, parts A,B and C must answer 2 sections

EXAM TIPS



1. Read the Q.




2. Highlight or underline the key information.



3. Write some notes beside the Q before doing your answer.

EXAM TIPS

- 
1. Write answers in blue or black pen.
 2. Pencil is only to be used for diagrams and sketches
 3. The booklet is scanned so don't write outside the boxes
 4. Extra paper is at the back of the booklet A, where you will label your answers.
There are 2 booklets



**CAREERS FROM STUDYING HOME
ECONOMICS S&S**



FOOD
PRODUCT
DEVELOPER

*Hotel
manager*

*Food
Journalist*

*Fashion
designer*



*Interior
designer*



Dietician



*Food Business
Manager*



Nutritionist

*Home
Economics
Teacher*

*Home
Economist*

Deli assistant

Microbiologist

Food Scientist

Butcher

Social Worker

Retail assistant

Childcare worker