

HOME ECONOMICS SYLLABUS

Year 10 and Year 11

Important Note

Kindly refer to this syllabus ONLY for Year 10 and Year 11.

As from scholastic year 2022-2023, please refer to the Home Economics (HE) Learning and Assessment Programme - Year 9 (September 2022) for any information regarding the Year 9 course of study.

Directorate for Learning and Assessment
Programmes

Introduction

Home Economics focuses on the inter-relationships between diet, health, family, resources and home, and man's physical, economic, social and aesthetic needs.

Hence, the central concern is the optimal quality of life of individuals and family; it recognises the family as the most important influence in the nurture, care and education of its members.

Through the goal-setting of empowering individuals, strengthening families and enabling communities, Home Economics aims to help students to lead effective lives, not only as individuals, but also, as members of a family and the community, within the context of a culturally, socially and economically diverse society.

Overall, Home Economics encompasses the learning and mastery of knowledge and skills which enable students to develop and maintain lifelong healthful behaviours, become productive citizens and adapt to a rapidly changing world.

Rationale

The Home Economics syllabus is designed to equip students with a useful range of relevant and transferable skills to include knowledge, comprehension and application, investigation, evaluation and expression (communication).

The integrated approach adopted by this syllabus provides the opportunity to deliver the course of study in Home Economics where the inter-relationships between diet, health, family, resources and home are addressed in both practical and theoretical contexts. The practical nature derives from the need to manage resources such as aptitudes, energy, effort, interest, money, time, space, foods, textiles, materials and equipment in practical situations. Emphasis is placed on active learning through problem-solving and decision-making exercises. The assessment objectives in the syllabus reflect this emphasis on problem-solving.

Students develop practical ability through direct experiences. As they make and do things, and see the effects of their actions, students are developing knowledge and attitudes about the use of their resources.

This approach through practical experience offers opportunities for students to think about problems that need to be solved, to seek information, investigate a range of choices, manage their resources, express themselves with confidence, make judgements and decisions and evaluate their results.

Emphasis is therefore on experiential learning through a design process. It should draw upon students' experiences motivating them to strive towards and attain their full potential.

The syllabus will support good practice in teaching and learning through effective assessment procedures which will allow students to demonstrate what they know, understand and can do.

The active participation of students assists with the acquisition and application of knowledge and skills through the process and content of learning.

A coursework element is included to form an integral part of the teaching strategy for the syllabus. The coursework is structured to assessment areas to which the students will respond by completing the tasks. It will include a portfolio of organised records of performance to enable students to provide evidence of achievement arising out of a range of classroom activities and processes, including practical and written work.

Over the duration of the course, it is anticipated that, students will become increasingly competent in a wide range of practical/investigational skills.

A memorandum containing notes for guidance on coursework activities and details of assessment criteria accompanies the syllabus.

The scheme of assessment is thus designed to enable students to demonstrate the attainment they have achieved in relation to each component by combining evidence from the portfolio work with that produced by the annual examination. In developing the

schemes of work for, and in the delivery of a course based on this syllabus, teachers must fulfill the essential requirements to promote the objectives of the educational (cross- curricular) themes.

The syllabus aims to prepare young people for life in a consumer-oriented society and provides a basis for those seeking employment in a range of careers, such as education, industry and the health, social and hospitality services. In addition, it provides a coherent progression to more advanced courses in further and higher education.

The syllabus has been designed to be as free as possible from any form of bias.

General Aims

The aims set out below describe the educational purposes of following the course in Home Economics. Some of the aims are reflected in the assessment objectives whilst others are not because they cannot be readily assessed.

- to enjoy the experience of learning and develop a sense of pride in their achievement and self-worth.
- to develop students' awareness of the inter-relationships within Home Economics.
- to increase students' knowledge and understanding of the changing physical, social, emotional, intellectual and aesthetic needs of people throughout their life cycle.
- to develop the ability to communicate, share, take responsibility and help one another in practical ways as family members.
- to understand the value of positive human relations, good manners and equality from the point of the individual and his family.
- to foster a sensitive caring attitude and concern for the general environment by helping students to learn to evaluate options and practices in the home which exploit nature as little as possible and are in harmony with the environment.
- to respect national heritage and become aware of international influences in the household management and care of human relations.
- to foster a critical and analytical approach to decision-making and problem-solving.
- to instill a critical assessment of consumer goods, an awareness of advertising pressures and a knowledge of consumer rights and responsibilities.
- to increase students' awareness of the implications for Home Economics of rapid technological changes, the use of Information Technology (I.T.) and the growth of scientific knowledge and understanding.
- to develop their ability to respond effectively to such change.
- to develop the knowledge, skills and attitudes required for the effective and safe organization and management of relevant resources.
- to develop the knowledge, understanding, skills and attitudes necessary to meet nutritional recommendations and provide healthy diets.
- to learn to acknowledge their own resources and to use them in planning their activities and managing everyday life.
- to stimulate and sustain an interest in and enjoyment of Home Economics.
- to support the aims of the whole curriculum by fostering creativity, originality, efficiency and intellectual stimulation.

It is to be noted that the above aims are not in a hierarchical order of importance.

Main Assessment Objectives.

Students should be able to:

- demonstrate a knowledge and understanding of appropriate terminology, procedures, principles (main concepts), and practices in relation to the syllabus content;
- demonstrate an understanding of the influences of cultural, economic, industrial, social and technological factors in relation to the syllabus content;
- analyse situations in the field of Home Economics by identifying the various human needs and material factors involved, and to recognise the inter-relationships of these needs and factors.
- recall, seek out, select, record and show skill in applying theoretical knowledge relevant to the needs and factors identified.
- use investigative procedures:
 - test and compare methods, materials, and equipment,
 - observe, measure and record observations accurately and systematically,
 - interpret evidence in its various forms as a basis for making judgements and choices.
 - justify judgements and choices in the light of evidence.
 - decide upon and plan a course of action which takes into account the priorities identified,
 - carry out the planned course of action by applying the required skills,
 - assess and evaluate the strengths and weaknesses, i.e. the effectiveness of the course of action.
 - display the relevant manipulative, organizational, managerial and communication skills.

The assessment objectives outlined above reflect the emphasis placed on active learning through problem-solving and decision-making exercises.

Scheme of Assessment.

The scheme of assessment for each form is as follows:

(i) Year 9

- a) a coursework component which carries 30% of the total mark weighting;
- b) an annual written examination paper which carries 70% of the mark weighting.

For coursework, students are expected to complete:

- **one** investigation work which tackles a focused aspect on the topic area of Child Care and Development; this carries half of the marking weighting of the 30%;
- **two** practical assignments which should form part of the normal teaching time assigned to practical work; these two assignments together carry the remaining half of the mark weighting of the 30%.

Guidance re the developmental process of both the investigation work and the practical assignments as well as the distribution of marks for each criteria is given in the Appendixes.

(ii) Year 10

- a) a coursework component which carries 30% of the total mark weighting;
- b) an annual written examination paper which carries 70% of the mark weighting.

For coursework, students are expected to complete:

- The introductory assessment areas of **one** investigation work which include the Choice and Analysis of Title; the Identification of Factors involved; the Aims; the Plan of Action and the Background Research. The remaining assessment areas of the same investigation work will be tackled in the following year. The choice of the focused topic area can arise from any aspect related to Food Preparation and Technology, Hospitality Services, Child Development and the Elderly. This work carries half of the mark weighting of the 30%;
- **one** practical assignment which should form part of the normal teaching time assigned to practical work; this assignment carries the remaining half of the mark weighting of the 30%.

Guidance re the developmental process of the introductory assessment areas of the investigation work and the practical assignments as well as the distribution of marks for each criteria is given in the Appendixes.

(iii) Year 11

- a) a coursework component which carries 30% of the total mark weighting;
- b) an annual written examination paper which carries 70% of the mark weighting

For coursework, students are expected to complete:

- The remaining assessment areas of the investigation work chosen in Year 10 and which include the Use of Technique 1, the Use of Technique 2, the Discussion of Results and the Evaluation. Special allowance is made for the allocation of marks

for the Language used and the level of Accuracy. The total mark gained in Year 10 is also added to help students gain an overall rating and marking of the whole work. This work carries half of the mark weighting of the 30%;

- **one** practical assignment which should form part of the normal teaching time assigned to practical work; this assignment carries the remaining half of the mark weighting of the 30%.

Guidance re the developmental process of the introductory assessment areas of the investigation work and the practical assignments as well as the distribution of marks for each criteria is given in the Appendixes.

*** The following include guidelines re the practical assignments:

Each practical assignment will consist of the preparation of a one-course meal/dish and a simple non-alcoholic, home-made beverage. The meal/dish should include one of the proposed culinary skills: sauce-making, short-crust pastry making, yeast dough, stewing, casseroling, cooking rice and pasta, use of healthy cooking methods such as grilling, steaming, stir-frying and cooking using appliances/equipment that save energy and retain nutrients. Each practical assignment should include evidence of a different culinary skill. Salads should only be used as accompaniments.

The practical assignment set needs to include any one of the following situations:

- different family members such as children, adolescents, adults, pregnant or breastfeeding mothers, elderly, athletes
- specific diets such as: high fibre, low fat, low sugar, reduced salt, vegetarian, slimming diets as well as packed lunches
- persons suffering from diet related disorders such as: cardiovascular disease, diabetes, coeliac disease, hypertension, constipation
- dishes where appliances such as: microwave oven; blenders, processors etc. are used.

It is essential that the following are taken in strict consideration:

- current dietary recommendations are to be followed
- recipe books only are to be used during this session
- traditional Maltese foods and dishes are to be included whenever possible; where appropriate, these are to be modified to be in line with dietary recommendations
- the sensible use of convenience foods is permitted
- the use of energy-saving devices and the practice of energy-saving procedures are to be encouraged

Each practical assignment includes:

- the planning / preparation session
- the realisation session
- the evaluation session

Each session is carried out during normal school activity with the following time limits:

- one hour for the planning / preparation session
- one and a half hours for the realisation session
- half an hour for the evaluation session.

Sufficient time should be allowed between the planning of the assignment and the practical realisation of the assignment.

Differentiation

In coursework, differentiation will be by task and by outcome. Students will undertake focused tasks which enable them to display positive achievement.

In the examination papers, differentiation will be achieved by setting examination papers with questions which are designed to assess students at their appropriate levels of ability.

A Coursework Memorandum containing notes for guidance and details of assessment criteria accompanies the syllabus.

Learning Outcomes

The Home Economics syllabus which is conceived in terms of learning outcomes and specific skills, provides opportunities for students to develop skills and competencies associated with:

- **Communication**
- **Numerical and Measurement**
- **Management and Organisational**

- **Investigational**
- **Psychomotor**
- **Aesthetics**
- **Technological**
- **Caring and Interpersonal**

Each of the above will involve:

Communication

reading and interpreting marks and symbols
following verbal instructions
following written and pictorial instructions
explaining and describing by writing/drawing
speaking to individuals/groups
using technical terms and words
talking to other people
listening to other people

Numerical and Measurement

measuring
calculating
handling money, material, equipment
weighing
transferring data to tables and charts

Management and Organisational

organising self and others
organising own work
keeping to time and meeting deadlines
clearing up thoroughly

planning work
ordering, sequencing and categorizing
using own initiative
managing resources
understanding health and safety

Investigational

problem solving to complete a task
researching for information
selecting and recording information
storing and retrieving information
reading instructions
testing and comparing
observing
modifying
describing/illustrating findings
discriminating
analysing information
making and justifying choices
interpreting results
evaluating own work and the work of others

Psychomotor

manipulating tools and equipment
manipulating hands and materials, shapes, form

Aesthetics

using imagination
developing and showing creativity
showing appreciation - derived from the perception of the worth of an object
or situation or experience
presenting work attractively

Technological

using specialised tools
using modern technology
using computerised facilities
using computer aid design

Caring and Interpersonal

working with others as part of a team
responding (actively) positively
reorganizing strengths and weaknesses in yourself/others
being flexible and adaptable
understanding other people's point of view
reaching an agreement
showing the correct attitude towards self, family, environment, etc.
coping with changing situations

The Common Themes

The whole course in Home Economics studies is designed to include common themes which permeate and unify the syllabus.

Recommendation is to be made for the common themes to be amplified over the whole course to develop awareness and understanding to the inter-relationships of all the major aspects in Home Economics. (Food, Health, Family, Home and Textiles).

These themes include:

- **Human Development** including mainly physical, social and emotional development;
- **Health** including well-being and satisfaction of physical and psychological needs,
- **Safety**, protection, as from accidents and ill-health, damage to materials and property and financial loss.
- **Efficiency**, as of methods of working, performance of materials, tools, equipment and in the management of money, time and value for money,
- **Values** including personal and communal values, priorities for choice.
- **Aesthetics**, as related to the quality of life through the enhancement and enjoyment of food, textiles and the home,
- **Interaction** with environment, including consumer rights and responsibilities.

Syllabus Content

This syllabus will focus on *three* key content areas and a coursework component:

- **Food, Nutrition and Health - Module 1**
- **Family Well-being - Module 2**
- **Choice and Management of Resources - Module 3**
- **The Coursework Component – Module 4**

These **key areas** will be explored, where appropriate, by a **process** which will involve students in:

- identifying issues,
- assembling and considering relevant information,
- analysing viewpoints,
- arriving at and justifying a personal viewpoint,
- making decisions, planning and, if appropriate, taking a course of action,
- evaluating the application of the process and outcomes.

Specific Theme Aims for each of the three Key Areas

• Food, Nutrition and Health – Module 1

- To understand the importance and purpose of nutritional recommendations and to be able to choose food and methods of preparing food which promote health and well-being.
- To develop the knowledge, understanding and skills necessary to provide healthy diets.
- To recognise that family members have different dietary needs and that food choice is affected by social, economic, environmental, technological, physiological and psychological needs,
- To recognise the relationships between nutritional needs and health,
- To develop the ability to apply relevant scientific principles related to food and nutrition.
- To promote an understanding of the main technological developments on food and in the food industry.

• Family Well-being – Module 2

- To develop knowledge and understanding of the family as a social institution and the contribution of family life to the personal and social development of its members.
- To recognise the importance of developing and strengthening family relationships and the interdependence and interaction among individuals and families.
- To consider and acknowledge the different and changing needs of family members and how these needs could be met throughout the life-cycle.
- To increase the awareness of the emotional, physical, social and environmental factors that affect the development of the child.
- To encourage students to develop responsible and caring attitudes to others, particularly towards children, the elderly and people with special needs.
- To understand that the quality of relationships in the home is affected by the ways family members communicate, share, take responsibility and help one another.

• Choice and Management of Resources – Module 3

- To develop knowledge, understanding and skills necessary to enable students to become discerning consumers and effective managers of resources in relation to the home and family.
- To develop competence for safe and healthy living.
- To foster aesthetic appreciation of product design and understand the implications of rapid technological change and marketing techniques on the consumers.
- To develop an awareness of relevant statutory and voluntary provisions available, to foster positive attitudes and appreciate their effect on the family and households within the community.
- To learn to control basic skills pertaining to food selection, preparation and presentation, home management, clothing and textile care.
- To investigate the implications and applications of technology and to develop competence in their use.

Distribution of lessons for each module over the three-year course

Module		Breakdown of Module	Number of lessons	Percentage of Lessons
Module 1	Food, Nutrition and Health (66.5 double lessons)	Theoretical Component	42.5	58%
		Practical Component	24	
Module 2	Family Well-Being (11 double lessons)	The Family Unit	4	10%
		Child Care and Development	3	
		Senior Citizens in Society	2	
		Safety and First Aid	2	
Module 3	Choice and Management of Resources (26.5 double lessons)	Critical Choice and Use of Kitchen Equipment	6.5	22%
		Choosing, Financing and Planning a Home	6	
		Fabric Care	2	
		Appearance Management (Good Grooming)	1	
		Consumer Issues and Education	7	
		Environmental Awareness	4	
Module 4	The Coursework Component (12 double lessons)	The Investigative Tasks	6	10%
		Practical Component (for Form V)	6	

Course Outline**Module 1: Food, Nutrition and Health**

1	Introduction to Home Economics	1 single lesson
2	The Concept of Health	1 single lesson
3	Functions of Food, The Food Groups and the Dietary Guidelines	1 double lesson
4	The Food Guide Pyramid	1 double lesson
5	Introduction to the Nutrients	1 single lesson
6	Proteins	1 dble+1 single lsn
7	Carbohydrates	1 dble+1 single lsn
8	Non-Starch Polysaccharides	1 double lesson
9	Fats and Oils	2 double lessons
10	Vitamins	2 double lessons
11	Minerals	1 double lesson
12	The Process of Digestion	1 double lesson
13	The Importance of Breakfast	1 double lesson
14	Water	1 single lesson
15	Food Commodities - Nuts, Cereals and Pulses	1 double lesson
16	Food Commodities - Milk and Dairy Products	2 double lessons
17	Food Commodities – Eggs	1 double lesson
18	Food Commodities - Meat and Meat Products	1 double lesson
19	Food Commodities – Fish	1 double lesson
20	Food Commodities - Fruit and Vegetables	1 double lesson
21	Factors Affecting Food Choice	1 double lesson
22	Meal Planning for the Different Dietary Requirements	3 double lessons
23	Recipe Engineering	1 double lesson
24	Methods of Cooking	2 double lessons
25	Safety and Hygiene in the Kitchen	1 dble+1 single lsn
26	Food Spoilage, Contamination and Poisoning	2 double lessons
27	Hygienic Practices in the Handling and Preparation of Food	1 double lesson
28	The Use of Convenience Food	1 double lesson
29	Preservation of Food	2 double lessons
30	Home Freezing	1 double lesson
31	Food Packaging	1 double lesson
32	Food Labelling	2 double lessons
33	Food Additives	1 double lesson
34	Organic Farming and Genetically Modified Organisms	1 double lesson
35	The Preparation Sheet	1 double lesson
36	Weighing and Measuring	1 double lesson
37	Preparation of meals with emphasis on the basic skills, the nutrients, meal planning, food commodities and cooking methods	10 double lessons

38	The Rubbing-in Method of Cake Making (<i>2 practical sessions</i>)	2 double lessons
39	The Shortcrust Pastry (<i>1 demonstration session and 2 practical sessions</i>)	3 double lessons
40	The All-in-one method of Cake Making (<i>1 demonstration session or 1 practical session</i>)	1 double lesson
41	The Whisking Method of Cake Making (<i>1 demonstration and 2 practical sessions</i>)	3 double lessons
42	Yeast as a Raising Agent (<i>1 demonstration session and 2 practical sessions</i>)	3 double lessons
Module 2: Family Well-being		
43	The Family Unit	1 double lesson
44	Child Care and Development	3 double lessons
45	First Aid and the First Aid Box	1 double lesson
46	Senior Citizens in Society	2 double lessons
47	Safety in and outside the Home	1 double lesson
48	The Person with Special Needs in the Family and the Community	1 double lesson
49	Sources of Stress on Family Units and Strategies for Managing Stress	1 double lesson
50	The Identification of the Key Sources of Information and Support Provided for Families	1 double lesson
Module 3: The Choice and Management of Resources		
51	The Selection, Safe Use and Care of Kitchen Equipment	1 double lesson
52	The Critical Choice of Labour Saving Devices	1 dble+1 single lsn
53	The Selection, Safe Use and Care of Hobs, Grills and Ovens	1 double lesson
54	The Selection, Safe Use and Care of Refrigerators and Freezers	2 double lessons
55	Laundry and Fabric Care	2 double lessons
56	Appearance Management (Good Grooming)	1 double lesson
57	Environmental Awareness	1 double lesson
58	Waste Separation at Source	1 double lesson
59	The Choice of Goods and Services with the Minimal Impact on the Environment	1 double lesson
60	Saving Energy and Water in the Home	1 double lesson
61	Consumer Awareness	1 single lesson
62	Shops and Shopping Practices	2 dble+1 single lsn
63	Methods of Payment	1 double lesson
64	Budgeting and Ways of Saving Money	2 double lessons
65	Consumer Rights and Responsibilities	1 double lesson
66	Factors Influencing Choice of Home	1 double lesson
67	Steps to Follow when Acquiring a Home	1 dble+1 single lsn
68	Assurances and Insurances	1 single lesson
69	Kitchen Planning	3 double lessons
Module 4: The Coursework Component		
70	Introduction to the Investigative Component: Topic - Child Development	3 double lessons
71	Investigation	3 double lessons
72	The Practical Assignments	6 double lessons

Distribution of lessons for each module in Year 9 (44 double lessons)

Module		Breakdown of Module	Number of lessons	Percentage of Lessons
Module 1	Food, Nutrition and Health (66.5 double lessons)	Theoretical Component	21	75%
		Practical Component	12	
Module 2	Family Well-Being (11 double lessons)	The Family Unit	1	11%
		Child Care and Development	3	
		Senior Citizens in Society	0	
		Safety and First Aid	1	
Module 3	Choice and Management of Resources (26.5 double lessons)	Critical Choice and Use of Kitchen Equipment	3	7%
		Choosing, Financing and Planning a Home	0	
		Fabric Care	0	
		Appearance Management (Good Grooming)	0	
		Consumer Issues and Education	0	
		Environmental Awareness	0	
Module 4	The Coursework Component (12 double lessons)	The Investigative Tasks	3	7%
		Practical Component (for Form V)	0	

		Year 9	
22 weeks			44 Double Lessons
Module		Description of Topic	Number of Lessons
		Introduction to Home Economics	1 single lesson
1	Food, Nutrition and Health <i>(Theoretical Component)</i>	The Concept of Health	1 single lesson
		Functions of Food, The Food Groups and the Dietary Guidelines	1 double lesson
		Safety and Hygiene in the Kitchen	1 double + 1 single lesson
		The Food Guide Pyramid	1 double lesson
		Introduction to the Nutrients	1 single lesson
		Proteins	1 double + 1 single lesson
		Carbohydrates	1 double + 1 single lesson
		Non-Starch Polysaccharides	1 double lesson
		Fats and Oils	2 double lessons
		Vitamins	2 double lessons
		Minerals	1 double + 1 single lesson
		Water	1 double lesson
		Food Commodities - Nuts, Cereals and Pulses	1 double lesson
		Food Commodities - Milk and Dairy Products	2 double lessons

		Food Commodities – Eggs	1 double lesson
		The Importance of Breakfast	1 double lesson
		Recipe Engineering	1 double lesson
	<i>(Practical Component)</i>	The Preparation Sheet	1 double lesson
		Weighing and Measuring	1 double lesson
		Preparation of Meals with Emphasis on basic skills, the nutrients and food commodities	4 double lessons
		The Rubbing-in Method of Cake Making (<i>2 practical sessions</i>)	2 double lessons
		The Shortcrust Pastry (<i>1 demonstration session and 2 practical sessions</i>)	3 double lessons
		The All-in-one method of Cake Making (<i>1 demonstration session or 1 practical session</i>)	1 double lesson
2	Family Well-Being	The Family Unit	1 double lesson
		Child Care and Development	3 double lessons
		First Aid and the First Aid Box	1 double lesson
3	The Choice and Management of Resources	The Selection, Safe Use and Care of Kitchen Equipment	1 double lesson
		The Critical Choice of Labour Saving Devices	1 double + 1 single lesson
4	The Coursework Component	Introduction to the Investigative Component: Topic - Child Development	3 double lessons

Distribution of lessons for each module in Year 10 (44 double lessons)

Module		Breakdown of Module	Number of lessons	Percentage of Lessons
Module 1	Food, Nutrition and Health (66.5 double lessons)	Theoretical Component	11	48%
		Practical Component	10	
Module 2	Family Well-Being (11 double lessons)	The Family Unit	1	9%
		Child Care and Development	0	
		Senior Citizens in Society	2	
		Safety and First Aid	1	
Module 3	Choice and Management of Resources (26.5 double lessons)	Critical Choice and Use of Kitchen Equipment	3	32%
		Choosing, Financing and Planning a Home	0	
		Fabric Care	0	
		Appearance Management (Good Grooming)	0	
		Consumer Issues and Education	7	
		Environmental Awareness	4	
Module 4	The Coursework Component (12 double lessons)	Investigation – Part 1	2	11%
		Practical Component	3	

		Year 10	
22 weeks			44 Double Lessons
Module		Description of Topic	Number of Lessons
1	Food, Nutrition and Health <i>(Theoretical Component)</i>	Factors Affecting Food Choice	1 double lesson
		Meal Planning for the Different Dietary Requirements	3 double lessons
		Methods of Cooking	2 double lessons
		The Process of Digestion	1 double lesson
		Food Commodities - Meat and Meat Products	1 double lesson
		Food Commodities – Fish	1 double lesson
		Food Commodities - Fruit and Vegetables	1 double lesson
		Organic Farming and Genetically Modified Foods	1 double lesson
		<i>(Practical Component)</i>	Preparation of meals with emphasis on the basic skills, the nutrients, meal planning, food commodities and cooking methods
	The Whisking Method of Cake Making <i>(1 demonstration and 2 practical sessions)</i>		3 double lessons
	Yeast as a Raising Agent <i>(1 demonstration session and 2 practical sessions)</i>		3 double lessons

2	Family Well-Being	Senior Citizens in Society	2 double lessons
		Safety in and outside the Home	1 double lesson
		The Person with Special Needs in the Family and the Community	1 double lesson
3	The Choice and Management of Resources	The Selection, Safe Use and Care of Hobs, Grills and Ovens	1 double lesson
		The Selection, Safe Use and Care of Refrigerators and Freezers	2 double lessons
	<i>(Environmental Awareness)</i>	Environmental Awareness	1 double lesson
		Waste Separation at Source	1 double lesson
		The Choice of Goods and Services with the Minimal Impact on the Environment	1 double lesson
		Saving Energy and Water in the Home	1 double lesson
	<i>(Consumer Issues and Education)</i>	Consumer Awareness	1 single lesson
		Shops and Shopping Practices	2 double + 1 single lesson
		Methods of Payment	1 double lesson
		Budgeting and Ways of Saving Money	2 double lessons
		Consumer Rights and Responsibilities	1 double lesson
4	The Coursework Component	Investigation - Part 1	2 double lessons
		Practical Assignments	3 double lessons

Distribution of lessons for each module in Year 11 (28 double lessons)

Module		Breakdown of Module	Number of lessons	Percentage of Lessons
Module 1	Food, Nutrition and Health (66.5 double lessons)	Theoretical Component	11	47%
		Practical Component	2	
Module 2	Family Well-Being (11 double lessons)	The Family Unit	2	7%
		Child Care and Development	0	
		Senior Citizens in Society	0	
		Safety and First Aid	0	
Module 3	Choice and Management of Resources (26.5 double lessons)	Critical Choice and Use of Kitchen Equipment	0	32%
		Choosing, Financing and Planning a Home	6	
		Fabric Care	2	
		Appearance Management (Good Grooming)	1	
		Consumer Issues and Education	0	
		Environmental Awareness	0	
Module 4	The Coursework Component (12 double lessons)	Investigation – Part 2	1	14%
		Practical Component (for Form V)	3	

		Year 11	
14 weeks			28 Double Lessons
Module		Description of Topic	Number of Lessons
1	Food, Nutrition and Health <i>(Theoretical Component)</i>	Food Spoilage, Contamination and Poisoning	2 double lessons
		Hygienic Practices in the Handling and Preparation of Food	1 double lesson
		The Use of Convenience Food	1 double lesson
		Preservation of Food	2 double lessons
		Home Freezing	1 double lesson
		Food Packaging	1 double lesson
		Food Labelling	2 double lessons
		Food Additives	1 double lesson
	<i>(Practical Component)</i>	Preparation of meals with emphasis on the basic skills, the nutrients, meal planning, food commodities and cooking methods	2 double lessons
2	Family Well-Being	The Identification of the Key Sources of Information and Support Provided for Families	1 double lesson
		Sources of Stress on Family Units and Strategies for Managing Stress	1 double lesson
3	The Choice and Management Of Resources	Factors Influencing Choice of Home	1 double lesson
		Steps to Follow when Acquiring a Home	1 double + 1 single lesson
		Assurances and Insurances	1 single lesson
		Laundry and Fabric Care	2 double lessons
		Appearance Management (Good Grooming)	1 double lesson
		Kitchen Planning	3 double lessons
4	The Coursework Component	Investigation - Part 2	1 double lesson
		Practical Assignments	3 double lessons

Learning Objectives: Theoretical Component

MODULE 1: Food, Nutrition and Health

The students will be able to:

The Concept of Health

- *define health: as the state of well-being in body and mind; freedom from disease and a sound mind*
- identify the main factors that contribute to good health and well-being, namely diet, exercise and recreational activities
- identify the basic health needs, namely physical needs, intellectual needs, emotional needs and social needs; and give 1 example of how each of these needs can be met

Functions of Food and the Food Groups

- list the 3 main functions of food
- explain how dietary needs change according to age, gender, level of activity, occupation and state of health
- divide foods according to the CINDI the food pyramid groups

The Dietary Guidelines

- *list eight of the CINDI dietary guidelines and suggest ways of putting them into practice*
- *define the terms diet, malnutrition, under-nutrition, balanced diet*

The Food Guide Pyramid

- *acknowledge the CINDI food guide pyramid as a guide for a healthy diet*
- Draw and label the food guide pyramid
- Identify what should be eaten most, moderately, least and what to avoid
- Use the food guide pyramid to plan healthy meals

The Nutrients

Introduction to the Nutrients

- list the 5 nutrients
- *distinguish between macro and micro nutrients*
- explain the main functions of each nutrient
- list rich sources for each

Protein

- list the functions of protein
- classify proteins into animal and vegetable protein
- distinguish between L.B.V and H.B.V. protein

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- *explain the difference between essential and non-essential amino acids*
 - *identify sources of L.B.V. and H.B.V. protein*
 - *explain the term complimentary proteins and give 2 examples*
 - *identify novel sources of protein, namely textured vegetable protein, tofu and Quorn*
 - *explain the term T.V.P.*
 - *suggest uses for textured vegetable protein, tofu and Quorn in meals*
 - *identify groups of people with higher need for protein, mainly children, teenagers, pregnant women, elderly persons, vegetarians*
 - *explain the effect of dry and wet heat on protein*
 - *state the daily percentage energy intake for protein (15%)*
 - *state the calorific value of 1g of protein*
 - *outline dangers of high protein slimming diets on health*

Carbohydrates

- *classify carbohydrates into sugars, starch and non-starch polysaccharides*
- *state the function of carbohydrates in the diet*
- *state the daily percentage energy intake to be supplied by total carbohydrates (55%) and of which sugars (less than 10%)*
- *state the calorific value of 1g of carbohydrates*
- *justify the importance of combining vitamin B rich foods with carbohydrates*
- *explain why carbohydrate intake acts as a ‘protein sparer’*

■ Sugars

- *classify sugars into monosaccharides and disaccharides*
- *identify glucose and fructose as two of the monosaccharides and list sources*
- *identify maltose, sucrose and lactose as disaccharides and list sources*
- *distinguish between intrinsic and extrinsic sugars*
- *list sources of sugar in the diet*
- *identify the relationship between sugar intake and health including dental caries, obesity and the prevalence of diabetes mellitus*
- *explain the effects of dry and wet heat on sugars*

■ Starch

- *name sources of starch in the diet*
- *explain the importance of starch in the diet*
- *identify groups of people with higher requirements of starch in the diet, mainly athletes and or people doing heavy work*
- *explain the effects of dry and wet heat on starch*

Non-Starch Polysaccharides

- *define the term NSP*
- *identify sources of NSP*
- *list the function of soluble fibre in the diet*
- *list the functions of insoluble fibre in the diet*
- *list disorders associated with a low-fibre intake, constipation, diverticulitis and haemorrhoids*

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- explain the importance of drinking liquids when consuming fibre rich foods
 - suggest ways how to include fibre in sweet and savoury dishes
 - *justify the relationship between insoluble fibre intake and the prevention of intestinal disorders, with particular reference to constipation, haemorrhoids and diverticulitis*
 - *justify the relationship between soluble fibre intake and circulatory / heart health*

Fats and Oils

- classify fats into saturated, monounsaturated and polyunsaturated fatty acids
- identify animal and vegetable sources for each type (where applicable)
- list 4 functions of fat in the body
- *state the daily percentage energy intake to be supplied by total fats (30%) and saturated fats (less than 10%)*
- *state the calorific value of 1g of fat*
- *comment on the relationship between fat intake and health including high serum cholesterol levels, heart disease and obesity.*
- *explain the link between high levels of blood cholesterol and CHD*
- *comment on the availability of margarines and low-fat spreads*
- *suggest their uses in food preparation*
- suggest ways how to reduce fat while preparing meals

Vitamins

- *distinguish between fat soluble and water soluble vitamins*
- *refer to each vitamin with its scientific name*

■ Fat-soluble Vitamins

- identify the fat soluble vitamins A, D, E and K
- distinguish between beta carotene and retinol
- state the functions of each vitamin
- identify sources of each vitamin
- *identify effects of excess intake and deficiency for each of the vitamins*
- explain the link between Vitamin D intake and the absorption of Calcium

■ Water-soluble Vitamins

- identify the water-soluble vitamins B-complex and C
- state the functions of each vitamin
- identify sources of each vitamin
- identify effects of deficiency for each of the vitamins
- explain the importance of folic acid for pregnant woman
- explain the effects of cooking/heat, storage and time on Vitamin B-complex (especially thiamin) and Vitamin C
- *suggest ways how to preserve water-soluble vitamins during the preparation, cooking and serving of food*
- explain the link between Vitamin C intake and the absorption of Iron

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- explain the link between Vitamin B-complex intake and the release of energy from Carbohydrates

Minerals

Calcium, Sodium, Iron, *Phosphorus, Iodine, Flouride*

For each of the above:

- identify sources of each
- state the functions of each
- identify effects of deficiency or excess, as applicable
- identify groups of people with special (high / low) requirements, namely children, teenagers, breastfeeding women and the elderly
- suggest ways of increasing / reducing as applicable

The Process of Digestion

- label the digestive tract – mouth, *tongue and salivary glands*, oesophagus, stomach, *liver, pancreas*, small intestine, large intestine, anus
- *identify the main processes of digestion in the mouth, oesophagus, stomach, small intestine and large intestine: (in brief)*

■ *In the mouth*

- identify chewing as the mechanical process involved in the breaking down of food
- *explain the importance of saliva to start chemical breakdown of starch*

■ *In the oesophagus*

- explain how chewed food is pushed down to the oesophagus

■ *In the stomach*

- state the function of acid present in the stomach is to break down the food
- *explain the functions of enzymes in the process of digestion*

■ *In the small and large intestine*

- explain that digestion is completed in the small intestine by the absorption of nutrients into the bloodstream; the undigested food passes on to the large intestine; where it absorbs water

Water

- list 4 functions of water
- list sources of water in the diet
- state daily requirements
- identify ways how water is lost from the body
- name dehydration as an effect of water deficiency
- identify groups of people requiring higher intakes, mainly active persons, people living in a hot climate, people working in hot environments

The Importance of Breakfast

- *define the term breakfast*
- explain the importance of breakfast
- choose healthy breakfast cereals
- list different food that can be eaten for breakfast
- plan a healthy breakfast

Food Commodities

Cereals, milk, dairy products, meat, fish, poultry, eggs, fruit, vegetables, pulses, nuts, herbs and spices

■ *General*

- outline the nutritional value
- list different types available on the market
- explain their use and versatility in cooking
- suggest suitable methods of cooking
- *identify food products and derivatives*
- list points to keep in mind when choosing, buying and storing food
- *explain the effect of heat and changes during cooking*
- suggest recipes to increase use of fresh, wholesome food commodities

■ *Cereals*

- *draw and label the structure of the wheat grain*
- *distinguish between refined and unrefined foods*
- *comment on the importance of choosing unrefined products*

■ *Milk and Dairy Products*

- list different types of milk
- give 1 reason why milk is heat treated
- *comment on the shelf-life of different types of milk*
- suggest the type of milk suitable for different groups of people and situations
- *explain why homogenised milk is suitable for freezing*
- *explain how heat affects the nutritional value of milk*
- *explain the term bio-yoghurts / milk drinks and comment on their increase in popularity*
- suggest alternatives to cow's milk for people who are lactose intolerant

■ **Eggs**

- *draw and label the egg namely the shell, thin white, thick white, yolk and air space*
- *explain the difference between free-range and battery eggs, with reference to the environmental impact and quality of eggs*
- *explain why eggs should not be washed before storage*
- *explain how to test an egg for freshness*
- *discuss the use of eggs in food preparation*

■ **Fruit and Vegetables**

- *explain the effects of heat on the nutritional value of vegetables*

■ **Pulses and Nuts**

- *outline the importance of including pulses and nuts when preparing meals for vegans and vegetarians*
- *explain why it is important to cook red kidney beans thoroughly*
- *explain why pulses should be soaked in water for eight hours*

Menu Planning

Factors Affecting Food Choice

- *list factors which affect food choice*
- *suggest meals that could be prepared, keeping in mind the various factors / situations*

Different Dietary Recommendations

- *recognise risk factors and suggest ways of preventing the following diet-related disorders: diabetes and dental caries, CHD and high levels of cholesterol, hypertension, overweight/obesity, constipation and diverticular disease, osteoporosis, food allergies, coeliac disease, anorexia/bulimia*

Recipe Engineering

- *outline factors to keep in mind when modifying recipes*
- *adapt recipes to make them suitable for high-fibre diets, high iron diets, high calcium diets, low-fat diets, low-sugar diets and low-salt diets*
- *suggest two-course meals consisting of a main course and dessert for the afore-mentioned diets*
- *suggest two-course meals, consisting of a main course and dessert for: pregnant women, toddlers, invalids and convalescents, athletes, senior citizens, vegetarians, school packed lunches, lactose intolerants, coeliacs*
- *compare original to modified recipes in terms of colour, texture, flavour, keeping qualities, volume and appearance of the dishes*

Methods of Cooking

- list at least 5 reasons why we cook food
- explain the difference between moist and dry methods of cooking
- *explain the difference between conduction, convection and radiation as methods of heat transfer*
- list possible cooking methods: grilling, poaching, steaming, boiling, microwave cooking, barbeques, baking, deep, shallow and stir frying, stewing
- Suggest suitable food that can be cooked using each method of cooking
- Compare and contrast methods of cooking according to affect on health, efficiency in relation to time, use of fuel, changes in energy values and nutrient loss
- Identify equipment necessary for each method of cooking
- List rules when using each of the cooking methods, with particular reference to microwave cooking

Safety and Hygiene in the Kitchen

- *define hygiene*
- explain the importance of personal and kitchen hygiene in the context of food preparation
- list 6 rules for personal hygiene
- list 6 rules for cleaning, especially in the kitchen
- list 10 types of accidents that may happen in the kitchen
- identify 10 causes of accidents in the kitchen
- state the importance of safety practices in the kitchen
- state 10 safety practices that can prevent accidents in the kitchen
- demonstrate safety practices during food preparation

Foods Spoilage, Contamination and Poisoning

- list causes of food spoilage namely by natural decay and microscopic forms of life (to include bacteria, moulds and yeasts), and chemicals
- *define the term perishable foods*
- give examples of perishable foods
- *explain why certain foods are considered as high-risk foods and give examples*
- *explain the conditions required for micro-organisms to grow*
- *explain how food could be contaminated due to cross-contamination and suggest ways to avoid this during the preparation of meals*

Hygienic Practices in the Handling and Preparation of Food

- explain the importance of following hygienic practices when handling food
- *define HACCP*
- *comment on the importance of setting standards from 'farm to fork'*
- list 5 personal hygiene rules
- list 3 hygienic practices when purchasing food
- list 3 hygienic practices when storing food
- list 6 kitchen hygiene rules

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- list 4 hygiene rules for waste disposal
 - explain the importance of following these rules and comment on the possible consequences

The Use of Convenience Foods

- define the term convenience foods
- list advantages and disadvantages of convenience foods
- outline the importance of sensible use of convenience foods
- explain why it is important to choose fresh foods rather than convenience foods whenever possible
- justify the increase in availability and choice of convenience foods with reference to today's lifestyle

Preservation of Food

- list the aims for preserving food
- identify different methods of preservation
- *identify the methods of preservation in relation to the prevention of food decay namely heat preservation, removal of moisture, removal of air, reduction of temperature, addition of a chemical preservative and irradiation*
- comment on the advantages and disadvantages of the different methods of preservation *with reference to the nutritional value, changes in colour, texture, flavour and food structure, shelf-life and value for money*
- *comment on the popularity of cook-chill foods and ready prepared meals and their health implications*

Home Freezing

- outline the importance of home freezing
- identify home freezing as a cost-effective method of preservation
- name foods and dishes that can be suitable for freezing
- set basic rules to be followed when storing food in a freezer
- list packaging materials suitable for use in a freezer
- *explain how food is prepared for freezing to include the blanching process*

Food Packaging

- explain the importance of packaging
- list materials used for packaging
- suggest suitability of packaging materials for different food products
- comment on the environmental impact of packaging material
- suggest ways how to choose products with minimal packaging or packaging that has minimal impact on the environment

Food Labelling

- explain the importance of food labelling as a source of information for consumers and a method of advertising a product
- list the information that should be found on a food label by law
- *comment on the importance of the information given*
- name other information which is often found on the food label
- identify and explain the symbols often found on a food label to include: ‘microwavable’ symbol, ‘litterman’ symbol, ‘recyclable’ symbol, freezing instructions, cooking symbols, ‘suitable for vegetarians’ symbol, irradiation symbol, gluten-free symbol and the bar-code
- list health claims found on food labels
- explain the difference between wording found on food labelling such as no sugar added and no added sugar, strawberry yoghurt, strawberry-flavour yoghurt and strawberry flavoured yoghurt

Food Additives

- *list the types of additives – preservatives, colourings, flavour enhancers, emulsifiers, stabilizers and thickeners, anti-oxidants and addition of nutrients*
- *explain the function of each with reference to food manufacture*
- *explain the importance of the E symbol found in front of additives listed in the ingredients list*
- *give at least 5 examples of natural additives / herbs / spices found in food*
- *give at least 2 examples of synthetic additives found in food*
- *comment on the possible health implications of excessive use of additives in processed food*
- *comment on the use of sweeteners instead of sugar to reduce calorific value of products while still giving a sweet flavour to foods*

Organic Farming and Genetically Modified Organisms

- explain the term organic farming
- state two benefits and two disadvantages of organic farming
- *outline the importance of organic farming*
- *list three ways how it differs to conventional methods of farming*
- *explain the term genetically modified organisms*
- give three reasons why people are showing more awareness regarding GMO’s

The Practical Component

The Preparation Sheet

- comment on the importance of planning a practical session in detail and following the order of work during the realisation, with reference to the prevention of accidents, following hygienic practices, being organised and finishing on time
- analyse the assignment given
- choose dishes which are conducive to health and that meet requirements according to the assignment given

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- list ingredients required, including the weight
 - list the utensils needed
 - outline reasons for choice with reference to the assignment given, colour, texture and flavour of dishes chosen, time constraints, cost of meal and other limitations such as fruit and vegetables in season, lack of certain equipment in Home Economics Room
 - organise work and allocate time for each step
 - evaluate planning and realisation of assignment

Weighing and Measuring

- list equipment used for weighing and measuring
- follow rules when weighing and measuring to achieve correct readings
- convert from g to kg and vice versa
- convert from ml to l and vice versa
- *identify other units of measuring solids and liquids namely oz and lb; fl.oz and pints; cups*

Preparation of Meals with emphasis on the Basic Skills, the Nutrients, Meal Planning, Food Commodities and Cooking Methods

■ *The Basic Skills*

- peeling, chopping, cutting, slicing, dicing, grating, weighing and measuring, beating, whisking, mixing, sieving, greasing, lining of tins, liquidising, blending, mashing, rubbing-in, kneading, folding-in, creaming, rolling out, binding of mixtures, using pastry to line dishes, simple healthy cake decoration, laying of tables, serving food

■ *The Nutrients*

- reduce fat, salt and sugar
- balance proteins and carbohydrates
- increase fibre, calcium, iron and vitamins

■ *Meal Planning*

- pregnant women, toddlers, invalids and convalescents, athletes, senior citizens, vegetarians, school packed lunches, lactose intolerants, coeliacs

■ *Food Commodities*

- meat, fish, poultry, milk, dairy products, fruit, vegetables, cereals, herbs, spices, pulses, nuts and eggs

■ *Methods of Cooking*

- grilling, poaching, steaming, baking, roasting, stewing, microwave cooking, stir-frying, boiling

Cake-Making Methods

■ *General*

- list the three main types of cake-making methods
- give the basic recipe for each of the methods
- describe each of the processes in detail
- identify the main rules to follow when preparing each of the following methods of cake-making; suggest two faults that may occur when rules are not followed

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- identify the all-in-one creaming method as the least healthy, whereas the rubbing-in method as the healthiest
 - *comment on the shelf-life when preparing cakes using the different methods*
 - suggest ways of increasing fibre, reducing sugar and margarine when preparing cakes
 - *describe the properties of the ingredients used for each method of cake-making*
 - decorate cakes using healthy ingredients such as ricotta, nuts, fresh and dried fruits and yoghurt

■ The Rubbing-in Method

- *define the terms sieving, rubbing-in, binding, dry ingredients and liquid ingredients*

■ The Creaming Method

- *explain how creaming sugar and eggs helps in improving texture as it acts as a raising agent*

■ The All-in-one Method

- *compare this method to the traditional creaming method of cake-making*

■ The Whisking Method

- make sponge mixtures to prepare flans and Swiss rolls and other healthy desserts
- suggest suitable fillings when making sponge cakes and Swiss rolls
- *define the terms whisking, ribbon-texture and folding-in*

The Shortcrust pastry

- describe basic steps in the process of making shortcrust pastry
- identify the main rules to follow and suggest possible faults if rules are not followed
- modify recipes for dishes using shortcrust pastry
- explain why the shortcrust pastry is the healthiest choice when using pastry to make pastry dishes
- decorate pastry dishes in a simple way
- suggest healthy, sweet and savoury recipes that could be prepared
- *define the terms kneading and rolling out*

Yeast as a Raising Agent

- *describe the function of raising agents in cake making and yeast cookery*
- *distinguish between mechanical and chemical raising agents, giving examples of each*
- describe the conditions yeast needs to grow in
- list the ingredients needed to make a yeast dough
- describe the process of making yeast dough
- identify the main rules to follow and suggest two faults that may occur
- suggest sweet and savoury dishes that could be prepared using a yeast dough
- *define the terms fermentation, proofing and kneading*

MODULE 2: Family Well-Being

The Family Unit

- *define the term family*
- list the types of families (nuclear, extended, single parents, foster parents, adoptive parents, step parents)
- state the roles and responsibilities of the different family members
- identify the basic needs of families and how these change throughout life (physical, social, psychological, intellectual)
- suggest positive family relationships
- Suggest 3 ways how the individual and the family can interact within the community

Child Care and Development

- explain the importance of showing respect for self and partner
- list the factors that can harm the unborn child
- identify the basic needs of children at the different stages of life – baby, infant, toddler, pre-school child
- suggest ways how parents can help for the development of physical, emotional, intellectual and social needs of children
- explain how to create an environment which introduces the child to healthy eating habits
- explain that the vaccine programme issued by the health department is a means of preventing the spread of contagious disease
- list four of the diseases children are immunised against

First Aid and the First Aid Box

- list items found in a First Aid Box
- explain how to give first aid if faced with the following injuries: cuts and grazes; burns and scalds; nose bleed; poisoning; fractures, bruises, swellings and sprains

Senior Citizens in Society

- *define the term senior citizens*
- identify emotional, social, intellectual and physical needs
- identify ways of how and where they can get help
- list effects of the changing lifestyle on the elderly person
- identify the positive and negative aspects of an elderly person living alone, living within the family and living in a residential home
- list 5 services available for senior citizens and discuss their benefits
- suggest how a home could be adapted according to the changing needs of a senior citizen
- list 5 gadgets available to help senior citizens live a more independent life

Safety In and Outside the Home

- explain why children and the elderly are most prone to accidents inside and outside the home
- list possible accidents inside and outside the home, with particular emphasis on the kitchen, the bathroom, playing fields and on the road and identify safety precautions for each

The Person with Special Needs in the Family and the Community

- identify 3 difficulties faced by people with mobility impairment
- identify 3 difficulties faced by people with mental impairment
- comment on the effect a person with special needs has on the family
- suggest ways how to integrate the person with a disability in the community

Sources of Stress on Family Units and Strategies for Managing Stress

- identify sources of stress on the family
- *differentiate between social, cultural and economic sources of stress on family units*
- list 5 effects which show that a person is under stress
- suggest 6 practical ways how teenagers can manage stress

The Identification of the Key Sources of Information and Support Provided for Families

- identify 10 social protection and support provided by welfare services and organisations in relation to children and elderly

MODULE 3: The Choice and Management of Resources

The Selection, Safe Use and Care of Kitchen Equipment

- identify equipment needed for different tasks taking place in the kitchen: chopping, peeling, cutting, grating, baking, mixing, mashing, liquidizing, serving
- explain how to care for utensils and equipment made of wood, glass, plastic and metal

The Critical Choice of Labour Saving Devices

- list the following labour saving devices found in the kitchen (food processor, electric whisk, food mixer, liquidizer, blender, electric kettle, steamer, electric toaster, microwave oven, cooker, refrigerator and freezer, dishwasher)
- identify factors to consider and questions to ask when buying an appliance in order to make a critical choice

The Selection, Safe Use and Care of Hobs, Grills and Ovens

- identify types of cookers available (built-in or free-standing; gas, electric or ceramic)
- explain how to use a cooker safely
- list the parts of a cooker
- list special features to be considered when choosing the hob, grill and oven

The Selection, Safe Use and Care of Refrigerators

- identify the different types of refrigerators – top, bottom, larder and side-by-side
- discuss the advantages and disadvantages of the different types of refrigerators
- decide on the suitability of the refrigerator which suits best the needs of different set-ups and factors
- set basic rules to be followed when storing food in the refrigerator
- list basic features to look out for when choosing a refrigerator
- list packaging materials suitable for use in a refrigerator
- identify 2 environmental factors when choosing a refrigerator

and Freezers

- identify the different types of freezers – chest and upright
- discuss the advantages and disadvantages of the different types of freezers
- comment on the importance of owning a home freezer considering today's family lifestyles
- list basic features to look out for when choosing a freezer
- decide on the suitability of the freezer which suits best the needs of different family set-ups and factors
- identify 2 environmental factors when choosing a freezer

Laundry and Fabric Care

- classify 4 fabrics under each of the two headings – natural and synthetic
- explain and list types of detergents available
- select a suitable laundry detergent considering the environmental impact of the various detergents
- name and comment about the features to look out for when choosing a washing machine
- explain symbols within the international textile care labelling code
- explain how to prepare clothes for washing
- list general rules for removing stains

Appearance Management (Good Grooming)

- define self-image
- describe how clothing affects a person's self-image
- explain the importance of choosing clothing that enhances self-image
- determine the social factors that affect clothing choices
- describe a well-dressed person

Environmental Issues and Awareness

Environmental Awareness

- define the term environment
- explain the importance of taking care of our environment
- comment on the local environmental situation

Waste Separation at Source

- distinguish between organic, inorganic waste, liquid and solid waste
- list benefits of separating waste at source
- explain the steps to follow when organizing waste to be taken to bring-in sites
- suggest ways how we can Reuse, Reduce, Recycle, Return and Refill
- name bi-products such as compost and bio-diesel that are being made from generated waste

The Choice of Goods and Services with the Minimal Impact on the Environment

- define the term green consumer
- list symbols to look out for to choose products with minimal impact on the environment
- suggest changes in habits and daily routines to help us become more green consumers when choosing goods and using various services
- describe ways how to choose products with minimal impact on the environment
- explain what the consumer can do to put pressure on manufacturers to produce products and offer services with minimal impact on the environment
- list products that
 - should not be tested on animals,
 - should be CFC free,
 - should be biodegradable,
 - should not contain a lot of packaging,

-
- could be made out of recycled material
- Saving Energy and Water in the Home**

- explain the importance of saving energy and water in the home
- identify daily habits and routines that one could adopt to reduce the consumption of electricity and water in the home
- list ways of how to save energy and water in the home when designing and decorating the home
- suggest new technologies and alternative sources of energy that are helping in reducing electricity and water consumption

Consumer Issues and Education

Consumer Awareness

- *define the term consumer*
- explain the importance of becoming an informed consumer
- identify factors which influence consumer choice with reference to: personal, social, economic, psychological and environmental factors.

Shops and Shopping Practices

- compare and contrast the advantages and disadvantages of the following shopping practices:
 - buying from specialist shops, supermarkets, discount stores, open markets, door-to-door sellers
 - buying over the internet, over the phone
 - using mail-order and catalogue shopping
- *identify marketing strategies used and comment on their influence on the consumer*
- make a list of different forms of advertising
- *discuss the store layout and in-store promotions as an effective form of advertising*
- set 10 rules for wise shopping

Methods of Payment

- explain how one can pay for products using the following methods: cash, plastic money, cheque, hire purchase, interest free credit, bank-loan or overdraft facilities
- compare the advantages and disadvantages when using the above methods
- explain the difference between debit and credit card and comment on the advantages and disadvantages of using these cards

Budgeting and Ways of Saving Money

- explain the importance of budgeting one's income
- list sources of income
- *explain the difference between gross and net income*
- list priorities to be considered when planning the family budget
- analyse possible consequences of mismanagement
- explain possible bank services and explain the functions of current, savings and fixed accounts
- *list 3 types of possible investments for future needs*

Consumer Rights and Responsibilities

- *list the 8 consumer rights*
- name 4 consumer responsibilities
- explain the procedure of how to redress
- list 2 sources of information and advice

Housing and Interiors

Factors influencing a Choice of Home

- name a person's basic needs namely physical, social and emotional
- identify factors which influence the choice of home

Steps to follow when acquiring a Home

- list the advantages and disadvantages of renting, buying and building a house
- identify the different ways of financing a home
- list the steps to follow when buying a house
- explain who is the estate agent and what services they offer
- list the advantages and disadvantages of using the services of an estate agent from the buyer's and seller's point of view

Assurances and Insurances

- explain the difference between assurances and insurances
- list the benefits of having a household insurance policy and a life assurance policy when taking a loan from the bank

Kitchen Planning

- identify the different uses of a kitchen
- Define the term ergonomics in terms of kitchen planning (efficiency, safety, easy to work in)
- Plan the work triangle as a means of maximizing efficiency, safety and saving energy
- Outline the importance of organizing storage space in the kitchen
- Suggest points to be kept in mind when planning lighting, ventilation, work surfaces and wall and floor coverings
 - *Lighting*: Acknowledge the importance of natural lighting, central light together with lighting on work tops
 - *Ventilation*: Identify ways of ventilating the kitchen namely: windows, wall ventilation outlets, cooker hoods and extractor fans
 - *Wall and Floor Coverings*: List the characteristics of a suitable work surfaces and floor coverings

MODULE 4: The Coursework Component

Refer to Appendices

APPENDIX 1

Assessment Criteria for the Practical Assignments for Year 10 and Year 11

<u>Practical Assignment</u>	<u>Criteria for allocation of marks</u>	<u>Marks</u>
Choice of dishes	This should be suitable for the particular requirements of the assignment chosen. A broad judgement of the whole assignment should be considered. Pupils are expected to: - apply knowledge relevant to the assignment; - present evidence on which judgements of choice are made.	Marks
	Incorrect choice of dishes	0
	Poor choice of dishes	1 - 2
	Good choice of dishes	3 - 5

Reasons for choice	Pupils are expected to suggest factors that could be identified to validate choice. These could include reference to health, nutritional value, economy, colour, texture, balance, taste, presentation, etc.	Marks
	No reasons given	0
	Poor understanding of the assignment Limited interpretation with simple justification	1 - 3
	Adequate understanding of the assignment A basic interpretation with simple but accurate justification.	4 - 6
	Recognition of limits of assignment, good analysis of assignment and showing realistic choices in relation to time available.	7-10

Planning of order of work	Full credit must be given for a logical order of work which should include: preparation of self, hygiene and safety, timing, important points relating to particular dishes, dovetailing, clearing and washing up, serving of food at the right temperature, presentation of work. Pupils are expected to plan a course of action appropriate to the assignment set.	Marks
	Little evidence of accuracy, health and safety awareness, planning or sequencing of work.	1-2
	Some evidence of ability to plan and use resources but with a poor sequence of work. Limited awareness of health and safety, time and energy.	3-4
	A logical sequence of work with due regard to resources, preparation and completion of assignment, a considerable degree of accuracy indicating awareness of health and safety and time factors.	5-6
	A logical sequence of work reflecting efficient use of time, methodical thinking and dovetailing tasks in a sensible order, showing accuracy and due regard to preparation and completion of assignment.	7-8

Shopping/ Equipment/ Materials/ Requirements List	Full credit must be given to pupils who make a comprehensive list of ingredients and appliances needed. List of ingredients should be accompanied by quantities which are reasonable.	Marks
	List not presented.	0
	Incomplete list / quantities not always reasonable.	1
	Complete list, with reasonable quantities	2

<p>Practical realisation</p>	<p>Pupils are expected to carry out their plan of action with proficiency and competence using management, organisational and psychomotor skills. The following sections will be assessed - Preparation, Production, Proficiency, Hygienic Practices and Outcome. The mark awarded is based on four graded levels: Level 1 - pupil has achieved a restricted level of competence and performed tasks with difficulty Level 2 - pupil has performed most tasks to a satisfactory level of competence Level 3 - pupil has reached a good level of competence Level 4 - pupil has achieved a high level of competence and performed tasks effectively. Note: - there is a different distribution of marks for each section.</p>	
	<p><u>Preparation.</u></p> <p>Pupil's appearance Selection of correct equipment and tools. Preparation of tins and appropriate equipment. Correct oven temperature and oven shelves. Preparation of fruit and vegetables as required.</p>	<p>Levels Marks</p> <p>level 1 1-2 level 2 3-5 level 3 6-7 level 4 8-10</p>
	<p><u>Performance in chosen skill</u></p> <p>Restricted performance. Fairly satisfactory to satisfactory. Good performance. Excellent performance.</p>	<p>level 1 1-2 level 2 3-5 level 3 6-7 level 4 8-10</p>
	<p><u>Production</u></p> <p>Good manipulative skills and good handling of tools and equipment. Correct methods of preparation and cooking.</p>	<p>level 1 1-3 level 2 4-7 level 3 8-11 level 4 12-15</p>
	<p><u>Proficiency</u></p> <p>Efficient organisation of work and time. Safe and economic management of cooker. Sensible use of refrigerator.</p>	<p>level 1 1-2 level 2 3-5 level 3 6-8 level 4 9-10</p>
	<p><u>Procedures</u></p> <p>Adherence to rules concerning hygiene and safety: self, equipment/appliances, working area clean and tidy, washing up done as necessary, all equipment returned to correct place. Correct disposal of waste.</p>	<p>level 1 1-2 level 2 3-5 level 3 6-8 level 4 9-10</p>
	<p><u>Outcome</u></p> <p>The following should be considered in the presentation of the finished results: - finished appearance, garnishing, decoration - texture, flavour, seasoning, colour - temperature, serving dishes - appropriate presentation with a flair for creativity and an aesthetically pleasing outcome.</p>	<p>level 1 1-2 level 2 3-5 level 3 6-8 level 4 9-10</p>

Evaluation	Pupils should evaluate the completed assignment by identifying strengths and weaknesses and making reference to results, cost, use of time, nutritional value and suggestions for improvement.	Marks
	Very few comments on cost, flavour, texture. Few comments confirming or criticising choice of dishes. Superficial reference to nutritional value of dishes.	1-2
	Reasonable evaluation with comments on the assignment involved, planning, selection of dishes, organisation of work and full comments on outcome. Basic reference to nutritional value of food included.	3-5
	A fair appreciation of the strengths and weaknesses of assignment. Some suggestions for improvements. Reference made to cost, organisation, finished results. Sensible consideration of nutritional value of dishes.	6-8
	Reasoned judgement on assignment in relation to flavour, texture and appearance. Comment relating to cost of dishes in relation to task set. A good appreciation of strengths and weaknesses with sensible suggestions for improvement. Detailed consideration of nutritional value of food included.	9-10

It is suggested that teachers use one of the mark sheets available in Appendices 1.2, 1.3 or 1.4

Name: _____	Class: _____
Assignment: _____	

DISHES/BEVERAGES CHOSEN (5 marks) _____	

CHOICE OF WORK (List of Ingredients, including Quantities)	

REASONS FOR CHOICE OF WORK (10 marks)

APPENDIX 1.2**ASSESSMENT MARK SHEET FOR THE PRACTICAL ASSIGNMENTS**

Name: _____

Practical number: _____

Total marks awarded (out of 100 marks): _____

Total mark as 7.5%: _____

Instructions: Next to each criterion in each section, tick ✓ in the column which best indicates the level of performance reached by the pupil. The column with the highest amount of ✓ indicates the average level reached by the pupil in each section. Award marks as indicated at the bottom of the column in each section. Add total of each section to obtain the final score achieved by the pupil.

Choice of dishes	Incorrect	Poor	Good	Marks
Recognizes limits of test				
Realistic choices				
Time kept in mind				
Use of local and seasonal food				
	0 marks	1-2 marks	3-5 marks	

Reasons for choice	Not noticed	Poor	Adequate	Good	Marks
Suggests factors to validate choice					
Reference to health and nutritional value					
Reference to economy					
Reference to colour, texture, balance, taste and presentation.					
	0 marks	1-3 marks	4-6 marks	7-10 marks	

Order of work	Poor	Some	Adequate	Good	Marks
Logical sequence					
Identifies basic steps of recipes					
Includes preparation of self					
Dovetailing					
Effective use of time					
Hygiene and safety					
Clearing and washing up					
Serving at right temperature					
Presentation of work					
	1-2 marks	3-4 marks	5-6 marks	7-8 marks	

Shopping/ Equipment/Materials Requirements List	Not noticed	Limited	Good	Marks
Lists ingredients and quantities				
Lists appliances and other materials needed				
	0 marks	1 mark	2 marks	

Evaluation	Limited	Fair	Good	Excellent	Marks
Reference to flavour, texture, appearance					
Cost of dishes					
Reference to use of time					
Identifies weaknesses					
Identifies strengths					
Suggestions for improvement					
Considers nutritive value					
Recipe engineering and its effectiveness					
Comments about outcome					
	1-2 marks	3-5 marks	6-8 marks	9-10 marks	

Preparation	Restricted level	Satisfactory	Good	Very good	Marks
Appearance					
Selection of tools/equipment					
Preparation of items needed					
Correct oven temp. & shelves					
Preparation of fruits and vegetables					
	1-2 marks	3-5 marks	6-7 marks	8-10 marks	

Chosen skill	Restricted	Satisfactory	Good	Excellent	Marks
Performance in chosen skill					
	1-2 marks	3-5 marks	6-7 marks	8-10 marks	

Production	Restricted level	Satisfactory	Good	Excellent	Marks
Manipulation of other culinary skills					
Handling of tools/ equipment					
Methods of preparation					
Correct methods of cooking					
	1-3 marks	4-7 marks	8-11 marks	12-15 marks	

Proficiency	Restricted	Satisfactory	Good	Excellent	Marks
Organization of work					
Organization of time					
Safe use of cooker					
Economic use of cooker					
Sensible use of refrigerator					
	1-2 marks	3-5 marks	6-8 marks	9-10 marks	

Procedures	Restricted	Satisfactory	Good	Excellent	Marks
Clean & tidy working area					
Washing up					
Equipment returned to correct place					
Pupil's safety					
Safe use of equipment/appliances					
Correct disposal of waste					
	1-2 marks	3-5 marks	6-8 marks	9-10 marks	

Outcome	Restricted	Satisfactory	Good	Excellent	Marks
Appearance					
Garnish/decoration					
Texture					
Flavour/seasoning					
Colour					
Temperature					
Serving dishes					
Aesthetically pleasing					
Creativity					
	1-2 marks	3-5 marks	6-8 marks	9-10 marks	

General comment:

APPENDIX 1.3

Assessment Mark Sheet for Practical Assignment 1 & 2

Pupil's Name _____

Pr. Ass. 1 Mark	Pr. Ass. 2 Mark
_____	_____
%	%

15% of Total Marks

	Choice of Dishes	Reasons for Choice	Planning of Order of Work	Requirements List	Evaluation of Work
Distribution of Marks	5	10	8	2	10
Pupil's Mark- Ass.1					
Pupil's Mark- Ass.2					

	Practical Realisation						Total
	Preparation	Chosen Skill	Production	Proficiency	Procedures	Outcome	
Distribution of Marks	10	10	15	10	10	10	100
Pupil's Mark- Ass.1							
Pupil's Mark- Ass.2							

Comment: _____

APPENDIX 1.4

Assessment Mark Sheet for Practical Assignment 1 (Pr1) & 2 (Pr2)

** Marks are allotted **per** Practical Assignment*

School:

Subject teacher:

Class:

Pupil's Name	Choice of Dishes		Reasons for choice		Planning of Order of Work		Practical Realisation										Requirements List		Evaluation of Work		Total				
							Preparation		Chosen skill		Production		Proficiency		Procedures								Outcome		
	*5 marks		10 marks		8 marks		10 marks		10 marks		15 marks		10 marks		10 marks		10 marks		2 marks		10 marks		100 marks		
	Pr1	Pr2	Pr1	Pr2	Pr1	Pr2	Pr1	Pr2	Pr1	Pr2	Pr1	Pr2	Pr1	Pr2	Pr1	Pr2	Pr1	Pr2	Pr1	Pr2	Pr1	Pr2	Pr1	Pr2	

APPENDIX 2

Assessment Criteria for the Investigation

Name: _____

Class: _____

Total marks awarded (out of 120): _____ Total mark as 15 % (Total marks awarded ÷8): _____

Criteria for Investigation	Maximum marks	Marks awarded
<p>1. Choice and analysis of investigation title.</p> <p>i. Chooses a relevant and focused title for the investigation..... Chooses a somehow relevant and focused title for the investigation..... Chooses a non-specific/vague title for the investigation..... </p> <p>ii. Carries out an accurate, brief analysis of the investigation title..... Carries out a brief analysis which is not necessarily accurate..... Brief analysis not presented or completely inaccurate.....</p>	<p>(8 marks)</p> <p>4-3 marks 2-1 marks 0 marks </p> <p>4-3 marks 2-1 marks 0 marks</p>	
<p>2. Identification of factors involved in carrying out the investigation.</p> <p>i. Identifies all factors involved as appropriate..... Identifies most factors involved..... Identifies a limited amount of factors No identification of factors / Totally inaccurate.....</p>	<p>(10 marks)</p> <p>10-9 marks 8-5 marks 4-1 marks 0 marks</p>	
<p>3. Aims.</p> <p>i. Draws up a comprehensive and relevant list of aims..... Draws up a relevant but not comprehensive list of aims..... Draws up a relevant but restricted list of aims..... No evidence of aims / Aims presented not relevant for investigation... </p> <p>ii. Complete reference made to which part of investigation will help pupil reach each aim..... Some reference made to which part of investigation will help pupil reach most aims..... No reference made.....</p>	<p>(14 marks)</p> <p>10-8 marks 7-4 marks 1-3 marks 0 marks </p> <p>4-3 marks 2-1 marks 0 marks</p>	
<p>4. Plan of Action.</p> <p>i. Presents a plan of action which is well organized and methodical Presents a plan of action which is not necessarily always accurate and practical..... No evidence of a plan of action</p> <p>ii. Indicates reasonable time frames and identifies suitable resources needed..... Indicates somewhat reasonable time frames and identifies some of the resources needed No evidence or incorrect time frames. No reference to resources needed made.....</p>	<p>(8 marks)</p> <p>4-3 marks 2-1 marks 0 marks </p> <p>4-3 marks 2-1 marks 0 marks</p>	
<p>5. Background research.</p> <p>i. Collates background research, using a reasonable selection of sources. Collates background research using limited sources; information given not always relevant..... Carries out research in a restricted manner and which is not necessarily relevant..... No research carried out.....</p>	<p>(10 marks)</p> <p>5-4 marks 3-2 marks 1 mark 0 marks</p>	

<p>.....</p> <p>ii. Relevant conclusions drawn.....</p> <p>Some conclusions drawn, but not necessarily always relevant.....</p> <p>No conclusions drawn.....</p>	<p>.....</p> <p>5-4 marks</p> <p>3-1 marks</p> <p>0 marks</p>	
<p>6. Use of technique I.</p> <p>i. Introduces the technique, giving reasons for carrying out the technique.....</p> <p>Identifies technique and gives insufficient reasons for carrying out the technique.....</p> <p>Technique is not identified and no reasons are given.....</p> <p>.....</p> <p>ii. Carries out the technique in an effective manner.....</p> <p>Carries out technique in a satisfactory manner.....</p> <p>Carries out technique in a restricted manner.....</p> <p>Technique is not carried out.....</p> <p>.....</p> <p>iii. Draws detailed conclusions to the result of the technique.....</p> <p>Draws general conclusions to the result of the technique.....</p> <p>Draws poor conclusions to the result of the technique.....</p> <p>Does not draw conclusions to the result of the technique.....</p>	<p>(12 marks)</p> <p>2 marks</p> <p>1 mark</p> <p>0 marks</p> <p>.....</p> <p>6-5 marks</p> <p>4-3 marks</p> <p>2-1 marks</p> <p>0 marks</p> <p>.....</p> <p>4-3 marks</p> <p>2 marks</p> <p>1 mark</p> <p>0 marks</p>	
<p>7. Use of technique II.</p> <p>i. Introduces the technique, giving reasons for carrying out the technique.....</p> <p>Identifies technique and gives insufficient reasons for carrying out the technique.....</p> <p>Technique is not identified and no reasons are given.....</p> <p>.....</p> <p>ii. Carries out the technique in an effective manner.....</p> <p>Carries out technique in a satisfactory manner.....</p> <p>Carries out technique in a restricted manner.....</p> <p>Technique is not carried out.....</p> <p>.....</p> <p>iii. Draws detailed conclusions to the result of the technique.....</p> <p>Draws general conclusions to the result of the technique.....</p> <p>Draws poor conclusions to the result of the technique.....</p> <p>Does not draw conclusions to the result of the technique.....</p>	<p>(12 marks)</p> <p>2 marks</p> <p>1 mark</p> <p>0 marks</p> <p>.....</p> <p>6-5 marks</p> <p>4-3 marks</p> <p>2-1 mark/s</p> <p>0 marks</p> <p>.....</p> <p>4-3 marks</p> <p>2 marks</p> <p>1 mark</p> <p>0 marks</p>	
<p>8. Discussion of results.</p> <p>i. Discusses in detail the outcomes of the results obtained.....</p> <p>Discusses briefly the outcomes of the results obtained.....</p> <p>Reviews poorly the outcomes of the results obtained.....</p> <p>No discussion of results.....</p>	<p>(16 marks)</p> <p>16-11 marks</p> <p>10-5 marks</p> <p>4-1 mark/s</p> <p>0 marks</p>	
<p>9. Evaluation.</p> <p>i. Carries out ongoing evaluation.....</p> <p>Carries out evaluation in parts of the investigation.....</p> <p>No evidence of ongoing evaluation.....</p> <p>.....</p> <p>ii. Evaluates comprehensively the effectiveness of the planning decisions, methods and results obtained; makes a good appreciation of the strengths and weaknesses of the investigation with sensible suggestions for further work.....</p> <p>Makes a reasonable attempt at analysing and justifying the planning, methods and results obtained, drawing on relevant evidence; shows some understanding of the limitations of the investigation with a few suggestions for further work.....</p> <p>Makes a limited analysis with superficial comments on the planning, methods and results obtained; draws basic conclusions and makes</p>	<p>(24 marks)</p> <p>6-4 marks</p> <p>3-1 marks</p> <p>0 marks</p> <p>.....</p> <p>18-16 marks</p> <p>.....</p> <p>15-11 marks</p> <p>.....</p> <p>10-6 marks</p>	

<p>limited suggestions for improvement of work and minor suggestions for further development.....</p> <p>Makes very poor analysis, with few comments on the planning, methods and results obtained; draws poor conclusions and makes very limited suggestions for improvement of work; makes no reference for further development and shows very limited appreciation of the strengths and weaknesses of the investigation.....</p> <p>No evidence or vague attempts at evaluation of the planning methods and results obtained.....</p>	<p>5-1 mark/s</p> <p>0 marks</p>	
<p>10. Language used and accuracy.</p> <p>i Submits an original and self-designed investigation which indicates precise nature of contents in sequential order and with a clear index; writes with considerable accuracy and uses a wide range of specialist terms adeptly and with precision.....</p> <p>Submits an adequately designed investigation with a layout in sequential order and which gives some indication of contents; writes with reasonable accuracy and uses a good range of specialist terms with facility.....</p> <p>Submits a poorly designed investigation which has most its contents inserted in random order and not secured; writes with limits accuracy and uses a limited range of specialist terms appropriately.....</p>	<p>(6 marks)</p> <p>6-5 marks</p> <p>4-3 marks</p> <p>2-1 mark/s</p>	

Comments: _____

Assessment Sheet for Investigation Work – YEAR 9

Students` Name	Choice & Analysis of Title	Identification of Factors Involved	Aims	Plan of Action	Background Research	Use of Technique	Discussion of Results	Evaluation	Language Used and Accuracy	Total	15% of Total
	8	10	14	8	10	12	16	16	6	100	15%
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											

Assessment Sheet for Investigation Work – YEAR 10

APPENDIX 2.2

Students` Name	Choice and Analysis of Title	Identification of Factors Involved	Aims	Plan of Action	Background Research	Total	15% of Total
	8	10	14	8	10	50	15%
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

APPENDIX 2.3

Assessment Sheet for Investigation Work – YEAR11

Students` Name	Use of Technique 1	Use of Technique 2	Discussion of Results	Evaluation	Language Used and Accuracy	Total	Total Mark in Form IV	Total 100% (/120 x 100)	15% of Total Mark
	12	12	16	24	6	70	50	120	15
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

APPENDIX 3

Annual Final Mark – YEAR 9

	Student`s Name	Prac. Ass. 1	Prac. Ass. 2	Investigation Work	Total Coursework	Annual Exam	Annual
						Mark	Final Mark
		5%	10%	15%	30%	70%	100%
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

APPENDIX 4

Annual Final Mark – YEAR 10 and 11

	Student`s Name	Prac. Ass.	Investigation Work	Total Coursework	Annual Exam Mark	Annual Exam FINAL Mark
		15%	15%	30%	70%	100%
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

APPENDIX 1.3.1

Assessment Mark Sheet for Practical Assignment 1 – Year 11

Pupil's Name

Pr. Ass. 1 Mark	

%	

15% of Total Marks

	Choice of Dishes	Reasons for Choice	Planning of Order of Work	Requirements List	Evaluation of Work
Distribution of Marks	5	10	8	2	10
Pupil's Mark – Ass.1					

	Practical Realisation						Total
	Preparation	Chosen Skill	Production	Proficiency	Procedures	Outcome	
Distribution of Marks	10	10	15	10	10	10	100
Pupil's Mark – Ass.1							

Comment: _____
