

Directorate for Learning and Assessment Programmes

HOME ECONOMICS

Year 9



Learning and Assessment Programme
September 2022

Table of Contents

| | |
|--|----|
| Introduction..... | 3 |
| Home Economics – Rationale..... | 3 |
| The Relevance of Home Economics..... | 4 |
| Key skills in Home Economics..... | 6 |
| Assessment..... | 8 |
| Learning Outcomes..... | 10 |
| Programme Level Descriptors..... | 10 |
| Broad Learning Outcomes with Subject Foci – Year 9 | 13 |
| Distribution of Learning Outcomes, Broad Learning Outcomes, and Assessment Criteria at MQF 1-3 – Year 9..... | 15 |
| Alignment of Broad Learning Outcomes and Content with Suggested Assessment Criteria – Year 9..... | 41 |
| Scheme of Assessment..... | 43 |
| Appendix 1 – Front pages for Assignments..... | 48 |
| Appendix 2 – Preparation Sheet..... | 52 |
| Appendix 3 – The Cross Curricular Themes..... | 56 |

Introduction

This Home Economic syllabus is based on the curriculum principles outlined in The National Curriculum Framework for All (NCF) and designed using the Learning Outcomes Framework (LOF) to identify what students should know and be able to achieve by the end of their compulsory education. As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates for quality education in line with national strategies for inclusivity, lifelong learning, and future career opportunities.

Home Economics - Rationale

Home Economics (HE) is a multi-disciplinary field of study that seeks to promote optimal and sustainable living for individuals, families, and communities. It is concerned with meeting the challenges of everyday living in modern society. Furthermore, it provides a balance between theoretical understandings and practical actions in everyday situations. HE encompasses the learning and mastery of knowledge, attitudes, skills, and competencies that enable students to develop:

- as individuals by:

helping them to become health literate to be able to address health problems and issues, making responsible informed choices about their food and diet, thus enhancing their potential to improve their health and well-being;

- as contributors to society by:

helping them realise their responsibility to ensure that the community is kept healthy, safe, and secure, becoming effective communicators, making them aware of values and lifestyles that are different from their own, and helping them make meaningful decisions in family relationships taking into consideration the ever-changing nature of families and parenting in today's society;

- as contributors to the economy by:

guiding them to enhance their ability to become cautious, competent consumers and manage their resources in an efficient, effective, and sustainable manner; making informed choices in relation to the environment not only within their immediate context but also in the future; promoting financial literacy as a salient contributor towards the achievement and maintenance of the improved quality of life and nurturing a creative entrepreneurial mind-set.

The Relevance of Home Economics:

The health and well-being theme embraced in HE provides a consolidated approach to education and aims to enable learners to develop the knowledge, skills, and competencies to make informed choices while considering the impact of those actions on themselves, the well-being of other people, and society at large.

Learners should reach their full potential as they engage in various hands-on activities that are age-appropriate and level specific. Food preparation opportunities based on sound principles of diet and nutrition provide learners with a basic skill that will enable them to take action to improve their health. The aims of HE based on this vision are expected to guide all learners to strengthen their ability to become advocates for health. This is essentially important to help curb the health problems which are afflicting our nation and help improve the health and well-being of our population.

Home Economics advocates the strengthening of the family and addresses the different challenges that are faced by the family in a changing world. From a HE perspective families have a great potential for the achievement of sustainable development as core units of society and the economy. The focus of HE education on food production and nutrition, family health and well-being, resource management, and financial literacy which are fundamental for sustainable development, leads to valuable results for development.

HE incorporates financial literacy directly under the umbrella of consumer education and money management. This area of study provides students with the right knowledge and skills to become responsible and informed consumers as well as nurture a culture of financial planning and preparation amongst our students.

Being financially literate is a salient contributor towards helping to achieve and maintain such an improved quality of life, which seeks to address poverty and social exclusion. To this end, HE directs the learners' decisions and actions and prepares them for life as individuals, family members, active citizens, and skilled employees, while facilitating the development of attributes for lifelong learning.

Home Economics as a subject can help reinforce the learning outcomes and outputs as proposed in the National Curriculum Framework due to its complementarity with other learning areas, namely:

- Health and Physical Education
- Education for Democracy
- Education for Entrepreneurship, Creativity, and Innovation
- Education for Sustainable Development

Home Economics is one of the subjects in the Health and Physical Education (HPE) Learning Area. Since the inception of the NCF, HE education has been aligned with this learning area, even though due to its multi-disciplinary and trans-disciplinary nature, it complements other cross-curricular themes and learning areas.

The HE Secondary School curriculum will provide students with opportunities to understand basic human necessities and to study the well-being of individuals, families, and societies, building up their awareness of the various dimensions affecting well-being. While the HE core Middle School curriculum can provide a broad-based study that includes all the major areas in HE, the HE option curriculum at the senior level will provide students with an in-depth study of specific areas that provides the basis for further studies. The curriculum at this level will therefore aim to strike a balance between breadth and depth and to respond to current social, economic, and technological developments, both on a local and global level.

Home Economics encompasses four main dimensions or areas of practice, namely:

Area 1: Food, Nutrition, and Health

Allows students to understand and apply relevant scientific principles of nutrition in relation to food choices and their significance to health; take increasing responsibility for the management of their own health and that of individual family members; develop a variety of practical skills to prepare and present nutritionally balanced foods; investigate how issues relating to social, cultural, technological, economic, environmental, physiological and psychological points of view impact food choice and health.

Area 2: Family Wellbeing

Allows students to become aware of how influences of contemporary society directly impact the wellbeing of individuals, families, and communities; identify the family as a social institution as well as the contribution of family life to the personal and social development of its members; assess how the quality of relationships is affected by the way family members communicate, share, take responsibility and help one another; consider the different and changing needs of family members and how these needs could be met throughout the lifecycle.

Area 3: Financial Literacy and Consumer Education

Allows students to become informed consumers in an everchanging society; identifying the basic needs in life over wants, keeping in mind priorities and making a budget whilst saving; be aware of their rights and responsibilities when shopping and availing themselves of different services; showing awareness of different methods of payment and methods of saving; becoming critical consumer, being able to critically analyse different forms of advertising.

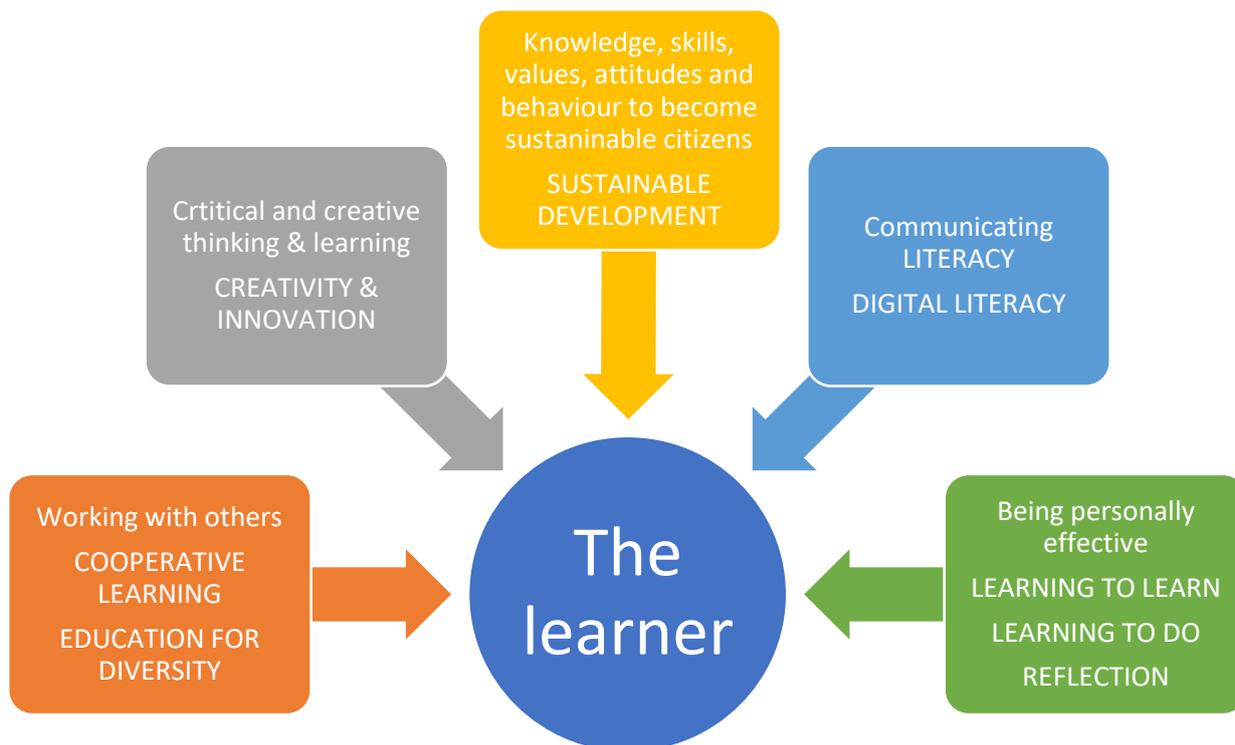
Area 4: Sustainable Living and Effective Management of Resources

Allows students to become discerning consumers and effective managers of safe and sustainable resources in relation to the home, family, and environment within local and global contexts; develop an awareness of relevant statutory and voluntary provisions available to nurture positive attitudes and appreciate their effect on the family and households within the community; foster aesthetic appreciation of products and investigate the implications and applications of technology and marketing techniques on consumers.

Key Skills in Home Economics

The Home Economics course of study is designed to equip students with a broad range of knowledge, skills, and competencies in line with Home Economics' multi-disciplinary foundations. It melds scientific principles with a practical, critical-thinking, and problem-solving approach calling upon health, physical, communication, and social sciences, together with organisational and entrepreneurial skills. The main aims of the Home Economics course are to help students:

- Develop an appreciation of the value of choosing sustainable lifestyles based on efficient, safe, and fair management of personal, household, community, and global resources; and nurture skills to make informed and responsible choices and implement appropriate actions in different everyday scenarios.
- Increase understanding, nurture attitudes and develop skills to adopt and promote health and wellbeing; improve knowledge about risks for health, including unsafe practices, lack of hygiene, malnutrition, and lack of physical activity; and acquire skills to lessen such health risks.
- Assimilate the relevant scientific principles involved in food production and processing, food composition and labelling, nutrition throughout the lifecycle and dietary standards; and adopt a balanced, critical approach to food choice and eating habits; as well as develop skills relating to the choice, preparation, presentation, and storage of food to promote health, to cater for diet-related diseases and conditions, to preserve food culture and to enhance sustainability.
- Increase understanding of the changing physical, social, emotional, intellectual, and aesthetic needs of individuals and family members throughout their life cycle; and develop skills on how to meet the various needs within the home and through community services; as well as foster an ability to communicate, share and make informed decisions to enhance positive family values and relationships.
- Develop the knowledge and competencies required for the effective and safe organisation and management of the home and its contents as well as develop the necessary skills to respond effectively to rapid technological changes and to scientific development which can impact individual, family, and community living.
- Cultivate financial competency to budget and manage personal finances wisely; strengthen awareness of consumer rights and responsibilities and marketing and advertising pressures; as well as nurture a critical approach to assessing consumer goods and services showing a responsible attitude and informed decision-making.
- Develop the qualities of systematic inquiry, creativity, innovativeness, and aesthetic appreciation to create and maintain pleasing, safe, sustainable, and health-enhancing tangible products and physical and social environments; and adopt an analytical approach to decision-making and problem-solving showing sensitivity and academic rigour.



Cross Curricular Themes

Several cross-curricular themes have been identified as central to helping learners achieve their potential. Many of the elements that make up these cross-curricular themes are a feature of teaching and learning across subjects. With the embedding of cross-curricular themes within the learning outcomes, learners will be presented with a range of learning experiences that will improve their present and future access to learning, their social interaction, their information and communication abilities, and their ability to work collaboratively. This involves building on current practice, but it also involves increasing attention to key skills. The Cross Curricular Themes can be found in Appendix 3.

As learners engage with each of the key skills, they grow in their knowledge about learning and their skills of learning, both in general terms and in the context of their own learning. Therefore, as learners absorb the key skills they also learn how to learn. As learners progress through different levels, the learning outcomes and respective assessment criteria indicate the required evidence of achieving the key skill.

The assessment criteria will provide the basis for assessment as part of ongoing teaching and learning. Different modes of assessment will enable the learners 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 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 judgments and choices
 - justify judgments and choices in the light of the evidence
 - decide upon and plan a course of action that considers 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.

Assessment

Assessment is an essential part of the learning and teaching process, with the main purpose being to give feedback to both the educator and the learner. Both formative and summative forms of assessment are equally significant, and both serve an educational purpose in the learning and teaching process in Home Economics.

Assessment is frequently described as having three purposes: for learning, where the evidence gathered shapes the planning for teaching and learning; as learning, where the learners learn about their learning and how to improve it; and of learning, where the evidence gathered informs the learner's progress.

In order to present a fair evaluation of learners' abilities, it is essentially important that, in Home Economics, a broad range of evidence is provided. What evidence of learning will be collected?

- What activities will facilitate assessment and provide evidence of learning?
- How will evidence of learning be recorded?
- Who will partake in collecting evidence of learning?

Assessment for Learning (AfL) yields important data which may enable educators to adjust and develop their teaching strategies. The following core strategies may impact the learners' performance and merit consideration in the mode of assessment employed:

- Clarifying learning intentions and outcomes.
- Producing effective questions and tasks that elicit evidence of learning.
- Providing feedback that shows learners what the next step is.
- Stimulating learners to become responsible for their own learning.

- Stimulating learners to become resources for one another.

AfL focuses on the learner by assessing the learners individually through various means. Formative assessment helps educators and learners to monitor progress and identify areas for improvement. Besides, it also gives educators valuable information about the learners' attainment.

In Home Economics, such a style of assessment is based on various observations, hands-on learning experiences, surveys, and learner participation in the ensuing discussion process. The learners' own initiative can also be taken into consideration. Educators have an opportunity to understand a learner's learning and thinking, and learners have an opportunity to reflect upon, record, and evaluate all steps of the learning process before proceeding to the next step. Ongoing evaluation, both in tasks, or projects, as well as hands-on interventions, helps learners to identify their strengths and work on their weaknesses, thus consolidating what has been learned. Evidence of learning may, in fact, come from:

- research/project work which gives the learner the opportunity to craft knowledge, skills, and attitudes into a complete package, or product, with individual style
- performance tasks that address specific assignment briefs
- an evaluation exercise that is completed after learners participate in a food preparation session/experiment/investigation
- written work
- site visits and other similar practical learning activities

Assessment of the learners' achievement for summative purposes should not be dependent on the one-off performances of tests and examinations. Alternatively, it ought to have a formative element by encouraging learners to reflect on their performance. This can include written assessments, task-based assignments, and controlled practical assessments which are embedded within the learning process. Summative assessments may be designed so that they more closely resemble problems encountered in real life. Hence, this form of assessment might include interpreting/modifying a recipe or writing short sentences to outline a point of view. It is essentially important that any form of assessment carried out at school, especially in the upper levels, would be in synergy with the MATSEC examination.

Learning Outcomes (LOs)

Learning Outcomes state what learners are expected to achieve in the subject at the end of the course of study. These LOs focus on particular topics/themes/areas. The selected content should enable learners to achieve the specific learning outcomes.

| At the end of the programme, I can: | |
|-------------------------------------|--|
| LO 1 | Demonstrate an understanding of health, well-being, and the principles of sustainability. |
| LO 2 | Demonstrate a comprehensive understanding of the role of macro and micronutrients in the diet, their digestion, and their effects on health. |
| LO 3 | Demonstrate an understanding of different types of food commodities. |
| LO 4 | Demonstrate a broad understanding of food production, processing, preservation, and labelling. |
| LO 5 | Demonstrate the ability to accurately plan, produce and evaluate a variety of sensorially appealing healthy food items and meals. |
| LO 6 | Demonstrate the ability to critically, sensitively, and creatively understand and address issues related to the family, community, and the environment. |
| LO 7 | Demonstrate financial capability and critically assess the social, economic, and environmental factors that influence consumer behaviours. |
| LO 8 | Demonstrate an understanding of sustainable living and the principles and procedures involved in acquiring, designing, and using accommodation and resources according to the needs of individuals and families. |

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of a Secondary Education Certificate in **HOME ECONOMICS** at MQF Level 1, 2, or 3. Level 3 is the highest level that can be obtained for this qualification.

Table 1 overleaf refers to the qualification levels on the Malta Qualifications Framework (MQF) with minor modifications to reflect specific **HOME ECONOMICS** descriptors. These are general statements that describe the depth and complexity of each MQF level of study and outline the knowledge, skills, and competencies required to achieve an award at Level 1, 2, or 3 in **HOME ECONOMICS**.

Knowledge involves the acquisition of basic, factual, and theoretical information. Skills involve the application of the acquired knowledge and understanding to different contexts. Competencies indicate the sufficiency of knowledge and skills that enable someone to act in a wide variety of situations, such as whether one is competent to exercise skills with or without supervision, autonomy, or responsibility.

| MQF Level 1 | MQF Level 2 | MQF Level 3 |
|---|---|---|
| <p>Basic general HE related knowledge</p> <ol style="list-style-type: none"> 1. Acquires basic general knowledge related to the immediate HE environment and expressed through a variety of simple tools and context as an entry point to lifelong learning. 2. Knows and understands the steps needed to complete simple tasks and activities in an HE environment; 3. Is aware and understands basic HE tasks and instructions; 4. Understands basic HE textbooks and instruction guides. | <p>Basic factual knowledge of the HE fields of work or study.</p> <ol style="list-style-type: none"> 1. Possess good knowledge of the HE field of work or study; 2. Is aware of and interprets HE related information and ideas; 3. Understands facts and procedures in the application of basic HE related tasks and instructions; 4. Selects and uses relevant HE knowledge to accomplish specific actions for self and others. | <p>Knowledge of facts, principles, processes, and general concepts in the HE field of work or study.</p> <ol style="list-style-type: none"> 1. Understands the relevancy of theoretical knowledge and information related to the HE field of work or study; 2. Assesses, evaluates, and interprets facts, establishing basic principles and concepts in the HE field of work or study; 3. Understands facts and procedures in the application of more complex HE tasks and instructions; 4. Selects and uses relevant HE knowledge acquired on one's own initiative to accomplish specific actions for self and others. |
| <p>Basic skills required to carry out simple HE-related tasks.</p> <ol style="list-style-type: none"> 1. Has the ability to apply basic HE knowledge and carry out a limited range of simple tasks; 2. Has basic repetitive communication skills to complete well-defined HE routine tasks and identifies whether | <p>Basic cognitive and practical skills required to use relevant HE information in order to carry out tasks and to solve HE related routine problems using simple rules and tools.</p> <ol style="list-style-type: none"> 1. Has the ability to demonstrate a range of skills by carrying out a range of complex HE | <p>A range of cognitive and practical skills required to accomplish HE related tasks and solve HE related problems by selecting and applying basic methods, tools, materials and information.</p> <ol style="list-style-type: none"> 1. Demonstrates a range of developed HE skills to carry out more than one |

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| <p>actions have been accomplished;</p> <p>3. Follows instructions and be aware of consequences of basic actions for self and others.</p> | <p>related tasks within the HE field of work or study;</p> <p>2. Communicates basic HE related information;</p> <p>3. Ensures HE related tasks are carried out effectively.</p> | <p>complex HE related task effectively and in unfamiliar and unpredictable HE contexts;</p> <p>2. Communicates more complex HE information;</p> <p>3. Solves basic HE related problems by applying basic methods, tools, materials and information given in a restricted learning environment.</p> |
| <p>Work out or study under Direct Supervision in a structured HE context.</p> <p>1. Applies basic HE knowledge and skills to do simple, repetitive and familiar tasks;</p> <p>2. Participates in and takes basic responsibility for the action of simple HE tasks;</p> <p>3. Activities are carried out under guidance and within simple defined timeframes;</p> <p>4. Acquires and applies basic HE key competencies at this level.</p> | <p>Work or study under supervision with some autonomy.</p> <p>1. Applies factual HE knowledge and practical skills to do some structured tasks;</p> <p>2. Ensures one acts pro-actively;</p> <p>3. Carries out HE related activities under limited supervision and with limited responsibility in a quality controlled HE context;</p> <p>4. Acquires and applies basic HE key competencies at this level.</p> | <p>Take responsibility for completion of HE related tasks in work or study and adapt own behaviour to circumstances in solving HE problems.</p> <p>1. Applies HE knowledge and skills to do some HE tasks systematically;</p> <p>2. Adapts own behaviour to circumstances in solving HE related problems by participating pro-actively in structured HE learning environments;</p> <p>3. Uses own initiative with established responsibility and autonomy, but is supervised in quality-controlled learning environments, normally in an HE environment;</p> <p>4. Acquires HE key competencies at this level as a basis for lifelong learning.</p> |

Broad Learning Outcomes (BLOs) with Subject Foci – Year 9

A number of multiple core learning outcomes or Broad Learning Outcomes (BLOs) have been identified as per Learning Programme for the Year 9 course. These are aligned with the subject learning outcomes and sets of assessment criteria.

Learning Outcomes (LOs) and Broad Learning Outcomes with Subject Foci - Year 9

| Subject Foci |
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| 1 - Food, Nutrition and Health |
| 2 - Family Wellbeing |
| 3 - Financial Literacy and Consumer Education |
| 4 - Sustainable Living & Effective Management of Resources |

| Subject Foci | Learning Outcomes (LOs) and Broad Learning Outcomes (BLOs) |
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| Food, Nutrition and Health | LO 1: I can demonstrate an understanding of health, wellbeing, and the principles of sustainability. |
| | |
| | BLO 1.1: I can explain the concept of health, wellbeing and sustainable living. <i>The Concept of Health; Sustainable Living</i> |
| | |
| Food, Nutrition and Health | BLO 1.2: I can interpret the National Food Guide Graphic and apply the Dietary Guidelines to meet the nutrient needs, promote health and prevent disease. <i>The Dietary Guidelines; The National Food Guide Graphic; Functions of Food</i> |
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| Food, Nutrition and Health | LO 2: I can demonstrate a comprehensive understanding of the role of macro and micronutrients in the diet. |
| | |
| | BLO 2.1: I can explain the role of macro and micronutrients in the diet. <i>Introduction to Nutrients; Proteins; Carbohydrates including Non-Starch Polysaccharides; Fats; Vitamins; Minerals; Water</i> |

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| Food, Nutrition and Health | LO 3: I can demonstrate an understanding of different types of food commodities. |
| | |
| | BLO 3.1: I can relate food commodities to their characteristics, sources, nutritional value, versatility, use, and storage. <i>Food Commodities: Eggs; Fish; Milk and Dairy Products; Cereals; Pulses; Nuts and Seeds; Herbs and Spices</i> |

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| Food, Nutrition and Health | LO 4: I can demonstrate a broad understanding of food production, processing, preservation, and labelling. |
| | |
| | BLO 4.1: I can apply procedures to prevent food spoilage and contamination. <i>Food Spoilage and Contamination</i> |
| | |
| Food, Nutrition and Health | BLO 4.2: I can demonstrate hygiene and safety practices in the Food Lab. <i>Hygiene and Safety in the Food Lab</i> |
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| Food, Nutrition and Health | LO 5: I can demonstrate the ability to accurately plan, produce and evaluate a variety of sensorially appealing healthy food items and meals. |
| | BLO 5.1: I can practise recipe engineering in the planning and production of meals. |
| | <i>Recipe Engineering; Traditional Maltese Dishes</i> |
| | BLO 5.2: I can plan, prepare, serve and evaluate appropriate food items and meals*. |
| | <i>The Preparation Sheet</i> |
| | <i>* Practical assignment on one or a combination of the following food commodities: Eggs, Fish, Cereals, Pulses, Nuts and Seeds, Herbs and Spices, Milk and Dairy Products</i> |
| | BLO 5.3: I can present food in a variety of appealing ways. |
| | <i>Food Presentation</i> |
| | BLO 5.4: I can demonstrate the skills for making Shortcrust Pastry. |
| | <i>Shortcrust Pastry (Theory and Demonstration); Shortcrust Pastry (Practical Session)</i> |
| BLO 5.5: I can plan and carry out the Whisking Method of cake making. | |
| <i>Cake Making Methods; Whisking Method (Theory and Demonstration); Whisking Method (Practical Session)</i> | |
| Family Wellbeing | LO 6: I can demonstrate the ability to critically, sensitively and creatively understand and address issues related to the family, community and the environment. |
| | BLO 6.1: I can discuss issues related to the family unit, childcare and development. |
| | <i>The family Unit; Childcare and Development</i> |
| | BLO 6.2: I can explain First Aid procedures and describe the use of fire safety equipment. |
| <i>First Aid and Fire Safety</i> | |
| Financial Literacy and Consumer Education | LO 7: I can demonstrate financial capability and critically assess the social, economic and environmental factors that influence consumer behaviours. |
| | BLO 7.1: I can demonstrate financial capability by giving due consideration to the cost of food items and household equipment. |
| | <i>In Year 9, students should be given every opportunity to address this learning outcome by giving due consideration to cost during practical sessions and in the topic of Critical Choice of Household Equipment and Appliances.</i> |
| Sustainable Living and Effective Management of Resources | LO 8: I can demonstrate an understanding of sustainable living and the principles and procedures involved in acquiring, designing, and using accommodation and resources according to the needs of individuals and families. |
| | BLO 8.1: I can use and care for Food Lab equipment and appliances competently, efficiently, safely, and sustainably. |
| | <i>The Selection, Safe Use of and care of Food Lab Equipment*; Weighing and Measuring*; The Critical Choice of Household Equipment and Appliances: The Refrigerator and Freezer; The Cooker.</i> |
| | <i>* These areas also include assessment criteria from LO 5: demonstrate the ability to accurately plan, produce and evaluate a variety of sensorially appealing healthy food items and meals.</i> |

Distribution of Learning Outcomes, Broad Learning Outcomes and Assessment Criteria at MQF Level 1, Level 2 and Level 3 – Year 9

Following the launch of the Home Economics SEC LOF syllabus 2025 there has been a need to update the State syllabi. This syllabus for Year 9 students reflects the changes taking place in the SEC syllabus. The choice of topic areas for the Year 9 syllabus draws upon discussion and suggestions put forward by the teachers participating in the Home Economics CoPE training sessions held in November/December 2021 and January 2022.

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| <p>1st number indicates the learning outcome</p> <p>2nd number indicates the MQF level [MQF 1, MQF 2, or MQF 3]</p> <p>The letter indicates the assessment criteria</p> |
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LO 1 – I can demonstrate an understanding of health, wellbeing and the principles of sustainability (coursework and controlled)



BLO 1.1 - I can explain the concept of health, wellbeing and sustainable living

The Concept of Health

| | |
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| 1.2a | Define health and wellbeing. |
| 1.1b | State the basic health needs. <i>Food, water, clothing, shelter, hygiene, education, healthcare and internet.</i> |
| 1.2b | Recommend ways how basic health needs can be addressed. |
| 1.3b | Justify how different health needs can be addressed in a given scenario. |
| 1.1c | Identify the different dimensions of health. <i>Physical, mental, social, emotional, spiritual, environmental and societal.</i> |
| 1.2c | Describe the dimensions of health. |
| 1.3c | Discuss different lifestyle choices and their effects on the various dimensions of health. |
| 1.2d | Suggest measures that can be taken at the national and global levels to promote health. <i>Development and implementation of a health-related policy E.g. school food policy; educational campaigns E.g. no drinking and driving; health screening E.g. mammogram; financial incentives E.g. rebates on bicycles; workplace health promotion E.g. onsite sports facilities; law enforcement E.g. no littering enforcement.</i> |
| 1.3d | Discuss the importance of these measures being implemented locally. |
| 1.1h | List factors (dietary and non-dietary) that contribute to a healthy lifestyle. |
| 1.2h | Describe the factors that contribute to a healthy lifestyle. |

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| 1.3h | Suggest actions that can be taken to address the factors that contribute to a healthy lifestyle in a given scenario. |
| <i>Sustainable Living</i> | |
| 1.1e | Mention the three pillars of sustainability. Social, environmental and economic. |
| 1.2e | Describe the three pillars of sustainability. |
| 1.3e | Discuss factors which affect the sustainable living. <i>E.g. transportation, energy consumption, diet, waste management.</i> |
| 1.1f | Define Sustainable Development Goals. |
| 1.2f | Describe, with examples, what are Sustainable Development Goals. |
| 1.3f | Explain the importance that individuals, businesses and governments adhere to the Sustainable Development Goals. <i>E.g. to end poverty, fight inequality and injustice, address diminishing natural resources, tackle climate change.</i> |
| 1.1g | Identify everyday sustainable living practices in the home to include energy efficiency, buying local, buying fair trade, waste management and water conservation. |
| 1.2g | Suggest everyday sustainable living practices to be taken by individuals, families and households that can contribute to sustainable living. |
| 1.3g | Suggest actions undertaken by the government to promote sustainable development and/or living at the national level and/or within households. |
| BLO 1.2 – I can interpret the National Food Guide Graphic and apply the dietary guidelines to meet the nutrient needs, promote health and prevent disease. | |
| <i>The Dietary Guidelines</i> | |
| 1.1j | Identify the national dietary guidelines. |
| 1.2j | Outline the national dietary guidelines with examples. |
| 1.3j | Explain examples of the application of national dietary guidelines. |
| 1.3k | Justify changes in the food intake within a given scenario with reference to the national dietary guidelines. |
| <i>The National Food Guide Graphic</i> | |
| 1.1n | Categorise foods into food groups based on the national food guide graphic. |
| 1.2n | Suggest suitable foods for each food group represented in the national food guide graphic. |
| 1.1o | Label the National Food Guide Graphic (The Healthy Plate). |
| 1.2o | Describe the different features of the National Food Guide Graphic with reference to the Mediterranean Diet. |
| 1.1p | Define a balanced diet. |
| 1.2p | Define a balanced diet in relation to the National Food Guide Graphic. |
| 1.2q | Recommend the number of daily servings from each food group for children and/or adults. |

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| 1.3q | Justify the different proportions of the different food groups in relation to each other. |
| 1.2r | Identify different food serving sizes for children (3-12 years) and/or adults for each food group. <i>E.g. the hand guide (child's fist, palm of hand, thumb, whole hand)</i> |
| 1.3r | Explain the importance of portion sizes when choosing and consuming food and drinks. |
| Functions of Food | |
| 1.1i | State the main functions of food. <i>Note: to provide energy; to provide material for growth and repair; to protect against disease.</i> |
| 1.2i | Outline the main functions of food. |
| 1.3i | Explain how dietary needs change according to age, gender, level of activity, and state of health. |
| 1.2l | Describe malnutrition. <i>Undernutrition, overnutrition/obesity, a poor-quality diet lacking in some nutrients.</i> |
| 1.3l | Discuss obesity in terms of causes, consequences and prevention. |
| 1.1m | Identify eating disorders. <i>Anorexia Nervosa, Bulimia Nervosa.</i> |
| 1.2m | Describe eating disorders. |
| 1.3m | Describe the impact of eating disorders on a person's health. |
| LO 2 - I can demonstrate a comprehensive understanding of the role of macro and micronutrients in the diet (coursework and controlled) | |
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| BLO 2.1 - I can explain the role of macro and micronutrients in the diet. | |
| Introduction to Nutrients | |
| 2.1a | List the 5 nutrients. <i>Protein, Carbohydrates, Fats, Vitamins, and Minerals.</i> |
| 2.2a | Classify nutrients into macro and micro. |
| 2.3a | Distinguish between macro and micro nutrients. |
| 2.1b | State the main function of nutrients. <i>Protein, Carbohydrates, Fats, Vitamins, and Minerals.</i> |
| 2.2b | Outline the main function of nutrients in the diet. <i>Protein, Carbohydrates, Fats, Vitamins, and Minerals.</i> |
| 2.3b | Explain the various functions of Protein, Carbohydrates, and/ or Fats. |
| 2.2c | Give examples of sources of nutrients. <i>Protein, Carbohydrates, Fats, Vitamins, and Minerals.</i> |
| 2.3c | Give the energy values and/or percentage of total energy intake of the macro-nutrients. |

| Proteins | |
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| 2.1d | Classify protein into animal and plant food sources. |
| 2.2d | Distinguish between a complete and incomplete protein, using examples. |
| 2.3d | Explain the difference between essential (indispensable) and non-essential (dispensable) amino acids. |
| 2.3e | Explain the difference between high biological value protein (HBV) and low biological value protein (LBV). |
| 2.2f | Outline the importance of complementary protein. |
| 2.1g | State what TVP stands for. |
| 2.2g | Define textured vegetable protein (TVP). |
| 2.3g | Recommend alternative sources of protein. <i>Textured Vegetable Protein, tempeh, tofu, seitan, miso, Quorn, insects.</i> |
| 2.3h | Suggest uses for alternative sources of protein in meals. |
| 2.2i | List groups of people with higher needs for protein. <i>Children, teenagers, pregnant and lactating women, elderly, and vegetarians.</i> |
| 2.3i | Give reasons why certain groups of people have higher needs for protein. |
| 2.3j | Explain the effect of dry and wet heat on protein. |
| 2.1k | Identify a deficiency disease of protein. <i>Marasmus, Kwashiorkor.</i> |
| 2.2k | Describe a deficiency disease of protein. |
| Carbohydrates | |
| 2.1l | List the different types of carbohydrates. <i>Sugars, Starch, Dietary fibre (NSP).</i> |
| 2.2l | Categorise the different types of carbohydrates. <i>Simple - Single sugars and double sugars, Complex – Starch and Dietary fibre (NSP - soluble and insoluble).</i> |
| 2.3l | Distinguish between monosaccharides, disaccharides, and polysaccharides giving examples. <i>Monosaccharides (glucose, fructose, and galactose), disaccharides (sucrose, lactose and maltose), and polysaccharides (starch and NSP).</i> |
| 2.2m | Give different food sources for each type of carbohydrate. <i>Sugar, Starch, and Dietary fibre (NSP).</i> |
| 2.3m | Give examples of different food sources of the different saccharide groups. <i>Monosaccharides (glucose, fructose, and galactose), disaccharides (sucrose, lactose, and maltose), and polysaccharides (starch and NSP).</i> |
| 2.3n | Explain the terms intrinsic and extrinsic/free sugars. |
| 2.3o | Explain why carbohydrate intake acts as a 'protein sparer'. |
| 2.1p | Mention health problems when consuming too much sugar in the diet. <i>Dental caries, overweight, obesity, diabetes mellitus complications.</i> |
| 2.2p | Explain the following terms: |

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| | <i>Dental caries, overweight, obesity, diabetes mellitus.</i> |
| 2.3p | Explain the relationship between sugar intake and health. |
| 2.3q | Explain the effects of dry and wet heat on sugars and starch. |
| Non-Starch Polysaccharides | |
| 2.1r | Define the term non-starch polysaccharides (NSP). |
| 2.1s | Identify the main roles of dietary fibre (NSP) in the diet to promote health. |
| 2.2s | Outline the functions of dietary fibre (NSP) in the diet. |
| 2.3s | Explain the functions of insoluble and/or soluble dietary fibre in the diet. |
| 2.1t | Name sources of dietary fibre in the diet. |
| 2.2t | Give examples of sources of soluble and/or insoluble dietary fibre. |
| 2.1u | Identify common conditions and diseases associated with low dietary fibre intake. <i>Diverticulitis, haemorrhoids, constipation, and colon cancer.</i> |
| 2.2u | List common conditions and diseases associated with low dietary fibre intake. |
| 2.3u | Explain conditions and diseases associated with low dietary fibre intake. |
| 2.2v | State the importance of drinking liquids when consuming dietary fibre rich foods. |
| 2.2w | Recommend ways how to include dietary fibre in the diet. |
| Fats | |
| 2.1x | List the different types of fat based on their source. <i>Animal and Plant</i> |
| 2.2x | Classify fats into animal and plant food sources. |
| 2.3x | Distinguish between saturated, monounsaturated, polyunsaturated and trans fats. |
| 2.1y | List sources of food rich in invisible and visible fat. |
| 2.3y | Give examples of food sources which are rich in each saturated, monounsaturated, polyunsaturated and trans fats. |
| 2.2z | Define the term essential fatty acids. |
| 2.3z | Classify sources of essential fatty acids into two main groups. <i>Omega 3 fatty acids and Omega 6 fatty acids.</i> |
| 2.3aa | Justify the importance of an appropriate balance between the two groups of essential fatty acids. |
| 2.1ab | Identify diet-related health problems when consuming too much fat in the diet. <i>High blood cholesterol, coronary heart disease (CHD), obesity.</i> |
| 2.2ab | Describe the main health-related conditions when consuming too much fat in the diet. |
| 2.3ab | Explain the relationship between saturated and trans-fat intake and high blood cholesterol levels, heart disease and obesity. |

| Vitamins | |
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| 2.2ac | Classify vitamins into water-soluble and fat-soluble. |
| 2.3ac | Explain the difference between water-soluble and fat-soluble vitamins. |
| 2.1ad | Identify the different types of Vitamins and main sources. <i>Vitamin A, Vitamin D, Vitamin E, Vitamin K, Vitamin C and Vitamin B.</i> |
| 2.2ad | Outline the main function of each vitamin. <i>Vitamin A, Vitamin D, Vitamin E, Vitamin K, Vitamin C and Vitamin B.</i> |
| 2.3ad | Name the food sources rich in each of the following: <i>Vitamin A (Retinol and Beta-Carotene), Vitamin D, Vitamin E, Vitamin K, Vitamin B (Niacin, Riboflavin, Thiamin, Folic Acid, Vitamin B6 and Vitamin B12), Vitamin C (Ascorbic acid).</i> |
| 2.2ae | Associate signs and symptoms with vitamins related deficiency diseases or conditions. <i>Night blindness, rickets, scurvy, pellagra, beriberi.</i> |
| 2.3ae | Explain the main functions of the B-Complex Vitamins. <i>Niacin, Riboflavin, Thiamin, Folic Acid, Vitamin B6 and Vitamin B12.</i> |
| 2.3af | Distinguish between beta-carotene and retinol. |
| 2.1ag | Identify antioxidant vitamins. <i>Vitamin A, Vitamin C, Vitamin E.</i> |
| 2.2ag | List antioxidant vitamins. <i>Vitamin A, Vitamin C, Vitamin E.</i> |
| 2.3ag | Justify the role of antioxidant vitamins to preserve health. <i>E.g. reduce risk of heart disease and cancers, reduce the severity of colds, reduce age-related vision impairment.</i> |
| 2.1ah | Identify the vitamins that can be harmful to our health when consumed in excess. <i>Vitamin A, Vitamin D.</i> |
| 2.3ah | Explain the effects of excess intake and/or deficiency for each of the vitamins (where applicable). <i>Vitamin A, Vitamin D, Vitamin E, Vitamin K, Vitamin B (Niacin, Riboflavin, Thiamin, Folic Acid, Vitamin B6 and Vitamin B12), Vitamin C.</i> |
| 2.1ai | Name the vitamins which aid the absorption of minerals. <i>Vitamin C and Iron, Vitamin D and Calcium.</i> |
| 2.2ai | List the main vitamin which needs to be consumed before and during pregnancy. |
| 2.3ai | State the link between vitamin D intake and the absorption of calcium; vitamin C intake and the absorption of iron; vitamin B-complex intake and the release of energy from carbohydrates; folic acid intake and neural tube defects E.g. spina bifida |
| 2.2aj | Recommend ways how to preserve water-soluble vitamins during the preparation, cooking and serving of food. |

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| 2.3aj | Explain the effects of preparation, cooking/heating, storage and time on vitamin C and Vitamin B-complex. <i>E.g. losses during cooking, cutting of vegetables and fruit, washing of fruits and vegetables (Vit C loss) and rice (Vit B loss) with water or exposing food sources to air after cutting for long periods of time.</i> |
| Minerals | |
| 2.1ag | Identify antioxidant minerals. <i>Selenium and Zinc.</i> |
| 2.2ag | List antioxidant minerals. <i>Selenium and Zinc.</i> |
| 2.3ag | Justify the role of antioxidant minerals to preserve health. <i>E.g. reduce the risk of heart disease and cancers, reduce the severity of colds, reduce age-related vision impairment.</i> |
| 2.1ah | Identify the minerals that can be harmful to our health when consumed in excess. <i>Calcium and Iron.</i> |
| 2.2ak | Outline the main function of the following minerals: <i>Calcium, sodium, iron, phosphorus, iodine and fluoride.</i> |
| 2.2al | Give examples of the main sources of the following minerals: <i>Calcium, sodium, iron, phosphorus, iodine and fluoride.</i> |
| 2.2am | List rich sources of antioxidant minerals, selenium and zinc. |
| 2.3am | Explain the function/s of selenium and zinc. |
| 2.2an | Associate signs and symptoms with minerals-related deficiency diseases or conditions. <i>Osteoporosis, rickets, hypotension, anaemia.</i> |
| 2.2ao | Outline the effects of deficiency and excess of the following minerals: <i>Calcium, sodium, iron, phosphorus, iodine and fluoride.</i> |
| 2.1ap | Identify groups of people with specific requirements for minerals. <i>Children, teenagers, pregnant women, breastfeeding mothers and the elderly.</i> |
| 2.2ap | Describe why groups of people have specific requirements for minerals. |
| 2.3ap | Justify why certain groups of people have specific requirements for minerals in given scenarios. |
| 2.2aq | Recommend ways of increasing calcium and iron, and reducing sodium intake in the diet. |
| 2.3aq | Justify practical ways of increasing/reducing intake of sodium as applicable. |
| Water | |
| 2.1ar | Identify the main functions of water in the body. |
| 2.3ar | Describe the functions of water in the body. |
| 2.1as | List the best sources of water in the diet. |
| 2.2as | Describe ways how water is lost from the body. |
| 2.3as | Explain the effect of dehydration. |

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| 2.1at | State the daily requirements of water. <i>Note: Refer to EFSA recommendations.</i> |
| 2.2at | List groups of people who require higher intakes of water. <i>Active persons, people living in a hot climate, people working in a hot environment, people inside for a long time in a dry environment (E.g. with ACs).</i> |
| 2.3at | Explain why certain groups of people require higher intakes of water. |
| LO 3 - I can demonstrate an understanding of different types of food commodities (coursework and controlled) | |
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| BLO 3.1 - I can relate food commodities to their characteristics, sources, nutritional value, versatility, use, and storage. | |
| Food Commodity: Eggs | |
| 3.1a | Name food commodities or groups. <i>Eggs.</i> |
| 3.2a | Give examples of different types of foods for each food commodity or group available on the market. <i>Eggs.</i> |
| 3.3a | Outline the nutritional value of the main food commodities or groups and the main foods within each of these. <i>Eggs.</i> |
| 3.2b | Describe different uses and storage for the different food commodities. |
| 3.3b | Compare the versatility of different food commodities. |
| 3.1d | Identify recipes that use a given food commodity as the main ingredient. |
| 3.2d | Recommend recipes that are in line with the national dietary guidelines that use the given food commodity as a main ingredient. |
| 3.3d | Justify the use of different food commodities in the planning of meals. |
| 3.2e | Recommend suitable methods of cooking for each of the food commodities. |
| 3.3f | Explain the effect of dry and/or moist heat and changes during cooking for the different food commodities. <i>Coagulation.</i> |
| 3.2g | Suggest points to keep in mind when choosing, buying, storing, preserving, and cooking different food commodities. |
| 3.1v | Label the different parts of an egg. <i>Shell, white, yolk and air-space.</i> |
| 3.2v | Draw and label the different parts of an egg. <i>Shell, white, yolk and air-space, chalaze, germinal disc, membrane.</i> |
| 3.3v | Explain the function of the different parts of an egg. <i>Shell, white, yolk and air-space, chalaze, germinal disc, membrane.</i> |

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| 3.3w | Explain the difference between battery, barn, free-range and organic hens and eggs, with reference to the environmental impact and quality of eggs. |
| 3.1x | Name different sources of eggs. <i>E.g. hen, duck, quail</i> |
| 3.2x | Explain why eggs should not be washed before storage. |
| 3.3x | Explain the grading of eggs with reference to quality and weight. |
| 3.1y | Identify whether an egg is fresh or stale. |
| 3.2y | Describe ways of testing an egg for freshness. <i>Note: A demonstration is to be carried out.</i> |
| 3.3y | Explain the characteristics of a fresh and/or a stale egg with reference to the changes affecting the different parts. <i>Shell, white, yolk and air space</i> |
| Food Commodity: Fish | |
| 3.1a | Name food commodities or groups. <i>Fish</i> |
| 3.2a | Give examples of different types of foods for each food commodity or group available on the market. <i>Fish. Note – include local produce within each food commodity. Emphasise seasonality.</i> |
| 3.3a | Outline the nutritional value of the main food commodities or groups and the main foods within each of these. <i>Fish.</i> |
| 3.2b | Describe different uses and storage for the different food commodities. |
| 3.3b | Compare the versatility of different food commodities. |
| 3.1d | Identify recipes that use a given food commodity as the main ingredient. |
| 3.2d | Recommend recipes that are in line with the national dietary guidelines that use the given food commodity as a main ingredient. |
| 3.3d | Justify the use of different food commodities in the planning of meals. |
| 3.2e | Recommend suitable methods of cooking for each of the food commodities. |
| 3.3f | Explain the effect of dry and/or moist heat and changes during cooking for the different food commodities. <i>Coagulation, denaturation.</i> |
| 3.2g | Suggest points to keep in mind when choosing, buying, storing, preserving and cooking different food commodities. |
| 3.1q | Name different types of fish. <i>Whitefish, oily fish and shellfish.</i> |
| 3.2q | Classify fish according to the type and/or source and/or nutritional value, giving an example of each. <i>White, oily and shellfish. Farmed, wild, freshwater, pelagic, demersal. Low fat, high fat.</i> |

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| 3.3q | Explain how wild and farmed fish differ with respect to nutritional value and/or sustainability. |
| 3.2r | List the characteristics of fresh fish. |
| 3.3r | Explain the proper way of storing and freezing fresh fish. |
| Food Commodity: Herbs and Spices | |
| 3.1a | Name food commodities or groups. <i>Herbs and spices.</i> |
| 3.2a | Give examples of different types of foods for each food commodity or group available on the market. <i>Herbs and spices.</i> |
| 3.3a | Outline the nutritional value of the main food commodities or groups and the main foods within each of these. <i>Herbs and spices.</i> |
| 3.2b | Describe different uses and storage for the different food commodities. |
| 3.3b | Compare the versatility of different food commodities. |
| 3.1d | Identify recipes that use a given food commodity as the main ingredient. |
| 3.2d | Recommend recipes which are in line with the national dietary guidelines that use the given food commodity as a main ingredient. |
| 3.3d | Justify the use of different food commodities in the planning of meals. |
| 3.2e | Recommend suitable methods of cooking for each of the food commodities. |
| 3.2g | Suggest points to keep in mind when choosing, buying, storing, preserving and cooking different food commodities. |
| 3.1af | Identify different types of herbs and spices. <i>Bay leaf, parsley, mint, dill, sage, rosemary, fennel, oregano, basil, thyme, curry powder, cinnamon, paprika, clove, black pepper, cumin, ginger, saffron, nutmeg, mustard seeds.</i> |
| 3.2af | Demonstrate the use of herbs and spices in practical sessions. <i>Note: It is recommended that students are exposed to the different herbs and spices in different practical sessions throughout the course of study.</i> |
| Food Commodity: Cereals, Pulses, Nuts and Seeds | |
| 3.1a | Name food commodities or groups. <i>Cereals, pulses, nuts, seeds.</i> |
| 3.2a | Give examples of different types of foods for each food commodity or group available on the market. <i>Cereals, pulses, nuts, seeds.</i> |
| 3.3a | Outline the nutritional value of the main food commodities or groups and the main foods within each of these. <i>Cereals, pulses, nuts, seeds.</i> |
| 3.2b | Describe different uses and storage for the different food commodities. |
| 3.3b | Compare the versatility of different food commodities. |

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| 3.1d | Identify recipes that use a given food commodity as a main ingredient. |
| 3.2d | Recommend recipes that are in line with the national dietary guidelines that use the given food commodity as a main ingredient. |
| 3.3d | Justify the use of different food commodities in the planning of meals. |
| 3.2e | Recommend suitable methods of cooking for each of the food commodities. |
| 3.3f | Explain the effect of dry and/or moist heat and changes during cooking for the different food commodities. <i>Dextrinization.</i> |
| 3.2g | Suggest points to keep in mind when choosing, buying, storing, preserving and cooking different food commodities. |
| 3.1h | Name different types of cereals. <i>Oats, barley, wheat, rye, rice, maize.</i> |
| 3.1i | Identify the different parts of the wheat grain on a given diagram. |
| 3.2i | Label the diagram of the structure of the wheat grain. |
| 3.3i | Draw a labelled diagram of the structure of the wheat grain. |
| 3.1j | Classify refined and unrefined cereals and cereal products. |
| 3.2j | Outline the importance of choosing unrefined cereals and cereal products. |
| 3.3j | Explain the difference between wholemeal, wheat meal, wholegrain, and multigrain. |
| 3.1aa | List different pulses. <i>Lentils, peas, split peas, chickpeas, beans.</i> |
| 3.2aa | Define pulses, giving examples. |
| 3.3aa | Outline the importance of including pulses and/or nuts when preparing meals for vegans and vegetarians and in line with sustainability principles. |
| 3.2ab | Explain why some pulses should be soaked in water for several hours. |
| 3.3ab | Explain why it is important to cook red kidney beans thoroughly. |
| 3.1ac | Identify different types of nuts. <i>Peanuts (legume), walnut, brazil nuts, cashews, pecans, pistachio, hazelnuts, and almonds.</i> |
| 3.2ac | Define nuts and/or seeds, giving examples. |
| 3.3ad | Classify lower fat and higher fat nuts and nuts high in omega-3 fatty acids. <i>Low fat: chestnut;</i> <i>High fat: Brazil nuts, pecans;</i> <i>Rich in omega-3 fatty acids: walnuts.</i> |
| 3.1ae | Give examples of different seeds. <i>Sunflower, pumpkin, sesame, chia seeds.</i> |
| 3.2ae | Demonstrate the use of seeds in practical sessions. |
| Food Commodity: Milk and Milk Products | |
| 3.1a | Name food commodities or groups. <i>Milk, dairy products.</i> |

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| 3.2a | Give examples of different types of foods for each food commodity or group available on the market. <i>Milk, dairy products. Note – include local produce within each food commodity E.g. gbejniet and irkotta.</i> |
| 3.3a | Outline the nutritional value of the main food commodities or groups and the main foods within each of these. <i>Milk, dairy products.</i> |
| 3.2b | Describe different uses and storage for the different food commodities. |
| 3.3b | Compare the versatility of different food commodities. |
| 3.1d | Identify recipes that use a given food commodity as a main ingredient. |
| 3.2d | Recommend recipes that are in line with the national dietary guidelines that use the given food commodity as a main ingredient. |
| 3.3d | Justify the use of different food commodities in the planning of meals. |
| 3.2e | Recommend suitable methods of cooking for each of the food commodities. |
| 3.3f | Explain the effect of dry and/or moist heat and changes during cooking for the different food commodities. <i>Coagulation.</i> |
| 3.2g | Suggest points to keep in mind when choosing, buying, storing, preserving and cooking different food commodities. |
| 3.1k | Select different types of milk-based on their fat content. <i>Whole, semi-skimmed, skimmed.</i> |
| 3.2k | List different types of milk. <i>Fresh, UHT, evaporated, condensed, dried.</i> |
| 3.3k | Compare and contrast different types of milk. <i>Whole, semi-skimmed, skimmed, Fresh, UHT, evaporated, condensed, dried.</i> <i>Note: Nutritional value, texture, colour, shelf-life, heat treatment.</i> |
| 3.1l | Identify different types of non-dairy milk. <i>Soya, rice, oats, almond and coconut.</i> |
| 3.2l | List different types of non-dairy milk. |
| 3.3l | Explain the benefits of non-dairy milk for different groups of people. <i>E.g. vegan, lactose intolerant, cow protein allergy.</i> |
| 3.1m | Identify alternatives to cow's milk for people who are lactose intolerant. |
| 3.2m | Suggest the type/s of milk suitable for different groups of people and situations. <i>Toddlers, elderly, persons suffering from high blood cholesterol, vegan, lactose-intolerant.</i> |
| 3.3m | Justify the suitability of different types of milk in different scenarios. |
| 3.3n | Explain why milk is heat-treated at different temperatures. |
| 3.2n | Outline the following processes of heat and physical treatment of milk: <i>Pasteurisation, sterilisation, homogenisation.</i> |

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| 3.3o | Explain how heat affects the nutritional value and flavour of milk. |
| 3.1p | Name products made from milk. <i>Yoghurts, cheese, irkotta and ricotta, mozzarella, ġbejniet.</i> |
| 3.2p | Define bio-yoghurts and/or yoghurt drinks. |
| 3.3p | Explain the health benefits of bio-yoghurts and/or yoghurt drinks. |
| LO 4 - I can demonstrate a broad understanding of food production, processing, preservation, and labelling (coursework and controlled) | |
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| BLO 4.1 - I can apply procedures to prevent food spoilage and contamination. | |
| <i>Hygiene and Safety in the Food Lab</i> | |
| 4.1al | List rules for maintaining personal cleanliness and hygiene practices in the food lab. |
| 4.2al | Explain the importance of personal cleanliness and hygiene practices in the food lab. |
| BLO 4.2 - I can demonstrate hygiene and safety practices in the Food Lab. | |
| <i>Food Spoilage and Contamination</i> | |
| 4.1am | Define the term food spoilage. |
| 4.2am | List causes of food spoilage: <i>Natural decay (oxygen and enzymes); Microscopic forms of life (yeast, bacteria, and moulds); Chemicals (E.g. agrochemicals, cleaning agents, vehicle exhaust fumes).</i> |
| 4.3am | Explain the process of food spoilage by natural decay, microscopic forms of life, and the action of chemicals. |
| 4.1an | Identify microorganisms which cause food spoilage. <i>Bacteria, moulds, yeasts.</i> |
| 4.2an | List the factors which facilitate the development of micro-organism growth on foods and how to prevent this. |
| 4.1ao | List how food should be handled and stored to prevent and delay the development of microorganisms. <i>Clean, cook, cross-contamination, chill</i> |
| 4.2ao | Explain the importance of handling and storing food properly in order to prevent the development of micro-organisms and cross-contamination. |
| 4.3ao | Discuss the principles which underlie the proper handling and storage of food to prevent and delay the development of microorganisms and cross-contamination. |
| 4.2ap | Describe ways how to prevent food contamination during food storage, preparation, cooking, and serving. |
| 4.2aq | Define perishable and high-risk foods. |
| 4.3aq | Explain why certain foods are considered as perishable and high-risk foods. |

LO 5 - I can demonstrate the ability to accurately plan, produce and evaluate a variety of sensorially appealing healthy food items and meals (coursework and controlled)



BLO 5.1 - I can practice recipe engineering in the planning and production of meals.

Recipe Engineering; Traditional Maltese Dishes

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| 5.1m | State the importance of recipe modification. |
| 5.2m | Outline factors to keep in mind when modifying recipes. |
| 5.1n | Suggest ways how to reduce fat, salt, and sugar in the diet. |
| 5.2n | Adapt recipes to make them suitable for <i>high-fibre diets, high-iron diets, high-calcium diets, low-fat diets, low-sugar diets, low-salt diets, and low-calorie diets.</i> |
| 5.3n | Compare original to modified recipes in terms of colour, texture, flavour, keeping qualities, volume, and appearance of the dishes. |
| 5.2o | Suggest simple ways of increasing calcium and iron and reducing sodium intake in the diet. |
| 5.3o | Justify practical ways of increasing calcium and reducing intake of sodium as applicable to a given scenario. |
| 5.1p | List a variety of savoury and sweet Maltese traditional dishes. |
| 5.2p | Suggest key ingredients and/or healthier alternatives used in traditional Maltese dishes. |
| 5.3p | Apply the concept of recipe engineering to provide healthier alternatives to traditional Maltese recipes. |

BLO 5.2 - I can plan, prepare, serve and evaluate appropriate food items and meals.

The Preparation Sheet

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| 5.1at | Sequence the key steps involved in the preparation, production, and evaluation of a practical session. <i>Choosing dishes, stating reasons for choice, listing equipment, and utensils needed, indicating the order of work, producing the dishes, evaluating the dishes produced and one's performance during the session.</i> |
| 5.2at | Outline the steps involved in the preparation, production and evaluation of a practical session. <i>Note: Choosing dishes according to assignment set; explaining reasons for the choice made; listing of equipment and utensils required; planning the order of work; preparing oneself and all food, equipment, and utensils to start working; producing the food; presenting the food; evaluating the food and one's performance during the session.</i> |
| 5.2au | Choose dishes that meet the requirements according to the assignment given whilst adhering to National Dietary Guidelines with some use of fresh, seasonal, and local food. |
| 5.1av | Identify ingredients and quantities required for a given recipe. |

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| 5.2av | Calculate the required quantity of ingredients for a given assignment. |
| 5.2aw | Suggest reasons for choice with reference to the assignment given. <i>Suitability, time available, nutritional value, seasonality, use of local and fresh food, cost of the dish, variety of colour, texture and flavour, skills involved.</i> |
| 5.3aw | Justify reasons for choices made with reference to the assignment given. <i>Suitability, time available, nutritional value, seasonality, use of local and fresh food, cost of the dish, variety of colour, texture, and flavour, skills involved, serving temperature, modifications carried out, traditional value (if applicable), and equipment used.</i> |
| 5.1ax | Select the utensils needed to prepare a particular recipe. |
| 5.2ax | List the utensils needed to prepare a particular recipe. |
| 5.1ay | Sequence the steps involved in the order of work for practical food assignments. |
| 5.2ay | Outline a logically sequenced order of work for a given assignment. |
| 5.3ay | Develop a Preparation Sheet for a given practical assignment detailing the organisation of work and allocation of time for each step. |
| 5.2bi | Evaluate the finished food product in terms of appropriate outcomes. <i>Appearance, colour, texture, garnish, decoration, serving temperature, serving dishes and cutlery, and overall presentation.</i> |
| 5.3bi | Analyse the creative element in the final product and/or presentation. |
| 5.2bj | Recommend improvements to the overall performance reflecting on the process and outcome. |
| 5.3bj | Recommend improvements to the overall performance reflecting on the process, outcome, efficiency, cost, and sustainability. |
| <i>Demonstration and Preparation for Practical (Food Commodity)</i> | |
| 3.2c | Demonstrate the use of different food commodities in cooking. <i>Note: Include a minimum of ONE practical session using one or more food commodities.</i> |
| 3.1d | Identify recipes that use a given food commodity as the main ingredient. |
| 3.2d | Recommend recipes that are in line with the national dietary guidelines that use the given food commodity as the main ingredient. |
| 3.3d | Justify the use of different food commodities in the planning of meals. |
| 5.1ba | Identify the following skills: <i>Peeling, chopping, slicing, dicing, grating, weighing and measuring, beating, whisking, sieving, greasing, mashing, rubbing-in, kneading, folding-in, rolling out, lining of tins, liquidizing, blending of mixtures.</i> Each practical should focus on specific skills from the list provided. |
| 5.2ba | Demonstrate the following skills: <i>Peeling, chopping, slicing, dicing, grating, weighing and measuring, beating, whisking, mixing, sieving, greasing, mashing, rubbing-in, kneading, folding-in,</i> |

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| | <p>rolling out, binding of mixtures, lining of tins, liquidizing, blending of mixtures, using pastry to line dishes.</p> <p><i>Note: The skills are to be addressed in different practical assignments throughout the course of study.</i></p> <p>Each practical should focus on specific skills from the list provided.</p> |
| <p>Practical Assignment on one or a combination of the following Food Commodities: Eggs; Fish; Cereals, Pulses, Nuts, and Seeds; Herbs and Spices; Milk and Dairy Products</p> | |
| 3.2c | <p>Demonstrate the use of different food commodities in cooking.</p> <p><i>Note: Include a minimum of ONE practical session using one or more food commodities.</i></p> |
| 5.1ba | <p>Identify the following skills:</p> <p><i>Peeling, chopping, slicing, dicing, grating, weighing and measuring, beating, whisking, sieving, greasing, mashing, rubbing-in, kneading, folding-in, rolling out, lining of tins, liquidizing, blending of mixtures.</i></p> <p>Each practical should focus on specific skills from the list provided.</p> |
| 5.2ba | <p>Demonstrate the following skills:</p> <p><i>Peeling, chopping, slicing, dicing, grating, weighing and measuring, beating, whisking, mixing, sieving, greasing, mashing, rubbing-in, kneading, folding-in, rolling out, binding of mixtures, lining of tins, liquidizing, blending of mixtures, using pastry to line dishes.</i></p> <p><i>Note: The skills are to be addressed in different practical assignments throughout the course of study.</i></p> <p>Each practical should focus on specific skills from the list provided.</p> |
| 5.2bb | <p>Carry out a practical task for a given scenario adhering to correct hygiene and safety principles and time-frames.</p> <p><i>Note: This includes planning, preparing, demonstrating, presenting, and storing of food (as applicable).</i></p> |
| 5.3bb | <p>Carry out a practical task accurately, efficiently, and sustainably.</p> <p><i>Adherence to personal and food lab hygiene principles; personal and food safety; appropriate selection and organisation of equipment, correct performance of skills and handling of equipment; efficient organisation of preparation area, work and time; use of resources with minimal impact on the natural environment; disposal of waste.</i></p> |
| 5.2bd | <p>Prepare meals using the following commodities: <i>Meat, fish, poultry, milk, dairy products, fruit, vegetables, cereals, herbs, spices, pulses, nuts, and eggs.</i></p> |
| 5.3bd | <p>Justify decisions made in the choice and preparation of different food commodities.</p> |
| 5.2be | <p>Demonstrate practices to minimise food waste.</p> |

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| 5.3be | Demonstrate the use of leftovers to create tasty and aesthetically appealing dishes and drinks for a given context in line with the National Dietary Guidelines. |
| 5.2bf | Demonstrate the proper care of work surfaces, utensils and equipment in the food lab so their lifespan is maximised. |
| 5.2bg | Carry out the washing up in a logical, efficient, effective, safe and environment-friendly way. |
| 5.1bh | Demonstrate the basic correct placement of cutlery and a glass for a simple meal. |
| 5.2bh | Serve dishes attractively garnished and/or decorated on a correctly laid table with an informal or formal setting. |
| 5.3bh | Serve dishes attractively garnished and/or decorated on a correctly laid table with a creative informal or formal setting. |
| 5.2bi | Evaluate the finished food product in terms of appropriate outcome. <i>Appearance, colour, texture, garnish and decoration, serving temperature, serving dishes and cutlery, and overall presentation.</i> |
| 5.3bi | Analyse the creative element in the final product and/or presentation. |
| 5.2bj | Recommend improvements to the overall performance reflecting on the process and outcome. |
| 5.3bj | Recommend improvements to the overall performance reflecting on the process, outcome, efficiency, cost, and sustainability. |
| BLO 5.3 - I can present food in a variety of appealing ways. | |
| <i>Food Presentation</i> | |
| 5.1bh | Demonstrate the basic correct placement of cutlery and a glass for a simple meal. |
| 5.2bh | Serve dishes attractively garnished and/or decorated on a correctly laid table with an informal or formal setting. |
| 5.3bh | Serve dishes attractively garnished and/or decorated on a correctly laid table with a creative informal or formal setting. |
| BLO 5.4 - I can demonstrate the skills for making shortcrust pastry. | |
| <i>Shortcrust Pastry (Theory and Demonstration)</i> | |
| 5.1af | Identify the ingredients required to make shortcrust pastry. |
| 5.2af | List the ingredients including proportions required to make shortcrust pastry. |
| 5.3af | Explain the function of the different ingredients in the making of shortcrust pastry. |
| 5.1ag | Identify the basic steps in the process of making shortcrust pastry. |
| 5.2ag | Describe the basic steps in the process of making shortcrust pastry. |
| 5.2ah | Outline the main rules to follow when making shortcrust pastry. |

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| 5.3ah | Suggest possible faults that may occur in the process of making shortcrust pastry indicating causes and/or how these can be prevented. |
| 5.1ai | Decorate pastry dishes in a simple way. |
| 5.2ai | Suggest healthy, sweet and savoury recipes that could be prepared using shortcrust pastry. |
| 5.3ai | Modify recipes for dishes using shortcrust pastry in line with the National Dietary Guidelines. |
| 5.1aj | Identify terms used in the making of pastry. <i>Sifting, rubbing-in, kneading, rolling out.</i> |
| 5.2aj | Define the terms kneading and rolling out. |
| 5.3aj | Explain why shortcrust pastry is the healthiest choice when using pastry to make pastry dishes. |
| Shortcrust Pastry Practical Assignment | |
| 5.2ak | Demonstrate accurately the rubbing-in skill to make a basic pastry mixture. |
| 5.3ak | Produce a pie/tartlets/pastries using shortcrust pastry showing correct binding, kneading, rolling out, cutting, shaping and lining. |
| 5.1ba | Identify the following skills: <i>Peeling, chopping, slicing, dicing, grating, weighing and measuring, beating, whisking, sieving, greasing, mashing, rubbing-in, kneading, folding-in, rolling out, lining of tins, liquidizing, blending of mixtures.</i> Each practical should focus on specific skills from the list provided. |
| 5.2ba | Demonstrate the following skills: <i>Peeling, chopping, slicing, dicing, grating, weighing and measuring, beating, whisking, mixing, sieving, greasing, mashing, rubbing-in, kneading, folding-in, rolling out, binding of mixtures, lining of tins, liquidizing, blending of mixtures, using pastry to line dishes.</i> <i>Note: The skills are to be addressed in different practical assignments throughout the course of study.</i> Each practical should focus on specific skills from the list provided. |
| 5.2bb | Carry out a practical task for a given scenario adhering to correct hygiene and safety principles and time-frames. <i>Note: This includes planning, preparing, demonstrating, presenting, and storing of food (as applicable).</i> |
| 5.3bb | Carry out a practical task accurately, efficiently, and sustainably. <i>Adherence to personal and food lab hygiene principles; personal and food safety; appropriate selection and organisation of equipment, correct performance of skills and handling of equipment; efficient organisation of preparation area, work, and time; use of resources with minimal impact on the natural environment; disposal of waste.</i> |
| 5.2be | Demonstrate practices to minimise food waste. |

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| 5.3be | Demonstrate the use of leftovers to create tasty and aesthetically appealing dishes and drinks for a given context in line with the National Dietary Guidelines. |
| 5.2bf | Demonstrate the proper care of work surfaces, utensils and equipment in the food lab so their lifespan is maximised. |
| 5.2bg | Carry out the washing up in a logical, efficient, effective, safe, and environment-friendly way. |
| 5.1bh | Demonstrate the basic correct placement of cutlery and a glass for a simple meal. |
| 5.2bh | Serve dishes attractively garnished and/or decorated on a correctly laid table with an informal or formal setting. |
| 5.3bh | Serve dishes attractively garnished and/or decorated on a correctly laid table with a creative informal or formal setting. |
| 5.2bi | Evaluate the finished food product in terms of appropriate outcome. <i>Appearance, colour, texture, garnish and decoration, serving temperature, serving dishes and cutlery and overall presentation.</i> |
| 5.3bi | Analyse the creative element in the final product and/or presentation. |
| 5.2bj | Recommend improvements to the overall performance reflecting on the process and outcome. |
| 5.3bj | Recommend improvements to the overall performance reflecting on the process, outcome, efficiency, cost and sustainability. |
| BLO 5.5 - I can plan and carry out the whisking method of cake making. | |
| <i>Cake-Making Methods</i> | |
| 5.1x | List the following methods of cake-making: <i>Rubbing-in, whisking method.</i> |
| 5.1y | Identify the steps involved in the following methods of cake-making: <i>Rubbing-in, whisking method.</i> |
| 5.2y | Give the basic recipe of the following methods of cake making: <i>Rubbing-in, whisking method.</i> |
| 5.3y | Describe the properties and/or role of the ingredients used for each method of cake-making. <i>Rubbing-in, whisking method.</i> |
| 5.1z | Define the terms sieving, rubbing-in, binding, dry ingredients, and liquid ingredients. |
| 5.2z | Outline the main rules to follow when preparing each of the following methods of cake-making: <i>Rubbing-in, and whisking method.</i> |
| 5.3z | Suggest possible faults that may occur in the process of the different methods of cake-making, indicating causes how these can be prevented. |

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| 5.2aa | Suggest ways of increasing dietary fibre, reducing sugar and fat in cake-making. |
| 5.3aa | Explain the effects on the shelf-life when preparing cakes using the different methods. |
| 5.1al | Identify mechanical and chemical raising agents. <i>E.g. whisking to introduce air, sieving to introduce air (mechanical); baking powder, bicarbonate of soda (chemical).</i> |
| 5.2al | Explain how air is typically introduced into the cake mixture and/or dough to act as a raising agent. |
| 5.3al | Distinguish between mechanical and chemical raising agents, giving examples of each. |
| 5.1am | Identify different raising agents. <i>Baking powder, baking soda, yeast and air/steam.</i> |
| 5.2am | Describe the function of raising agents in cake making and yeast cookery. |
| 5.3am | Explain how each raising agent works. <i>Baking powder, baking soda, yeast and air/steam.</i> |
| <i>Whisking Method (Theory and Demonstration)</i> | |
| 5.1ab | Define the terms whisking, ribbon texture and folding-in. |
| 5.2ac | Prepare a sponge mixture to make a flan or a Swiss roll using the whisking method. |
| 5.3ac | Justify the use of the whisking method of cake making for individuals following a particular diet. |
| 5.2ad | Compare different fillings used for cakes prepared by the whisking method keeping the dietary guidelines in mind. |
| 5.3ad | Evaluate the nutritional value of cakes prepared using different methods. |
| 5.2ae | Decorate cakes using healthy ingredients such as fresh irkotta or ricotta, nuts, fresh and dried fruit and yoghurt. |
| <i>Whisking Method Practical Assignment</i> | |
| 5.2ac | Prepare a sponge mixture to make a flan or a Swiss roll using the whisking method. |
| 5.3ac | Justify the use of the whisking method of cake making for individuals following a particular diet. |
| 5.2ad | Compare different fillings used for cakes prepared by the whisking method keeping the Dietary Guidelines in mind. |
| 5.3ad | Evaluate the nutritional value of cakes prepared using different methods. |
| 5.2ae | Decorate cakes using healthy ingredients such as fresh irkotta or ricotta, nuts, fresh and dried fruit and yoghurt. |
| 5.1ba | Identify the following skills: |

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| | <p><i>Peeling, chopping, slicing, dicing, grating, weighing and measuring, beating, whisking, sieving, greasing, mashing, rubbing-in, kneading, folding-in, rolling out, lining of tins, liquidizing, blending of mixtures.</i></p> <p>Each practical should focus on specific skills from the list provided.</p> |
| 5.2ba | <p>Demonstrate the following skills:</p> <p><i>Peeling, chopping, slicing, dicing, grating, weighing and measuring, beating, whisking, mixing, sieving, greasing, mashing, rubbing-in, kneading, folding-in, rolling out, binding of mixtures, lining of tins, liquidizing, blending of mixtures, using pastry to line dishes.</i></p> <p><i>Note: The skills are to be addressed in different practical assignments throughout the course of study.</i></p> <p>Each practical should focus on specific skills from the list provided.</p> |
| 5.2bb | <p>Carry out a practical task for a given scenario adhering to correct hygiene and safety principles and time-frames.</p> <p><i>Note: This includes planning, preparing, demonstrating, presenting and storing food (as applicable).</i></p> |
| 5.3bb | <p>Carry out a practical task accurately, efficiently and sustainably.</p> <p><i>Adherence to personal and food lab hygiene principles; personal and food safety; appropriate selection and organisation of equipment, correct performance of skills and handling of equipment; efficient organisation of preparation area, work, and time; use of resources with minimal impact on the natural environment; disposal of waste.</i></p> |
| 5.2be | Demonstrate practices to minimise food waste. |
| 5.3be | Demonstrate the use of leftovers to create tasty and aesthetically appealing dishes and drinks for a given context in line with the National Dietary Guidelines. |
| 5.2bf | Demonstrate the proper care of work surfaces, utensils and equipment in the food lab so their lifespan is maximised. |
| 5.2bg | Carry out the washing up in a logical, efficient, effective, safe and environment-friendly way. |
| 5.1bh | Demonstrate the basic correct placement of cutlery and a glass for a simple meal. |
| 5.2bh | Serve dishes attractively garnished and/or decorated on a correctly laid table with an informal or formal setting. |
| 5.3bh | Serve dishes attractively garnished and/or decorated on a correctly laid table with a creative informal or formal setting. |
| 5.2bi | <p>Evaluate the finished food product in terms of appropriate outcome.</p> <p><i>Appearance, colour, texture, garnish, and decoration, serving temperature, serving dishes and cutlery and overall presentation.</i></p> |
| 5.3bi | Analyse the creative element in the final product and/or presentation. |

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| 5.2bj | Recommend improvements to the overall performance reflecting on the process and outcome. |
| 5.3bj | Recommend improvements to the overall performance reflecting on the process, outcome, efficiency, cost, and sustainability. |
| LO 6 - I can demonstrate the ability to critically, sensitively and creatively understand and address issues related to the family, community and the environment (coursework and controlled) | |
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| BLO 6.1 - I can discuss issues related to the family unit, childcare and development. | |
| The Family Unit | |
| 6.1a | List the different forms of families. <i>Nuclear, extended, lone, single parent, cohabitation, adoptive, blended, foster, couple without children.</i> |
| 6.2a | Describe different forms of families. |
| 6.3a | Compare and contrast the different forms of families. <i>E.g. adoptive and foster, nuclear and extended.</i> |
| 6.2b | State the roles and responsibilities of individuals within a family. |
| 6.3b | Discuss stereotypes associated with gender and with roles within the family. <i>Personality traits, physical appearance, home management and child care roles, jobs and careers.</i> |
| 6.1c | List the factors affecting family life and family relationships. <i>E.g. income, employment, number of family members, health of family members, housing.</i> |
| 6.2c | Describe the basic intellectual, social, emotional, environmental and occupational needs of families and how these change throughout life. |
| 6.3c | Discuss possible challenges faced by families and ways of managing them. <i>E.g. new child in the family, illness, death, separation/divorce, blended family, migration, unemployment.</i> |
| 6.1d | Identify the benefits of active participation of individuals and the family within the community. |
| 6.2d | Outline ways how the individual and the family can interact within the community. <i>E.g. youth/parish/sports/band clubs, voluntary work, local council activities.</i> |
| 6.3d | Evaluate the benefits of active participation of individuals and the family within the community. |
| 6.1e | Identify traits of positive family relationships. |
| 6.2s | Outline ways in which adolescents can exhibit their responsibilities towards their family, their school and the community. |

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| 6.3t | Describe how lifestyle choices during adolescence can have an impact on health. <i>Short-term and long-term impact.</i> |
| Child Care and Development | |
| 6.1h | List factors that can harm the unborn child. <i>Alcohol, smoking, medication, illicit drugs, x-rays, illnesses such as Rubella and Chicken Pox, and food poisoning.</i> |
| 6.3h | Explain briefly how each factor can be harmful to the unborn child. <i>Alcohol, smoking, medication, illicit drugs, x-rays, illnesses such as Rubella and Chicken Pox, and food poisoning.</i> |
| 6.1i | Define the following terms: <i>Breastfeeding and/or bottle-feeding and weaning.</i> |
| 6.2i | Outline the advantages and disadvantages of breastfeeding and bottle feeding. |
| 6.2j | Explain the importance of weaning. |
| 6.3j | Discuss the advantages and disadvantages of ready-made baby foods vs homemade food. |
| 6.1k | Identify the basic physical, social, emotional, and intellectual needs of children at different stages of development. |
| 6.2k | Outline basic physical, social, emotional, and intellectual needs of children at different stages of development. |
| 6.3k | Suggest ways of how parents can promote the physical, social, emotional and intellectual development of the child. |
| 6.1l | Select examples of play-related activities inside and outside the home which promote the physical, social, emotional and intellectual development of the child. |
| 6.2l | Outline different age-appropriate play-related activities to promote the physical, social, emotional and/or intellectual development of the child. |
| 6.1m | List examples of toys that can be created by reusing household items. |
| 6.2m | Describe the importance of play to promote the physical, social, emotional and intellectual development of the child. |
| 6.1n | Identify toy safety symbols, marks, and logos: <i>The Lion Mark, CE Mark, Age warning, British Standards Kitemark.</i> |
| 6.2n | Explain symbols, marks and logos related to toy safety. |
| 6.3n | Evaluate a given toy in terms of age-appropriateness, safety, suitability and sustainability to promote child development of a particular child. |
| 6.3o | Explain how an environment which promotes healthy living can be created within the family. <i>Nutritious food, physical activity, appropriate leisure, no substance abuse.</i> |
| 6.1p | State different childcare options. |

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| | <i>Relatives, grandparents, childcare centres, childminder, and live-in nanny.</i> |
| 6.2p | Outline the advantages and disadvantages of different childcare options. |
| 6.3p | Justify the choice of suitable childcare options for a given scenario. |
| 6.2q | Select examples of main diseases children are immunised against during the first and second years of life and/or during the adolescent years. <i>Children: Diphtheria, Tetanus, Polio, Pertussis (whooping cough), Measles, Mumps, Rubella (MMR), Meningitis, Haemophilus influenza type B (Hib) and Chicken Pox.</i> <i>Adolescent: HPV</i> |
| 6.3q | Discuss why vaccines are safe and important for children and adolescents. |
| 6.3r | Explain how the vaccine programme provided by the public health authorities and record-keeping help in preventing the spread of contagious diseases. |
| BLO 6.2 - I can explain First Aid procedures and describe the use of fire safety equipment. | |
| First Aid | |
| 6.1ah | List items found in a first aid box. |
| 6.2ah | Describe the purpose of different items in a first aid box. |
| 6.1aj | State the emergency number (112). |
| 6.2aj | Describe the correct procedure to seek help in an emergency indoors and outdoors. <i>Note: Include the information one should give when making an emergency call.</i> |
| 6.1ak | Indicate the steps for treating the following: <i>Cuts and grazes, burns and scalds, nose bleeds, fainting, bruising, swelling and sprains, jellyfish sting, insect stings, poisoning.</i> <i>Note: Poisoning refers to injury due to swallowing, inhaling, touching or injecting various substances e.g. chemicals.</i> |
| 6.3ak | Explain basic first aid procedures for the following injuries: <i>Cuts and grazes, burns and scalds, nose bleeds, fainting, bruising, swelling and sprains, jellyfish stings, insect stings, poisoning.</i> <i>Note: Poisoning refers to injury due to swallowing, inhaling, touching or injecting various substances e.g. chemicals.</i> |
| Fire Safety | |
| 6.1ai | Identify the safety equipment available for fire safety. <i>Fire extinguisher, fire blanket, smoke detector.</i> |
| 6.2ai | Describe the purpose and correct use of the fire extinguisher, fire blanket and smoke detector. |

LO 8 - I can demonstrate an understanding of sustainable living and the principles and procedures involved in acquiring, designing, and using accommodation and resources according to the needs of individuals and families (coursework and controlled)



BLO 8.1 - I can use and care for Food Lab equipment and appliances competently, efficiently, safely, and sustainably.

The Selection, Safe Use of and Care of Food Lab Equipment

5.2bf Demonstrate the proper care of work surfaces, utensils and equipment in the food lab so their lifespan is maximised.

5.2bg Carry out the washing up in a logical, efficient, effective, safe and environment-friendly way.

8.1o Suggest the various pieces of equipment needed for a given recipe.

8.2o Describe the correct, safe use and care of the various pieces of small equipment needed for different tasks in the food lab.

8.2p Demonstrate the correct, safe use and care of the various pieces of small equipment needed for different tasks in the food lab.
Note: Students should be given opportunities to address this criterion in a practical manner throughout the course of study.

Weighing and Measuring

5.1az Choose the appropriate equipment to weigh and measure a given list of ingredients.

5.2az Weigh and measure solid and liquid ingredients accurately using a range of different utensils such as weighing scales, measuring cups, measuring spoons and jugs.

5.3az Convert units of measuring solid and liquid foods and/or drinks.
g, kg, ml, l, oz, fl oz, lb, pint.

The Critical Choice of Household Equipment and Appliances: The Refrigerator and Freezer

8.1m List various household equipment and appliances.
Refrigerator, freezer.

8.2m Describe the main function and common features of household equipment and appliances.
Refrigerator (side by side, top/bottom mount, larder, French door), freezer (chest and upright).

8.3m Compare and contrast a selection of different household appliances based on versatility, efficiency, sustainability and safe use.
Refrigerators – side by side, top/bottom larder type, French door; Freezers – chest, upright.

8.1n State the factors which need to be considered when purchasing household equipment and appliances.

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| | <i>E.g. space available, family needs, family lifestyle, family budget, sustainability, type of décor.</i> |
| 8.3n | Evaluate the need for household equipment and appliances for given scenarios. |
| 5.2bf | Demonstrate the proper care of work surfaces, utensils and equipment in the food lab so their lifespan is maximised. |
| <i>The Critical Choice of Household Equipment and Appliances: The Cooker</i> | |
| 8.1m | List various household equipment and appliances. <i>Cooker.</i> |
| 8.2m | Describe the main function and common features of household equipment and appliances. <i>Cooker.</i> |
| 8.3m | Compare and contrast a selection of different household appliances based on versatility, efficiency, sustainability, and safe use. <i>Cookers – different combinations; Oven – gas, electric; Hobs – gas, electric, ceramic, induction.</i> |
| 8.1n | State the factors which need to be considered when purchasing household equipment and appliances. <i>E.g. space available, family needs, family lifestyle, family budget, sustainability, type of décor.</i> |
| 8.3n | Evaluate the need for household equipment and appliances for given scenarios. |
| 5.2bf | Demonstrate the proper care of work surfaces, utensils and equipment in the food lab so their lifespan is maximised. |

Alignment of Broad Learning Outcomes and Content with Suggested Assessment Criteria – Year 9

Assessment criteria provide information about the qualities, characteristics, and aspects of coursework that will be used to measure the attainment of different learning outcomes.

Aligning the assessment with the broad learning outcomes means that learners know how their achievements will be measured. Whilst there are no hard and fast rules as to how this is to be done the table below provides a practical guide as to the alignment of BLOs, topic areas, and distribution of assessment criteria. The framework is flexible, and teachers can shift assessment criteria to better address the needs of learners.

| Subject Focus | Alignment of BLOs & Content | Suggested distribution of Assessment Criteria |
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| Food, Nutrition, and Health (Theory and Practical Component) | BLO 1.1 | |
| | The Concept of Health | 1a, b, c, d, h |
| | Sustainable Living | 1e, f, g |
| | BLO 1.2 | |
| | The Dietary Guidelines | 1j, k |
| | The National Food Guide Graphic | 1n, o, p, q, r |
| | Functions of Food | 1i, l, m |
| | BLO 2.2 | |
| | Introduction to Nutrients | 2a, b, c |
| | Proteins | 2d, e, f, g, h, i, j, k |
| | Carbohydrates | 2l, m, n, o, p, q |
| | Non-Starch Polysaccharides | 2r, s, t, u, v, w |
| | Fats | 2x, y, z, aa, ab |
| | Vitamins | 2ac, ad, ae, af, ag, ah, ai, aj |
| | Minerals | 2ag, ah, ak, al, am, an, ao, ap, aq |
| | Water | 2ar, as, at |
| | BLO 3.1 | |
| | Food Commodity: Eggs | 3a, b, d, e, f, g, v, w, x, y |
| | Food Commodity: Fish | 3a, b, d, e, f, g, q, r |
| | Food Commodity: Herbs and Spices | 3a, b, d, e, g, af |
| | Food Commodity: Cereals, Pulses, Nuts and Seeds | 3a, b, d, e, f, g, h, i, j, aa, ab, ac, ad, ae |
| | Food Commodity: Milk and Dairy Products | 3a, b, d, e, f, g, k, l, m, n, o, p |
| | BLO 4.1 | |
| | Food Spoilage and Contamination | 4am, an, ao, ap, aq |
| | BLO 4.2 | |
| | Hygiene and Safety in the Food Lab | 4al |
| | BLO 5.1 | |
| | Recipe Engineering | 5m, n, o, p |

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| | Traditional Maltese Dishes | 5m, n, o, p |
| | BLO 5.2 | |
| | The Preparation Sheet | 5at, au, av, aw, ax, ay, bi, bj |
| | Demonstration + Preparation for Practical (Using Food Commodity) | 3c, d, 5ba |
| | Practical Assignment on one or a combination of the following Food Commodities: Eggs; Fish; Cereals, Pulses, Nuts and Seeds; Herbs and Spices and Milk and Dairy Products | 3c, 5ba, bb, bd, be, bf, bg, bh, bi, bj |
| | BLO 5.3 | |
| | Food Presentation | 5bh |
| | BLO 5.4 | |
| | Shortcrust Pastry (Theory and Demonstration) | 5af, ag, ah, ai, aj |
| | Shortcrust Pastry (Practical Session) | 5ak, ba, bb, be, bf, bg, bh, bi, bj |
| | BLO 5.5 | |
| | Cake-Making Methods | 5x, y, z, aa, al, am |
| | Whisking Method (Theory and Demonstration) | 5ab, ac, ad, ae |
| | Whisking Method Practical Session | 5ac, ad, ae, ba, bb, be, bf, bg, bh, bi, bj |
| Family Wellbeing | BLO 6.1 | |
| | The Family Unit | 6a, b, c, d, e, s, t |
| | Child Care and Development | 6h, i, j, k, l, m, n, o, p, q, r |
| | BLO 6.2 | |
| | First Aid | 6ah, aj, ak |
| | Fire Safety | 6ai |
| Financial Literacy and Consumer Education | BLO 7.1 | |
| | This BLO within this focus is overarching, and every opportunity should be taken to address key concepts that seek to improve financial capability. | All Assessment criteria – as applicable |
| Sustainable Living and Effective Management of Resources (Theory and Practical Component) | BLO 8.1 | |
| | The Selection, Safe Use of, and Care of Food Lab Equipment | 5bf, 5bg, 8o, 8p |
| | Weighing and Measuring | 5az |
| | The Critical Choice of Household Equipment and Appliances: The Refrigerator and Freezer | 8m, 8n, 5bf |
| | The Critical Choice of Household Equipment and Appliances: The Cooker | 8m, 8n, 5bf |

Scheme of Assessment

The Home Economics Year 9 assessment consists of:

Continuous Assessment:

40% of the global mark that comprises different forms of assessments set during the scholastic year.

Controlled Assessment:

60% of the global mark that consists of a one-and-a-half-hour written exam set at the end of the scholastic year.

Part 1- Continuous Assessment (40% of the global mark)

Coursework Assessment

Coursework collates the outcome of various assessment forms set and assigned by the class teacher as classwork and homework. In Year 9, teachers are encouraged to assess learners through different modes of assessment, including but not limited to oral and written questions, discussions, debates, research, experiments, self-evaluation, comparative exercises, practical sessions, investigations, quizzes, and tests. Written tests should not be used more frequently than any other form of assessment tool used.

Every opportunity should be taken by educators to enable learners to attain key knowledge, skills, and competencies through different modes of assessment that cater for individual needs. Hence, it is vital that coursework assessment is ongoing and regularly marked throughout the scholastic year. Through this, the teacher and the learner can determine the progress achieved. Feedback given by the teacher will help the learners to improve their work and reach the set objectives.

The coursework assessment mark must be based on work students produce during the scholastic year. The weighting of each task is to be determined by the teacher. Schools should keep to the specified deadlines communicated by the Directorate for Learning and Assessment Programmes for reporting purposes.

Coursework Assignment (SEC)

The SEC coursework assignments need to address all the learning outcomes – LO 1-8 throughout the three-year programme.

An overview of the suggested coursework assignments to be carried out during the three-year Home Economics course of study is shown in the table below:

| Coursework Category 1-2-3 (40%) | | | |
|---|----------------------------|----------------------------|----------------------------|
| Assignment 1 (10 marks) | Assignment 2 (10 marks) | Assignment 3 (10 marks) | Assignment 4 (10 marks) |
| Practical Assignment | Site visit | Project | Practical Investigation |
| Coursework Assignments 1 (Practical Assignment) and 4 (Practical Investigation) are mandatory and must be carried out at least once over the three-year course of study. | | | |

One can choose to repeat any of the suggested four assignments in completing the coursework component during the three-year programme.

In Year 9, coursework is to be based on a combination of learning outcomes and assessment criteria addressed in Year 9. The learning outcomes that will be targeted through the coursework must also be identified.

Coursework assignments will be set and fully marked by the teacher. This coursework assignment needs to cater for students working in levels 1, 2, and 3 as specified in the HE SEC syllabus. Each practical coursework assignment is marked out of 100 according to the coursework rubrics set by MATSEC and will carry 10% of the final SEC mark.

Levels 1-2-3 will be determined from the mark obtained in the coursework assignment according to the following table.

| MQF Level | MQF 1 | MQF 2 | MQF 3 |
|-------------------------------|--------|---------|----------|
| Mark of Coursework Assignment | 0 - 30 | 31 - 60 | 61 - 100 |

This coursework mode evaluates skills that cannot be assessed by a controlled examination. It is recommended that a significant proportion of the coursework will be done in class under direct teacher supervision. The coursework is subject to moderation.

Distribution of Continuous Assessment in Year 9

| | Type of Continuous Assessment | Time Allocation |
|--------|---|---|
| Year 9 | Various forms of assessment consisting of both classwork and homework spread throughout the scholastic year | Continuous assessment should be part of the lesson process and integrated into the teaching and learning activities carried out |
| | SEC Coursework assignment - Choose one from: 1) Practical Assignment 2) Site Visit 3) Project 4) Practical Investigation | Minimum of 4 double lessons to be allocated |

Part 2 - Controlled Assessment: (60% of the global mark; written examination -100 marks; 1½ hours)

The controlled component of the assessment will consist of an examination paper of one-and-a-half-hour set by the Directorate for Learning and Assessment Programmes. The paper will be set in English and will cover all the learning outcomes and assessment criteria of the Year 9 programme in the following ratios: Level 1- 30%; Level 2- 30% and Level 3- 40%. The examination paper will be marked out of 100 and candidates will be required to answer all questions. All answers are to be written on the examination paper provided.

Retaining of evidence

Schools must retain the coursework of all candidates with the respective assessment marking sheets attached for moderation purposes. The work may only be returned to candidates once the deadline of the moderation period is over. The coursework must always remain under secure conditions.

Syllabus implementation Guidelines

- Due to the practical nature of the subject, it is important that **ALL** Home Economics Lessons are facilitated in a Food Lab.
- Suggested assessment criteria may feature in more than one area. This is purposefully done to link learning outcomes and topics across the curriculum whilst enabling learners to explore the interrelatedness of topic areas and facilitate comprehension and acquisition of skills and competencies.
- All coursework assignment tasks are to be marked out of 100 according to guidelines and rubrics available in the MATSEC syllabus.
- The nature of the coursework assessment that is spread throughout the year, should be determined by the class teacher according to the needs of the learners.

Appendix

Assignment 1 – Practical Assignment

Name of student: _____

Class: _____

School: _____

Scholastic Year: 20_____/20_____

Course Year (Circle one): 9 10 11

| | |
|-----------------------------|--|
| Assignment Number | |
| Title of Task | |
| Learning Outcome/s Assessed | |

| Criteria | Maximum Mark | Mark |
|---|--------------|------|
| Choice of Food Item/s | 10 | |
| Reasons for Choice | 10 | |
| Choice of Equipment and Order of Work | 20 | |
| Preparation | 10 | |
| Performance and Production | 20 | |
| Outcome | 10 | |
| Self-Evaluation, Outcome, and Suggestions for Improvement | 20 | |
| Total marks awarded | 100 | |

To be filled by the teacher assessing the assignment:

Teacher's name: _____

Teacher's signature: _____

Date: _____

Assignment 2 – Site Visit

Name of student: _____

Class: _____

School: _____

Scholastic Year: 20_____/20_____

Course Year (Circle one): 9 10 11

| | |
|-----------------------------|--|
| Assignment Number | |
| Title of Task | |
| Learning Outcome/s Assessed | |

| Criteria | Maximum Mark | Mark |
|--|--------------|------|
| Date, Title, Aim, and Objective/s | 10 | |
| Preparatory Activities | 20 | |
| Site Details | 10 | |
| Site Activities | 20 | |
| Communication of Outcomes | 20 | |
| Discussion, Evaluation, Reflection, and References | 20 | |
| Total | 100 | |

To be filled by the teacher assessing the assignment:

Teacher's name: _____

Teacher's signature: _____

Date: _____

Assignment 3 – Project

Name of student: _____

Class: _____

School: _____

Scholastic Year: 20_____/20_____

Course Year (Circle one): 9 10 11

| | |
|-----------------------------|--|
| Assignment Number | |
| Title of Task | |
| Learning Outcome/s Assessed | |

| Criteria | Maximum Mark | Mark |
|---|--------------|------|
| Title, Aim, Brief Description, and Plan of Action | 10 | |
| Secondary or Background Research | 10 | |
| Project Implementation | 40 | |
| Discussion and Conclusion | 10 | |
| Evaluation | 10 | |
| Reference List, Bibliography, and Appendices | 10 | |
| Oral Presentation | 10 | |
| Total | 100 | |

To be filled by the teacher assessing the assignment:

Teacher's name: _____

Teacher's signature: _____

Date: _____

Assignment 4 – Practical Investigation

Name of student: _____

Class: _____

School: _____

Scholastic Year: 20_____/20_____

Course Year (Circle one): 9 10 11

| | |
|-----------------------------|--|
| Assignment Number | |
| Title of Task | |
| Learning Outcome/s Assessed | |

| Criteria | Maximum Mark | Mark |
|---|--------------|------|
| Problem Statement and Factors/Variables of Interest | 10 | |
| Investigation Justification | 10 | |
| Investigation Plan of Action (Preparation Sheet and Design of Results Grid) | 20 | |
| Practical Realisation | 30 | |
| Investigation Outcomes and Conclusions | 20 | |
| Evaluation and Recommendations | 10 | |
| Total | 100 | |

To be filled by the teacher assessing the assignment:

Teacher's name: _____

Teacher's signature: _____

Date: _____

Name: _____

Class: _____

Preparation Sheet

Practical Assignment: _____

CHOICE OF FOOD ITEM/S AND LIST OF INGREDIENTS (10 marks)

Choice of food item/s

List of ingredients (including quantities and units)

| Unit | Ingredients | Unit | Ingredients |
|------|-------------|------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Appendix 3 – The Cross Curricular Themes

The Cross Curricular Themes

| Symbol | Cross Curricular Theme | Theme Learning Outcomes |
|---|---|--|
|  | Literacy | <ul style="list-style-type: none"> • Listening and speaking • Expressive language • Reading and understanding • Writing • Accuracy • Planning and reflection |
|  | Education for Diversity | <ul style="list-style-type: none"> • Self-Awareness • Social Change • Communicating for Diversity |
|  | Digital Literacy | <ul style="list-style-type: none"> • Information Management • Communication • Collaboration • Use of Digital Media • Managing Learning • Managing Internet Use • Computational Thinking |
|  | Education for Entrepreneurship, Creativity and Innovation | <ul style="list-style-type: none"> • Personal • Interpersonal • Cognitive • Practical |
|  | Education for Sustainable Development | <ul style="list-style-type: none"> • Learning to Know • Learning to Do • Learning to Be • Learning to Live Together |
|  | Learning to Learn and Cooperative Learning | <ul style="list-style-type: none"> • Social Learning • Personal Learning • Cognitive Learning • Creative Learning |

Adapted from: <http://www.schoolslearningoutcomes.edu.mt/en/category/cross-curricular-themes>

Disclaimer: The information and content provided in this document are considered correct and up to date at the date of submission 8th April 2022. The information may be updated from time to time as need be.