

## Final Assessment

The final assessment comprises of a practical food skills examination and a written examination.

Supported by Ongoing Formative Assessment	<b>Final Assessment (Year 3)</b> (Issued & marked by the State Examinations Commission)	
	<b>Practical Food Skills Examination</b>	<b>Written Examination</b>
	<ul style="list-style-type: none"> <li>Based on CBA 2, the Food Literacy Skills Brief</li> <li>Demonstrate culinary and creative food literacy skills in the implementation of the chosen brief</li> <li>1 hr 30 mins + 30 mins preparation time</li> <li>50% of final examination mark</li> </ul>	<ul style="list-style-type: none"> <li>1 hr 30 mins</li> <li>50% of final examination mark</li> </ul>
Reported on in JCPA		

### Where can I get more information?

[www.curriculumonline.ie](http://www.curriculumonline.ie) – This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Framework for Junior Cycle (2015), the Junior Cycle Home Economics Specification and the Junior Cycle Home Economics Assessment Guidelines for the Classroom-Based Assessment.

[www.jct.ie](http://www.jct.ie) – This is the website of the Junior Cycle for Teachers (JCT) schools' support service. Our aim is to support schools in their implementation of the new Framework for Junior Cycle through the provision of appropriate high quality continuing professional development for school leaders and teachers, and the provision of effective teaching and learning resources.

Follow JCT @JCFforTeachers and the Home Economics Team using @jctHomeEc on Twitter

We have a team of full-time advisors who can be contacted by email at [info@jct.ie](mailto:info@jct.ie)

## Junior Cycle Home Economics Learning Journey

### Year 1

Engage with learning outcomes

Learning supported by formative assessment

### Year 2

Engage with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 1  
Creative Textiles

(Subject Learning and Assessment Review (SLAR) Meeting)

### Year 3

Engage with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 2  
Food Literacy Skills Brief

(Subject Learning and Assessment Review (SLAR) Meeting)

Practical Food Skills Examination

(Issued & marked by the State Examinations Commission)

Final Written Examination

(Set & marked by the State Examinations Commission)

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers

Junior  
Cycle  
Information  
on  
Home  
Economics

## Junior Cycle Home Economics aims to:

- develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society
- develop practical food and health literacy skills so that students are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society
- nurture students' resourcefulness, innovation, adaptability, and competency as consumers
- develop students' creative design and textile skills
- develop students who are environmentally conscious and dedicated to a sustainable and responsible way of life

## Overview of the Specification

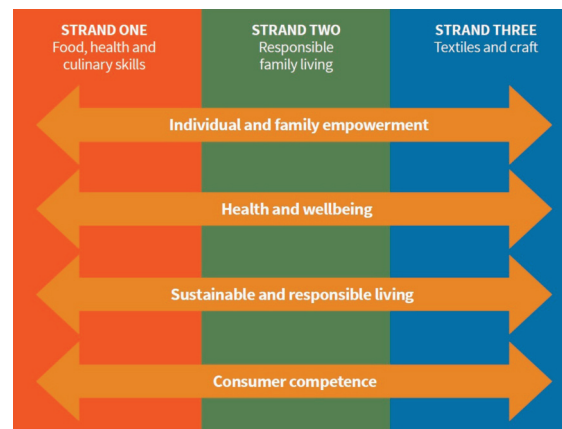
The Junior Cycle Home Economics Specification is designed for a minimum of 200 hours across the three years of Junior Cycle and is offered at a common level. The specification uses an interdisciplinary approach which encourages the integration of three strands in the teaching and learning of the subject.

The **three inter-connected strands** are:

- 1. Food, health and culinary skills**
- 2. Responsible family living**
- 3. Textiles and craft**

To give further emphasis to the integrated nature of learning in Home Economics, the learning outcomes for each of the strands are grouped by reference to **four elements**:

- **Individual and family empowerment**
- **Health and wellbeing**
- **Sustainable and responsible living**
- **Consumer competence**



## Learning Outcomes

The specification identifies 41 learning outcomes that apply to **all** students. Learning outcomes describe the **knowledge, understanding, skills and values** students should be able to demonstrate having studied Home Economics in Junior Cycle.

The students' engagement and learning are optimised by a fully integrated approach to planning using the learning outcomes.

## Assessment in Home Economics

The purpose of assessment and reporting at this stage of education is to support learning. A broader approach to assessment will give students the opportunity to become reflective and active participants in their learning. Providing focused feedback is a critical component of high quality assessment.

### Classroom-Based Assessments (CBAs)

The CBAs are completed during normal class time. It is envisaged that through the CBAs students will actively engage in practical and authentic learning experiences.

Supported by Ongoing Formative Assessment	CBA 1 (Year 2) Creative Textiles	CBA 2 (Year 3) Food Literacy Skills Brief
	<ul style="list-style-type: none"> <li>• Apply the design brief process</li> <li>• Apply the principles of design and sustainability</li> <li>• Make a textile item for an individual or the home</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Recycle or upcycle a textile item for an individual or the home</li> </ul>	<ul style="list-style-type: none"> <li>• Use the design brief process to research, generate ideas and possible solutions for a Food Literacy Skills Brief, drawn from a list of briefs issued by the State Examinations Commission (SEC)</li> <li>• Provide a summary of feedback received from teacher and peers</li> <li>• Reflect on their work in light of the feedback received</li> </ul>
Reported on in the Junior Cycle Profile of Achievement (JCPA)		

### Subject Learning and Assessment Review Meetings

To support teacher judgement in the CBAs, Features of Quality are set out in the Assessment Guidelines. Subject Learning and Assessment Review (SLAR) Meetings provide teachers with the opportunity to share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.