

AM SYLLABUS (2011)

HOME ECONOMICS AND HUMAN ECOLOGY

AM 18

SYLLABUS

**Home Economics and Human Ecology AM 18
Syllabus**

(Available in September)

Paper I (3 hours)+Paper II (3 hours)+Paper III (Coursework)

This syllabus provides an advanced course of study in Home Economics and Human Ecology, building upon knowledge and skills learnt within the Home Economics discipline at Secondary Education Certificate (SEC) level. It thus assumes a knowledge of Home Economics at a level equivalent to that defined by the SEC syllabus and attempts to extend and consolidate this knowledge base by integrating the essential principles of the field of study within a core section: The Family, Home and Society and Food, Nutrition and Health, together with coursework experience in a selection of Option Areas: Food Technology, Child Development, Senior Members of Society, Hospitality Services and Textile Studies.

The study of Home Economics and Human Ecology may lead to careers in the Hospitality, Food and Textile Industries, Education, Paramedical and Caring Professions, Consumer Services and other related careers.

1. AIMS

The aims listed below reflect the methodology to be adopted for teaching the subject. They highlight the knowledge, skills, attitudes and values required for the study of Home Economics and Human Ecology at Advanced Matriculation Level.

To encourage an investigative approach to study and an ability to evaluate, manage and make economical and safe use of resources.

To develop the ability to make informed decisions.

To provide experiences of problem-solving, research methodology, and practical application when working to a design brief.

To promote an awareness of design and develop aesthetic appreciation and creative skills

To foster a sensitive, caring attitude that will lead to the identification and realisation of people's needs.

To create an awareness of the impact of rapidly changing technology on the social, economic and family life aspects and to develop the skills required to meet these changes.

To further the concern for the environment

2. ASSESSMENT OBJECTIVES

Candidates will be assessed for demonstrating:

- the knowledge, understanding and application of subject-specific information, principles and concepts relevant to Home Economics and Human Ecology.
- an awareness and understanding of contemporary issues, initiatives, current developments and their implications for Home Economics and Human Ecology.
- the use of investigative, experimental, managerial and manipulative techniques to gather, organize and present information, ideas, descriptions and arguments, clearly and logically, in order to reach justified decisions and conclusions
- the ability to appreciate critically the interdependence between creativity and aesthetic principles and identify and evaluate factors and relate them to specific needs
- to demonstrate aesthetic awareness, and be creative when communicating ideas and decisions

3. SCHEME OF ASSESSMENT

The examination will consist of three papers: Paper I and Paper II will be written examination papers and Paper III will comprise Coursework as outlined below.

Candidates must satisfy the Markers' Panel in all sections of the examination.

Paper I The Family, Home and Society

This is a written examination paper of three hours duration. The maximum mark is 100 and will contribute 30% to the overall mark of the examination.

Candidates are required to answer five out of six structured, essay-type questions.

Paper II Food, Nutrition and Health

This is a written examination paper of three hours duration. The maximum mark is 100 and will contribute 30% to the overall mark of the examination.

Candidates are required to answer five out of six structured essay-type questions.

Paper III Coursework

Coursework consists of:

i. Portfolio (12% of the total mark)

Candidates are required to carry out one research experience, from one of the five Option Areas. Guidelines for the Portfolio are in Appendix I. This work will be assessed internally according to the Assessment Criteria for the Portfolio (Appendix III).

ii. Investigation (28 % of the total mark)

Candidates are required to submit one Investigation chosen from one of the Option Areas not chosen for the Portfolio. Candidates are expected to use three different research techniques which are different from those used in the Portfolio. Guidelines for the Investigation are in Appendix II. The Investigation will be assessed internally according to the Assessment Criteria for the Investigation (Appendix IV).

Further details for the Portfolio and the Investigation are given in Section 7 of this syllabus.

The tutor's assessment for the Portfolio and the Investigation must be completed and submitted to the MATSEC Examination Board by the date determined by the same Board, and is subject to moderation by the Markers' Panel.

4. GRADE DESCRIPTIONS

The following grade descriptors indicate the level of attainment characteristic of the given grade at Advanced Matriculation Level. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the syllabus; they are not designed to define that content.

Grade A

Candidates demonstrate a very well developed ability to:

- analyse and interpret social, scientific and technological concepts together with the recognition of the complex inter-relationships within the syllabus
- apply knowledge, understanding and skills to different situations within a theoretical and practical context
- select and organise material discriminately from a wide range of sources and use this to forward justified arguments, judgements, choices and conclusions - use effective research methods to explore and develop ideas creatively and intuitively, to communicate ideas clearly and accurately in a concise, logical and relevant manner, and to critically evaluate outcomes.

Grade C

Candidates demonstrate a satisfactory ability to:

- analyse and interpret a good range of social, scientific and technological concepts and show some recognition of the inter-relationships within the syllabus
- apply knowledge, understanding and skills to a range of situations within a theoretical and practical context
- select and organise material from a number of sources and use it to forward appropriate arguments, judgements, choices and conclusions
- use different research methods to communicate ideas in a relevant manner and to adequately evaluate outcomes.

Grade E

Candidates demonstrate a limited ability to:

- analyse and interpret some social, scientific and technological concepts and show obvious recognition of the inter-relationships within the syllabus
- apply basic knowledge, understanding and skills to a restricted range of situations within a theoretical and practical context
- select and organise material from a limited number of sources and use it to forward arguments, judgements, choices and conclusions in a basic manner
- use different research methods to communicate ideas and evaluate outcomes at a low level.

5. PRIVATE CANDIDATES

Private candidates are expected to refer to a Home Economics and Human Ecology tutor for supervision and guidance. Home Economics teachers who have taught Home Economics for at least five years since 1994 are also eligible as tutors for AM Home Economics and Human Ecology private candidates.

Guidelines for the Portfolio and Investigation are in Appendices I and II and the Criteria for the Assessment of the Portfolio and for the Investigation are in Appendices III and IV.

It is important that the candidate’s particulars on the Mark Sheet for the Portfolio, Assessment Sheet for the Portfolio and Investigation Cover Sheet are duly completed (Appendix V, VI and VII respectively). The authentication by the supervising tutor is also required on each of above forms.

A declaration of authenticity by the candidate must also be completed for the Portfolio and for the Investigation (Appendix VIII).

Private candidates are to present their work for assessment by the markers’ panel by the due date as instructed by the MATSEC office.

6. CORE SECTION (Papers I and II)

Paper 1 The Family, Home and Society

The integration of the content, through the consideration of the needs of people and the strategies for meeting these needs, provides the means by which this course should be approached.

The themes of human development, health, safety, protection, efficiency, values, aesthetics and the individual’s interaction with the environment, form the focus from which the study should develop in the context of an economically, socially and culturally changing society.

CONTENT

Individual, Family And Household Groups In Society

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Family Units And Households	<ul style="list-style-type: none"> ▪ The changing nature of families and lifestyles 	<ul style="list-style-type: none"> - The concept of a family unit - Changes in the family unit structure (e.g. fewer offspring, one-parent family, adopting, fostering, young people moving away from home)

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Family Units And Households cont.		<ul style="list-style-type: none"> - The management of the household: shared responsibilities, coping with different situations (working parents, short-term illness, chronic illness, disability, shared accommodation with relatives)
Wellbeing Of Individual Family Members	<ul style="list-style-type: none"> ▪ Wellbeing of individual family members at different stages of the life-cycle and in different circumstances 	<ul style="list-style-type: none"> - Indicators of family quality of life - Family-based strategies for promoting a good quality life - Causes of, and remedies to poverty and social exclusion; National Action Plan on Poverty and Social Exclusion
a. Children	<ul style="list-style-type: none"> ▪ The optimum physical, social, emotional and intellectual development of children ages 0-4 years 	<ul style="list-style-type: none"> - Key developmental stages - Providing a variety of experiences to develop infants' and children's potential - The importance of play in a stimulating environment - The importance of social interaction both with immediate family members and with individuals and organisations outside the home (e.g. childminders, nurseries, kindergarten, schools and clubs) - Infant and childhood health and safety (e.g. basic needs, immunisation, a safe physical environment) - Support systems for children within the family - Provision and basic regulations regarding child care centres - Provisions of the welfare system targeting infant and child wellbeing (children's allowances, <i>Agenzija Appogg. Eden Foundation, Unit Ghozza</i>) - The role and function of the office of the Commissioner for Children
b. Adolescents	<ul style="list-style-type: none"> ▪ Physical, emotional & social development 	<ul style="list-style-type: none"> - Recognising and managing physical, emotional and social changes - Socialisation with different age groups - Peer pressure and conflicting values - Gaining independence and becoming responsible adults

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
c. Adults	<ul style="list-style-type: none"> ▪ Responsibilities and rights of adults 	<ul style="list-style-type: none"> - Responsibilities towards children, partners and elderly parents - Sharing family-related responsibilities within and outside the home - Welfare benefits and services targeting adults, including their responsible use (sickness benefits, unemployment benefit, ETC employment and training services, employment related family friendly measures – maternity leave, parental leave, flexi-time, tele-working, job-sharing)
d. The Elderly	<ul style="list-style-type: none"> ▪ The continuing social, emotional and intellectual development of the elderly 	<ul style="list-style-type: none"> - Preparation for and enjoying retirement - Maintaining a healthy and active lifestyle - Participation within the family, local community and society - The role of grandparents in enhancing young families' and children's quality of life - Types, causes and remedies for elderly abuse and neglect - Aspects of the welfare system related to the elderly (pensions, Home Help, Meals On Wheels, Handyman Service, Telecare, <i>Kartanzjan</i>, University of the Third Age) - Housing options for the elderly with a focus on the physical, financial and social aspects - Support systems (family network, CARITAS, local parish groups, Local Councils)
e. Individuals And Families With Special Needs	<ul style="list-style-type: none"> ▪ Different situations where special assistance is required for family wellbeing 	<ul style="list-style-type: none"> - Individuals and families who may have special needs (family where breadwinner/s is/are unemployed, single parents, foster families, families where there is chronic illness) - The definition and function of 'means testing' in relation to eligibility for welfare services and/or benefits - Aspects of the welfare system and support networks related to special needs and circumstances (<i>Kummissjoni Persuni B'Diżabilita</i>, Eden Foundation, <i>Dar il-Kaptan</i>, <i>Razzett tal-Hbiberija</i>, Arka Foundation)

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
f. Substance Abuse Within The Family	<ul style="list-style-type: none"> ▪ Health and social issues related to substance abuse 	<ul style="list-style-type: none"> - Physical and social implications of tobacco use, and alcohol use and abuse - Basic laws and regulations
Influences On Individuals And Families	<ul style="list-style-type: none"> ▪ The social, cultural, economic and technological influences on individual and family lifestyles ▪ The inter-relationship of paid and unpaid work and leisure and the need to balance them for individual and family wellbeing 	<p>The implications of the following factors on individual and family lifestyles:</p> <ul style="list-style-type: none"> - social (shifting values and changes in family household structure) - cultural (<u>mixed denominational marriages, inclusion of refugees and immigrants within the community, the impact of tourism and family holidays</u>) - economic (standards of living, budgeting, changing economic and domestic roles of men and women, family members working or studying abroad) - technological (the availability of new appliances and household management strategies) - leisure activities (opportunities and facilities to use free time effectively; stress management) <ul style="list-style-type: none"> - Strategies for balancing paid and unpaid work and leisure time - The implications of the success or otherwise of balancing paid and unpaid work and leisure time - The importance of pursuing a variety of leisure time activities for personal development and family quality of life - The concept of voluntary work and opportunities for such work locally
The Community	<ul style="list-style-type: none"> ▪ The community as a resource and the impact of the community on households ▪ The interaction of individuals and families within the community 	<ul style="list-style-type: none"> - The role of the community as an integrating and support system to the family - Services provided by the Local Councils - The function of voluntary groups, church and social groups within the community - Implications of demands created by the community on the family and vice-versa - The concepts of social stigma and stereotypes

Habitat And The Environment

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Different Types Of Living Accommodation	<ul style="list-style-type: none"> ▪ Different types of dwellings available locally ▪ Social Housing ▪ Identifying and accessing available housing 	<ul style="list-style-type: none"> - Basic advantages and disadvantages of living in an apartment, maisonette, terraced house, house of character, farmhouse etc. - Renting or buying a home - advantages and disadvantages of the two different ways of acquiring a home with reference to the Maltese context - Purposes of Social Housing - New approaches and debates in the field of social housing - Schemes available to improve the quality of individual and family accommodation - Sources of information on availability of property for purchase or rental - Advantages and disadvantages of using the different sources of information mentioned above
Housing Needs	<ul style="list-style-type: none"> ▪ Suitable housing and layouts for different stages of the life-cycle, for different lifestyles and for different personal and family circumstances 	<ul style="list-style-type: none"> - Basic housing needs of different individuals, families and groups of people - Different types of dwellings suitable for different lifestages (students, youth, young couples, young families and elderly persons), different lifestyles (persons who work from home, persons who run a family business within the home, and very physically active families) and different circumstances (parent or sick relative moving in with family, family has a member who has special needs) - Strategies to ensure accessibility of homes considering the needs of persons who are physically challenged and to meet specific circumstances in family lifestyles and lifestages, such as families who run a home-based business, very active families and families with young children or elderly members

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Housing Needs cont.	<ul style="list-style-type: none"> ▪ Safety and security measures in the home 	<ul style="list-style-type: none"> - The importance of safety and security measures in the design of living accommodation - Structural and design strategies which ensure safety of family members - Basic security measures within family homes
Financial And Legal Aspects Of Acquiring Housing	<ul style="list-style-type: none"> ▪ Financial and economic considerations and legal processes in relation to obtaining a home 	<ul style="list-style-type: none"> - Economic factors that influence the type of home chosen - Costs incurred when buying or building a home (real estate agent fees, <i>sensarija</i>, notarial and lawyer's fees, stamp duty, different expenses incurred when buying shell vs. finished property) - Ways of raising money for acquiring a home (e.g. bank home loans, short-term bank loans, borrowing from relatives) - Short and long-term implications of borrowing money (individual/couple has to keep on working [perhaps even when there are infants and young children in the family]; a 40 year loan might still be being paid at retirement age; potential source of stress if repayments not possible due to extraordinary circumstances) - Basic steps in the legal and formal process of buying or renting a home - The meaning and functions of promise of sale (<i>konvenju</i>), contract, lease, ground rent, (<i>ćens</i>), home insurance and Mortgage Protection Policy.
The Influence Of The Home Environment And Living Conditions On Individuals And Population Groups	<ul style="list-style-type: none"> ▪ The effect of the home environment and living conditions on wellbeing of individuals and population groups 	<ul style="list-style-type: none"> - The area chosen for setting up home (e.g. urban, village or countryside) and implications of such choice regarding privacy, space, accessibility to amenities, parking problems, air quality, proximity of green areas and open countryside

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
The Influence Of The Home Environment And Living Conditions On Individuals And Population Groups cont.		<ul style="list-style-type: none"> - The effects of living conditions and interior design on different occupants as regards privacy, space and comfort: <ul style="list-style-type: none"> - Strategies for making the best use of space available - - Priorities for different groups of families (e.g. young families, elderly persons, families with members who have special needs people who work from home, people who run a family business in the home, very physically active families)
Sustainability And The Conservation Of Natural Resources And Energy	<ul style="list-style-type: none"> ▪ Individual and family practices that contribute towards the sustainability of the local and global environment. 	<ul style="list-style-type: none"> - The role of the consumer and the family to conserve natural resources, energy and water - The choice of goods and services which safeguard the natural environment. - The sensible use of family resources (e.g. food, clothing, appliances, transport) - Practising the traditional 3 Rs, - Reduce, Reuse, Recycle – as well as other Rs, such as Repair, Return, Refill,
Water Quality	<ul style="list-style-type: none"> ▪ Sources of potable water and ensuring a safe supply 	<ul style="list-style-type: none"> - Sources and types of water available locally (tap, bottled, well water) - Safety issues (basic national regulations re water safety - chlorination, control of dissolved solids; ensuring safety within the home – securely covered water tanks; mains water for drinking/cooking); - Methods of in-home filtration (types of filters and basic components of the filter in filter jugs; basic process in domestic reverse osmosis units)

Concept	Expected Knowledge	Amplification
Environmental Issues And Protection	<ul style="list-style-type: none"> ▪ Responsibilities of nations, industry and consumers towards the global natural environment ▪ Economic, aesthetic, environmental and health implications of pollution and of preventive measures 	<ul style="list-style-type: none"> - Global concerns, such as global warming, the depletion of the ozone layer, acid rain, an adequate supply of safe water - Definition and function of 'Environmental Impact Assessment' - Alternative forms of energy production and their impact at household and national levels: knowledge of various forms available internationally, but focus on more locally viable solar and wind energy, methane/landfill gas and biodiesel - Chemicals which contribute towards pollution (carbon dioxide, carbon monoxide, lead, sulphur dioxide, nitrogen oxides, hydrocarbons, dioxins) and ways in which these can be reduced, focusing on indoor and outdoor pollutants (e.g. tobacco smoke, cleaning products, motor vehicle emissions, industry emissions) - Solid and liquid household waste disposal in Malta - The structure and maintenance of an engineered landfill - The environmental impacts of dumps and landfills and their effects on the nation's health and economy - Economic, aesthetic, health and environmental impact of different waste disposal strategies (e.g. microwave, incineration, composting etc.) - The role of government, industry and environmental groups in preventing deterioration of the natural environment. - The impact of tourism on the local natural environment and environment-friendly practices of the hospitality industry

Management Of Resources

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Consumer-Buying Behaviour	<ul style="list-style-type: none"> ▪ Factors which influence consumer buying behaviour 	<ul style="list-style-type: none"> - Personal influences: knowledge, ability, likes and dislikes, emotional factors, values - Social influences: gender, family roles, social status, cultural trends - Economic influences: income, price, interest charged for hire purchase, saving and borrowing patterns - Environment related influences: Considerations of impact on the environment of purchasing decisions - Marketing and retailing influences: promotional strategies, such as targeted advertising, direct mail, in-store promotion, e-marketing; the changing nature of retailing, such as tele-shopping, e-shopping
Consumer information	<ul style="list-style-type: none"> ▪ Different forms of consumer information to include media, advertising, printed material and other services 	<ul style="list-style-type: none"> - Types of, and advantages and disadvantages of sources of information about goods and services - The critical evaluation of advice and information on goods, such as toiletries and detergents, electrical appliances, clothing and toys - Criteria for choosing different home appliances; assessing suitability for family needs - Legislation regarding types of labelling of goods and services (e.g. textile labelling, food labelling, energy rating of appliances and safety symbols) - Types of, and advantages and disadvantages of common marketing techniques - Features of misleading advertising and the role of the Consumer and Competition Division and of the Broadcasting Authority to Regulate such type of advertising
Family Resource Management	<ul style="list-style-type: none"> ▪ Management of human, physical and economic resources, time and energy 	<ul style="list-style-type: none"> - Management of resources to contribute to smooth running of the family - Strategies for avoiding stress and conflict in the family due to mismanagement of resources

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Financial Management	<ul style="list-style-type: none"> ▪ The family income ▪ Types, functions and implications of saving, investing, borrowing, credit and debt ▪ Types and functions of different insurances 	<ul style="list-style-type: none"> - Definitions of gross income, disposable income, non-wage income - Budgeting to suit different lifestages (teenagers, engaged couples, young families, families with older schoolchildren, families at pre-retirement, elderly couple, elderly individual) and situations (chronic/serious health problems, illness; single parenthood; unemployment) - Description and function of the national Household Budgetary Survey - Sources of financial advice for saving, investing, borrowing, credit and debt. (commercial banks, MFSA, private companies) - Uses and limitations of saving, investing and credit options to include key factors, such as long and short term costs, flexibility, risk and protection. - Analysis of a range of borrowing options currently available locally and their suitability for individuals and families in different lifestages. - Identification of common locally available investment options and their basic features - Causes and implications of living on credit - Different types of insurances (buildings and contents, car, health) and their use for individuals and families in different lifestages or having different lifestyles.
Shopping Venues And Purchasing Methods	<ul style="list-style-type: none"> ▪ Traditional and modern ways of purchasing goods 	<ul style="list-style-type: none"> - Advantages and disadvantages for different family members and groups of people of traditional vs. modern methods of purchasing - Types and impact on family lifestyle of distance shopping: e.g. tele-shopping, e-shopping, mail-order shopping - Consumer rights in distance shopping (e.g. delivery period, cooling down period)

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Shopping Venues And Purchasing Methods cont.	<ul style="list-style-type: none"> ▪ Different ways of paying for goods and services 	<ul style="list-style-type: none"> - Methods of payment and financial transactions: e.g. Check-out counter, debit card, credit card, store/loyalty card, tele-banking, internet banking - Definition and function of EPOS, secure electronic transactions and bar codes
Consumer Rights And Responsibilities	<ul style="list-style-type: none"> ▪ Local statutory bodies and organisations which safeguard consumers rights ▪ Local regulations concerning the purchase and use of goods and services. 	<ul style="list-style-type: none"> - The function of the Consumer Affairs Council, Office For Fair Trading, Consumer Claims Tribunal, Consumer Association, Malta Standards Authority, Food Safety Commission - Knowledge of consumer rights and responsibilities. - Basic features of contracts and agreements - Legal and Commercial guarantees - Methods of redress when problems arise (with retailer or service provider in person, over the phone, or via a letter; through the Consumer and Competition Division; through special service/column offered by local newspapers
Food Production	<ul style="list-style-type: none"> ▪ Awareness of present day trends and concerns in food production 	<ul style="list-style-type: none"> - Current consumer concerns, such as the use of GMOs, pesticides, artificial fertilisers, additives, irradiation - Production, benefits and safety issues related to GMOs and functional foods - Process, advantages and disadvantages of organic farming, aquaculture, hydroponics - Animal rearing and slaughtering procedures - Animal transmission of disease
Food Packaging	<ul style="list-style-type: none"> ▪ Food safety ▪ Environmental protection ▪ Economics 	<ul style="list-style-type: none"> - Toxicity of materials - Migration of plasticisers - Tamper proof seals - Modified atmosphere packaging - Vacuum packaging - Sustainability of materials - Air pollution due to production process - Waste generation - Cost to consumers of different packaging material and of shelf-life of packaging - Recyclability and (bio) degradability of packaging

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Food Packaging cont.	<ul style="list-style-type: none"> ▪ Food labelling 	<ul style="list-style-type: none"> - The importance of proper labelling: e.g. 'Best before', 'Use by' and 'Expiry' dates; name and address of manufacturer; servings; method of storage, preparation and serving; weight; place of origin; nutritional analysis of food - Information about recycled and recyclability properties of packaging
Commercial Distribution And Storage Of Food	<ul style="list-style-type: none"> ▪ Means and safety of transportation ▪ Storage of food in shopping outlets 	<ul style="list-style-type: none"> - Food hygiene and safety in transportation, with a focus on warehouse storage and refrigerated ships - Safe food storage at shopping outlets: e.g. use of coolers/chillers, freezers; length of time in storage - Safety standards and symbols

Paper 2 Food, Nutrition and Health

Food, nutrition and health are a closely related field of study. The study should integrate nutrition and food technology within the historical, social, economic, and scientific perspectives and through these develop an understanding of their application to modern society.

CONTENT

Nutrition

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Protein	<ul style="list-style-type: none"> ▪ The basic chemical and physical structure of proteins ▪ Amino acids as the final products of digestion ▪ Essential/indispensable and non-essential/dispensable amino acids ▪ The biological value of protein ▪ The complementary effect of plant proteins ▪ The properties and digestion of protein 	<ul style="list-style-type: none"> - Chemical elements and physical structure (including simple diagram of polypeptide chains) - Some examples of proteins in the body - Examples of essential/indispensable and non-essential/dispensable amino acids - The need for adequate daily intake of essential/indispensable amino acids - Examples of foods of high and low biological value - Examples of the complementary effect of plant protein foods - Physical and chemical properties of proteins - The changes that occur to the structure of protein during preparation and cooking of food - The digestion and metabolism of proteins and rich food sources of proteins
Carbohydrates	<ul style="list-style-type: none"> ▪ The basic chemical and physical structure of carbohydrates ▪ Classification and sources of the main groups of carbohydrates: sugars, starches and non-starchy polysaccharides (NSP) ▪ The relationship between monosaccharides, disaccharides and polysaccharides ▪ Monosaccharides as end products of digestion. ▪ The function of carbohydrates 	<ul style="list-style-type: none"> - Chemical elements and physical structure - Examples of food sources of carbohydrates and the contribution of each type of carbohydrate - Recommended daily fibre intake - Carbohydrates as the optimal source of energy - Impact of over-consumption of different types of carbohydrates - The effects of NSP on the digestive tract and the health implication of diets low in NSP

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Carbohydrates cont.	<ul style="list-style-type: none"> ▪ The properties and digestion of carbohydrates 	<ul style="list-style-type: none"> - Properties of sugars and starches - The changes that occur to the structure of carbohydrates during preparation and cooking of food - The digestion and metabolism of carbohydrates and rich food sources of carbohydrates
Lipids	<ul style="list-style-type: none"> ▪ The basic chemical structure of fats ▪ Classification of lipids – fats and oils, cholesterol, lecithin ▪ Fatty acids as the end products of digestion ▪ The main types of fatty acids ▪ Hydrogenated oils and trans fats ▪ The main sources of dietary fats ▪ The value of lipids in the diet (including cholesterol, omega fatty acids, etc.) ▪ Properties and digestion of lipids ▪ The modification of fat intake in accordance with the dietary guidelines 	<ul style="list-style-type: none"> - Chemical elements and physical structure, including saturated, unsaturated, polyunsaturated, trans and omega fatty acids (including simple diagrams of each of these fatty acids) - Action in the body, with particular focus on arterial health - Food sources of the different lipids - Lipids as a concentrated source of energy; potential role in obesity, heart health and cancer - The changes that occur to the structure of lipids during cooking of food - The digestion and metabolism of lipids and rich food sources of lipids - Methods of modifying the use and intake of dietary lipids to reduce the risk of dietary related disorders and diseases
Vitamins	<ul style="list-style-type: none"> ▪ Definition, scientific names, classification and properties of Vitamins ▪ The functions and main sources of vitamins ▪ Vitamin requirements by different population groups ▪ The effect of insufficient and excessive intakes of vitamins 	<ul style="list-style-type: none"> - Fat soluble: A, D, E, K - Water soluble: Thiamin, riboflavin, niacin, folate, Vitamin B₆, Vitamin B₁₂, ascorbic acid. - Awareness of common sources of the different vitamins and that each vitamin has a number of functions - Individuals and groups who have particular vitamin needs - Recommended nutrient intakes for ascorbic acid and folic acid - The effects of low and high intakes on different population groups - The importance of taking dietary sources of vitamins - The role of vitamin supplements

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Vitamins cont.	<ul style="list-style-type: none"> ▪ Changes that occur during the preparation, cooking and serving of foods rich in vitamins 	<ul style="list-style-type: none"> - External conditions (storage, preparation and processing of foods) affecting vitamin stability and the methods used to ensure maximum retention and availability of fat-soluble and water-soluble vitamins
Minerals	<ul style="list-style-type: none"> ▪ Functions and main food sources of key minerals including trace elements ▪ Recommended intake of specific nutrients ▪ The effects of insufficient intake of certain minerals ▪ Mineral requirements by different population groups 	<ul style="list-style-type: none"> - The functions and common food sources of calcium, potassium, sodium, magnesium, iron, zinc, iodine, fluoride. - Recommended intakes for calcium and iron - Adequate intake of sodium - The effects of low dietary intakes of iron and calcium in the body - Population groups that require higher intakes of iron and calcium and lower intakes of sodium
Water	<ul style="list-style-type: none"> ▪ The importance of an adequate water intake 	<ul style="list-style-type: none"> - Basic functions of water in the body - Balancing intake with losses from the body
Energy Value Of Foods	<ul style="list-style-type: none"> ▪ The energy value of foods ▪ Food at fast food outlets 	<ul style="list-style-type: none"> - Foods which are high in calories; rich sources of sugars/fats - Foods which are low in calories - Value of fruits and vegetables as foods with a high water content - Analysis of most popular fast-foods for energy value

Food Habits And Needs

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Factors Affecting Food Choices And Eating Patterns	<ul style="list-style-type: none"> ▪ Psychological, social, economic, cultural and ethnic factors affecting food choices ▪ Availability, accessibility, retailing methods, market influences, global influences ▪ Personal preferences and peer groups 	<ul style="list-style-type: none"> - Understanding of differences in the relative importance of these factors for different groups and individuals
Nutrient Goals And Dietary Guidelines	<ul style="list-style-type: none"> ▪ Nutrient goals and dietary guidelines for the Maltese nation 	<ul style="list-style-type: none"> - Definition and function of nutrient goals and dietary guidelines - The WHO/CINDI Food Pyramid and CINDI dietary guidelines - Recommended percentage of energy intake from carbohydrates, sugars, proteins, fats and saturated fats

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Physiological Requirements For Nutrients And Recommended Nutrient Intakes	<ul style="list-style-type: none"> ▪ Specific and changing nutrient needs of individuals ▪ Recommended Nutrient Intakes for groups in various stages of the life-cycle 	<ul style="list-style-type: none"> - Pregnancy and lactation - Lactose intolerance - Coeliacs (Gluten Free) - Diabetics (Low in sugar, fats, salt and carbohydrates) - Hypertensives (Low salt) - Vegetarians - Elderly - Illness - Recommended Nutrient Intakes for key nutrients during: Infancy, childhood, adolescence, pregnancy, lactation, adulthood, older years - Comparing stated intakes to the recommended intakes
Energy Requirements Of Individuals	<ul style="list-style-type: none"> ▪ Energy balance ▪ Factors which influence energy intakes ▪ Long-term effects of continual energy imbalance 	<ul style="list-style-type: none"> - Energy input and output - Changing energy requirements throughout the life-cycle, focusing on age, sex and physical activity and to include: <ul style="list-style-type: none"> - A growing child (1st growth spurt) - Adolescence (2nd growth spurt) - Pregnancy and lactation (foetal nutrition and production of milk, respectively) - Adults (sedentary vs. active) - Elderly (healthy or ill) - Obesity versus wasting and their implications for health

Applied Nutrition

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
The Concept Of A Balanced, Optimal, Prudent Healthy Diet	<ul style="list-style-type: none"> ▪ A balanced diet for all based on the national nutrient goals and dietary guidelines 	<ul style="list-style-type: none"> - Menu and meal planning based on the national and CINDI dietary guidelines - Recipes based on local produce - Traditional Maltese dishes - Modifying recipes to make them healthier - The importance of a balance in menu and meal planning to include: Nutrients, energy value, colour, texture, flavour
The Relationship Between Diet And Health	<ul style="list-style-type: none"> ▪ Dietary needs for different stages in the life cycle 	<ul style="list-style-type: none"> - Recommended food intake for maintaining health in different population groups: pregnant and lactating women, infants (0-1 years), pre-school children (1-4 years), school children, adolescents, adults, the elderly

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
The Relationship Between Diet And Health cont.	<ul style="list-style-type: none"> ▪ Common meal patterns and changing dietary practice ▪ Diet-related disorders and diseases common and emergent in Malta 	<ul style="list-style-type: none"> - Identification of population groups at risk through low or high intakes of specific nutrients - Prevalence of snacking and skipping breakfast; the consistent use of convenience foods, take-outs and food consumption outside the home; fad diets - To include obesity, coronary heart disease, hypertension, dental caries, diverticulosis, osteoporosis, constipation, anaemia, some cancers (e.g. colorectal cancer), eating disorders
Conflicting Nutritional Messages	<ul style="list-style-type: none"> ▪ Food labels, claims and endorsements and their impact on consumer choice and health 	<ul style="list-style-type: none"> - Potential for consumer miscomprehension: e.g. <ul style="list-style-type: none"> - A low-fat product may be high in sugar and salt content - A high fibre food may be high in salt - Iron deficiency may occur due to decrease of red meat/eggs often advised in relation to management of cholesterol - Excess fibre may lead to deficiencies due to binding with minerals
Meal And Menu Planning	<ul style="list-style-type: none"> ▪ Planning suitable menus and meals for specific conditions ▪ Planning economical healthy meals ▪ Nutritional analysis of meals and recipes 	<ul style="list-style-type: none"> - Special dietary requirements for diabetics, coeliacs, vegetarians, vegans, individuals on a calorie-reduced, or high-fibre, or low-fat, or low-salt, or low-cholesterol diet - Factors to be considered when planning economical healthy meals: e.g. The use of foods in season, competitive prices, special offers, use of cheaper cuts of meat, adding vegetables, pulses or soya to extend a meat dish - Identifying good quality food - nutritional value for money - Comparing prices per unit, weight, volume and shelf position - Use of energy saving appliances - Analysis of meals and recipes for key nutrients provided (also to meet specific needs) and recommending strategies for improving nutritional value

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Preparation, Cooking And Storage Of Food	<ul style="list-style-type: none"> ▪ Principles underlying methods of preparation, cooking and storage of foodstuffs ▪ Ensuring the retention of nutrients 	<ul style="list-style-type: none"> - Preparation of food for the different cooking methods - The effect of dry and moist heat on the retention of nutrients: e.g. <ul style="list-style-type: none"> - Steaming better than boiling - The use of a microwave oven or pressure cooker to reduce cooking time - Last-minute preparation of fruit and vegetables – no soaking in water - Proper storage of dry goods and perishable foods - Proper use of refrigerator and freezer

Food Spoilage And Preservation

<u>Concept</u>	<u>Expected Knowledge</u>	<u>Amplification</u>
Food Spoilage	<ul style="list-style-type: none"> ▪ The main types of food spoilage ▪ The principles underlying the growth and control of micro-organisms: bacteria, moulds and yeasts ▪ The beneficial and adverse effects of micro-organisms and enzymes in the production of foods 	<ul style="list-style-type: none"> - Common examples of microbial (fermentation), biological (over ripening) and chemical (oxidation) food spoilage - Types of micro-organisms and the conditions necessary for growth and multiplication - Principles underlying the effects of the use of micro-organisms and enzymes in specific foods, such as cheeses and yoghurt - Implications for consumer health
Food Poisoning	<ul style="list-style-type: none"> ▪ Food poisoning organisms and susceptible foodstuffs ▪ Symptoms and process of bacterial food poisoning ▪ Local regulations regarding food safety ▪ Definition and key features of HACCP 	<ul style="list-style-type: none"> - Causes, process (including incubation period) and symptoms of bacterial food poisoning and common risk situations for food poisoning - Food handling certification and food safety inspections, including HACCP - Implications for consumer health and food handling practices
The Preservation Of Food	<ul style="list-style-type: none"> ▪ The scientific principles underlying different methods of preservation ▪ Home refrigeration and freezing 	<ul style="list-style-type: none"> - Dehydration, heat treatment, low temperatures (freezing and chilling), chemical preservatives (traditional and permitted), curing and irradiation. - Equipment and procedures for efficient and safe refrigeration/ freezing at home

7. Coursework (Paper III)

Candidates will be required to present:

i. A *Portfolio* containing one piece of original work from one of the Option Areas: i.e. Food Technology, Child Development, Senior Members of Society, Hospitality Services, Textile Studies. One of the following research techniques may be used: an argumentative researched essay, a report on a visit, an interview, a survey by questionnaire, a comparative survey of products and services, a case study, an experiment, a sensory analysis, a product analysis, an audio-visual presentation, a practical demonstration, recipe development activities, an original product /production.

ii. An *Investigation* based on one of the Option Areas: i.e. Food Technology, Child Development, Senior Members of Society, Hospitality Services, and Textile Studies. The Investigation topic must be chosen from one of the Option Areas not chosen for the Portfolio. Candidates are expected to use three different research techniques which are different from those used in the Portfolio.

Candidates are encouraged to:

- select appropriate research material
- make use of local relevant information
- plan an investigative procedure
- decide on an appropriate course of action, taking into consideration the priorities identified
- carry out a course of action by applying appropriate skills
- discuss, assess and evaluate the effectiveness of the course of action.

For both the Portfolio and the Investigation, *Housing* and/or *Sustainability of the Environment* may be incorporated as underlying themes, or as secondary foci in any piece of research within the different Option areas.

Guidelines for the Portfolio and for the Investigation are in Appendices I and II, and the Assessment Criteria for the Portfolio and for the Investigation are in Appendices III and IV. The coversheets for the Portfolio and Investigation are in Appendices V and VI. Forms for candidate's declaration of authenticity are in Appendix VII.

8. OPTION AREAS

A: Food Technology

This option area focuses on the ability to research, select, comprehend and interpret scientific evidence of current technological developments, applied to foodstuffs. The opportunity to encourage creativity is also provided.

Suggestions and Ideas:

- New and alternative methods for the production of foodstuffs (e.g. organic farming, biological pest control, hydroponics, genetic modification, aquaculture, humane animal rearing, the routine use of antibiotics, transmission of diseases through animals, etc.)
- The implications of technology on the processing, packaging and storage of foodstuffs (economic, environmental, nutritional and health perspectives)
- Food quality, safety and legislation
- Creating innovative food products/ processes/ packaging for specific purposes.

B: Child Development

This option area is concerned with the development and care of pre-school children (1-4 years) and primary school children (4-10 years) within the family environment and the community.

Suggestions and Ideas:

- The social, emotional, physical and mental development of the young
- Relationships, values, family life styles and parental responsibilities
- Provisions to meet the changing needs of children (health, safety, education and protection)
- The inclusion of children with special needs.

C: Senior Members of Society

This option focuses on the role and contribution of senior members to society. Adaptations to changing circumstances are also addressed.

Suggestions and Ideas:

- Preparation and coping with retirement
- The emotional, social and economic aspects throughout retirement
- Maintaining a healthy and active lifestyle
- The contribution and active participation within the family and the community
- Welfare provisions and support services

D: Hospitality Services

This option enables students to gain an insight into the importance of suitable, safe and pleasant environments in the hospitality and service industries. The application of this knowledge can be used in the home and in the community.

Suggestions and Ideas:

- The role and functions of different hospitality services in relation to customers' changing needs and expectations
- The need for appropriate and effective interpersonal and communication skills
- The efficient, economic, hygienic, and safe use, control and management of resources
- The overall effect of decor in the working and leisure environments
- The selection and care of textiles, suitable for different purposes, with particular reference to: colour/light fastness, abrasion resistance, absorbency, water repellency, fire retardancy, anti-static properties.

E: Textile Studies

This option enables students to develop scientific knowledge and creative skills in the field of fashion, textiles and technology. This knowledge forms the basis for the choice of suitable personal and household textiles, for use in a rapidly changing society.

Suggestions and Ideas:

- Structure and its effect on the properties of fibres, yarns and fabrics (e.g. insulation, resiliency, elasticity, absorbency, permeability, stability, flammability, resistance to abrasion, light and cleaning procedures, etc.)
- The evaluation of the physical and chemical properties of natural, regenerated and synthetic fibres.
- The selection, care and use of textiles for personal and household use.
- The re-use and recycling of textiles.
- The economic, cultural, social and technological influences on fashion and household textiles.
- The creative use and re-use of textiles.

Guidelines for the Portfolio
Paper III (part i) (60 marks - 12 % of total mark)

As a general guide for a particular portfolio task marked out of 60, assessment should be based on the following criteria:

<i>Analysis, Research And Background Information</i>	8 marks
Analysis of general background of the topic/area	
Selection of relevant information including local references	
<i>Planning And Implementation</i>	37 marks
Formulation of a plan of action	
Choice of resources and procedures	
Realization of the plan of action	
Presentation of data	
Demonstration of initiative, creativity and originality	
Competency in management, organizational and technical skills	
<i>Discussion And Evaluation</i>	15 marks
Analysis of the results	
Evaluation of strengths and limitations of the work	
Recognition of areas for further study	

Guidelines for the Investigation

Paper III (part ii)

(140 marks - 28 % of total mark)

As a general guide for a particular investigation marked out of 140, assessment should be based on the following criteria:

Definitions, Analysis And Research Design 15 marks

Candidates should be able to:

- select the topic or area of study and give a detailed analysis of all factors involved
- identify particular areas of priority and give a reasoned account for the chosen investigatory procedures

Documentation And Recording Of Information 20 marks

Candidates should be able to:

- complete a variety of methods of investigation thoroughly and well, and develop a worthwhile study
- collate data including local information

Planning And Organisation Of Work 20 marks

Candidates should be able to:

- analyse the results from the initial research
- draw detailed conclusions and make well reasoned decisions
- show effective use of the evidence gained from preliminary findings to organise and plan further in-depth research and a worthwhile study
- clearly indicate the field of study, stating the priorities, and show the ability to make informed judgements based on the evidence found
- plan and organise the logistics to implement the research

Implementation And Discussion Of Work 60 marks

Candidates should be able to:

- carry out a number of different, appropriate methods of enquiry at a high level
- demonstrate skilful realisation of investigatory work
- give a critical discussion of the results and their implications

Evaluation 25 marks

Candidates should be able to:

- present a critical analysis of the effectiveness of the study and of the course of action from which the study developed
- identify and outline possible future developments as a result of the research.

The Scope of the Investigation

The Investigation report should not exceed 60 pages (excluding the Appendices, Bibliography and pages showing solely Tables, Figures, diagrams, plates or photos.). The activity should address a clearly defined, focused area of the syllabus content and involve the use of primary and secondary sources. The investigation activity should provide opportunities for candidates to demonstrate their understanding of the connections and relationships between some of the aspects of Home Economics and Human Ecology represented in this area of the syllabus. It should also present opportunities for practical activities appropriate to the activity selected.

In pursuit of efficiency it is recommended that candidates should:

- avoid titles of a general nature which will generate numerous wide-ranging activities;
- use the evidence from secondary research to select no more than three practical activities which can feasibly be undertaken within the allocated time;
- select titles which will limit the amount of secondary information recorded;
- limit the scope of their secondary research to those aspects which are specific to the assignment – wide-ranging research into every aspect of the topic is not expected.

Presentation of the Investigation Report:

It is recommended that the investigative activities undertaken by candidates should be written up in a report using a format similar to that set out below.

- **Title** – This should be focused and provide a concise summary of the main idea of the investigation. The investigation selected should offer appropriate intellectual challenge and be capable of being investigated at Advanced Matriculation standard. A title which is of a general nature and invites a project style approach should be avoided.
- **Introduction** – The area, problem or issue being studied should be specified and an explanation of why it is important provided. The introduction should indicate the connections and relationships between the specification content. Relevant theory which supports the issues being investigated should be included and used to clarify how and why the aim(s) were derived. The style should be in the form of an “argued essay”.
- **Statement of Aims (and/or objectives)** – The aim(s) of the research component should be stated in a clear, logical and focused manner which clarifies the title. One realistic and succinct aim is preferable to three or four aims which may be vague and unclear. The aim(s) should be capable of being realised in the allocated time.
- **Methods** – This section should include a description of what was done and why, and indicate how the investigation(s) undertaken have fulfilled the aim(s). The write-up should be concise yet sufficiently detailed to permit the replication of the investigation(s). The description of the design of the investigation might include:
 - identification of the main issues;
 - the method of approach and why this method was chosen, e.g. link with the aim(s) and the secondary research;
 - the procedures employed to collect the data, e.g. questionnaires, interviews, case studies, observation, sensory analysis, experimental work, recipe development activities, product analysis or development;
 - relevant characteristics of the participants, e.g. numbers, gender, age;
 - ethical considerations;
 - percentage response;
 - how the results compare with relevant secondary research;
 - the limitations of any procedure or method employed and any problems encountered;
 - some evaluation with reasoned justification and discussion of the issues.
- **Results and Discussion** – Data should be summarised and set out in a logical format. Tables and figures should be presented within the text, appropriately titled. Some interpretation and reasoned discussion of the results should be provided. The results should be compared with the relevant secondary research. Results should be evaluated realistically and critically.
- **Conclusions** – In relation to each aim, a statement of what has been concluded should be provided along with a reasoned explanation based on the theoretical evidence previously cited. Where an aim cannot be realised because of the findings or where the findings are contradictory, a reasoned explanation should be included. A brief evaluation of the strengths and weaknesses of the investigation and of the research process should be included along with suggestions for improvement. Areas or issues for future research might be suggested and justified.
- **Bibliography** – References should be acknowledged within the text and itemised in a bibliography at the end of the report. Lack of references to sources may be regarded as plagiarism. The standard format for a bibliography should be followed. Details of all sources of information should be accurate.
- **Appendices** – Include evidence to support and justify statements and decisions documented in the report. For example, an original questionnaire or interview schedule, primary research data, an example of letters written and received, relevant secondary research data and photographic evidence might be included.
- **Presentation**
 - The text should be on one side of A4 paper only. It should be legible, in hand-written or printed form, and the pages numbered.

ASSESSMENT CRITERIA for the PORTFOLIO

For a particular portfolio task marked out of 60, the following criteria should be adopted:

Analysis / Research / Background Information

(8 marks)

- 0 - 2 - limited understanding and analysis of background of topic/area
 - limited use or omission of relevant local data
- 3 - 5 - some understanding and analysis of general background of topic/area
 - some relevant local data used
- 6 - 8 - comprehensive understanding and analysis of general background of topic/area
 - good use of local relevant data

Planning / Implementation

(37 marks)

- 0-12 - required considerable help in the formulation of a plan of action, choice of
 resources and procedures
 - little evidence of creativity/originality (if applicable)
 - showed a low level of competence in management, organizational and
 technical skills
 - poor and/or inaccurate presentation of results
- 13-25 - some assistance required in the formulation of a plan of action, choice of
 resources and procedures
 - some evidence of creativity/originality (if applicable)
 - showed competence in a number of management, organizational and
 technical skills
 - appropriate presentation of results
- 26-37 - detailed formulation of a plan of action, choice of resources and
 procedures carried out independently and effectively
 - demonstrated initiative, creativity and originality (if applicable)
 - showed a high level of competence in management, organizational and
 technical skills
 - accurate, concise and excellently presented results

Discussion / Evaluation

(15 marks)

- 0-4 - little or no discussion of results
 - superficial evaluation with no identification of strengths and limitations
 - no suggestions for further study
- 5-10 - limited discussion of results
 - some strengths and limitations identified
 - suggestions for further study not fully explored
- 11-15 - critical discussion of results
 - thorough evaluation demonstrating understanding of topic/area
 - valid suggestions for further study

(Note: Mark obtained by candidate out of 60 marks, divided by 5 will give mark out of 12% which is the weighting of the Portfolio.)

ASSESSMENT CRITERIA for the INVESTIGATION

For a particular investigation marked out of 140, the following criteria should be adopted:

Definitions, Analysis And Research Design

(15 marks)

- 1-4 Selects topic/area and makes a plan showing some investigation but with little evidence of original thought
- 5-10 Selects topic/area with some analysis of the brief, and identifies the factors for consideration
Shows an understanding of appropriate investigative techniques and seeks to apply them properly
Shows some evidence of original thought
- 11-15 Selects the topic/area with a detailed analysis of all the factors involved
Identifies particular areas of priority and states selected investigative procedures
Shows clear evidence of original thought

Documentation And Recording Of Information

(20 marks)

- 1-5 Completes some methods of investigation at a basic level and shows some indication of possible study
- 6-13 Completes a number of different investigative techniques successfully and identifies appropriate study
- 14-20 Completes a range of methods of investigation thoroughly and well and as a result develops a worthwhile area of study

Planning And Organisation Of Work

(20 marks)

- 1-6 Draws obvious conclusions from initial research, with very little discussion or decision making
Presents a plan of action which is not detailed and which does not mention the most important factors which need to be considered during the study
Main themes and aspects which need to be explored are only briefly mentioned
Gives a brief justification of research methods chosen with limited reference to the way research methods complement each other
- 7-12 Discusses results from initial research, drawing conclusions with some reasoning and decision making
Uses effective strategies to plan and organise work, but not all important details are included
Mentions themes that could be explored during the course of the study and outlines main aspects that could emerge from the mentioned themes
Justifies research methods chosen and shows an understanding of the ways in which these chosen methods could be linked and complement each other
- 13-20 Analyses the results from initial research, drawing detailed conclusions and making well reasoned decisions
Uses a logical sequence for organising the work and presents a detailed plan of action
Discusses the most important themes which could emerge from the research
Makes reasoned judgements to justify research methods chosen and shows a very good understanding of the various ways in which chosen research methods could be linked and also complement each other

Implementation And Discussion Of Work

(60 marks)

- 1-20 Continuity in the use and analysis of techniques is not evident and links between different parts of the investigation are not present
Poor link between techniques used and established aims
Reports of techniques are limited showing that skills related to the use of research methods have not been grasped
Poor discussions of findings of each technique
A limited final discussion in which the information obtained through research, knowledge gained through the techniques and personal opinions are poorly presented

- 21-40 Continuity in the use and analysis of techniques is evident, but attempts to link different parts of the investigation are not always present
Appropriate techniques are used to reach an adequate amount of the established aims
Detailed reports of techniques are presented, showing that skills related to the use of research methods have been grasped and practised
Adequate discussions of findings of each technique
A good final discussion in which the information obtained through research, knowledge gained through the techniques and personal opinions are adequately presented
- 41-60 Continuity in the use and analysis of techniques is very clear, showing continuous attempts to link different parts of the investigation
Appropriate techniques were used in order to reach established aims
Very detailed reports of techniques are presented showing that skills related to the use of research methods have been grasped and effectively practised
Detailed discussions of findings of each technique
A very detailed final discussion in which the information obtained through research, knowledge gained through the techniques and personal opinions are comprehensively presented

Evaluation

(25 marks)

- 1-8 Registers a limited assessment of the work and recognises to a basic level the degree to which this furthers the effectiveness of the study
Makes obvious reference to limited areas of future study resulting from this piece of work
- 9-17 Registers a satisfactory assessment of the results of the course of action taken and analyses the contribution they make to the effectiveness of the study
Identifies, giving brief reasons, possible future developments resulting from this piece of work
- 18-25 Registers a critical analysis of the effectiveness of the study and of the course of action from which it developed.
Identifies with justifications, an extensive range of future developments resulting from this piece of work

(Note: Mark obtained by candidate out of 140 marks, divided by 5 will give mark out of 28% which is the weighting of the Investigation.)

UNIVERSITY OF MALTA
ADVANCED MATRICULATION EXAMINATION
HOME ECONOMICS AND HUMAN ECOLOGY
Coursework Mark Sheet For The Portfolio

Candidate's Name: _____

Portfolio Title: _____

Technique Used: _____

Syllabus Number: _____ Paper Number: III Part i

	TUTOR	MODERATOR
Analysis / Research / Background Information (8 marks)		
Planning / Implementation (37 marks)		
Results / Evaluation (15 marks)		
<u>TOTAL</u> (60 marks)		

AUTHENTICATION by the HOME ECONOMICS AND HUMAN ECOLOGY TUTOR

I declare that the candidate's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature: _____
Name of Tutor (block letters)

Date: _____
Address Of Tutor

UNIVERSITY OF MALTA
ADVANCED MATRICULATION EXAMINATION
HOME ECONOMICS AND HUMAN ECOLOGY
Coursework – Assessment Sheet – Portfolio (Paper III part i)

This sheet must be completed and signed by the Home Economics and Human Ecology tutor and placed on top of the candidate’s work. A declaration of authenticity signed by the candidate must be attached to this sheet.

Centre Name: _____ Centre Number: _____
 Candidate’s Name: _____ Candidate’s Number: _____
 Syllabus Number: _____ Paper Number: III Part i

Title:	ANALYSIS, RESEARCH & BACKGROUND INFORMATION		PLANNING & IMPLEMENTATION		RESULTS & EVALUATION		TOTAL MARK	
	(8 marks)		(37 marks)		(15 marks)		(60 marks)	
Technique:	Tutor	Moderator	Tutor	Moderator	Tutor	Moderator	T	M
TOTAL (60 marks):								

AUTHENTICATION by the HOME ECONOMICS AND HUMAN ECOLOGY TUTOR

I declare that the candidate’s activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature: _____ Date: _____
 Name of Tutor (block letters) Address Of Tutor

UNIVERSITY OF MALTA
ADVANCED MATRICULATION EXAMINATION
HOME ECONOMICS AND HUMAN ECOLOGY
Coursework – Investigation (Paper III part ii)

INVESTIGATION MARK SHEET

This sheet must be completed and signed by the Home Economics and Human Ecology tutor and placed on top of the candidate's work. A declaration of authenticity signed by the candidate must be attached to this sheet.

Centre Name: _____

Centre Number: _____

Candidate's Name: _____

Candidate's Number: _____

Syllabus Number: _____

Paper Number: III Part ii

	TUTOR	MODERATOR
Definitions, Analysis And Research Design (15 marks)		
Documentation And Recording Of Information (20 marks)		
Planning And Organisation Of Work (20 marks)		
Implementation And Discussion Of Work (60 marks)		
Evaluation (25 marks)		
TOTAL (140 marks)		

AUTHENTICATION by the HOME ECONOMICS AND HUMAN ECOLOGY TUTOR

I declare that the candidate's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature: _____
 Name of Tutor (block letters)

Date: _____
 Address Of Tutor

**UNIVERSITY OF MALTA
ADVANCED MATRICULATION EXAMINATION
HOME ECONOMICS AND HUMAN ECOLOGY
COURSEWORK – PORTFOLIO (Paper III part i)**

AUTHENTICATION by CANDIDATE

I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment and is recorded.

Signature: _____ Date: _____

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**UNIVERSITY OF MALTA
ADVANCED MATRICULATION EXAMINATION
HOME ECONOMICS AND HUMAN ECOLOGY
COURSEWORK – INVESTIGATION (Paper III part ii)**

AUTHENTICATION by CANDIDATE

I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment and is recorded.

Signature: _____ Date: _____

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