L-Università ta' Malta

MATSEC
Examinations Board

SEC 19 Syllabus

Home Economics

2027

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Introduction

This syllabus is based on the curriculum principles outlined in The National Curriculum Framework for All (NCF) which was translated into law in 2012 and designed using the Learning Outcomes Framework that 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 a quality education in line with national strategies for inclusivity and lifelong learning. It ensures that all learners can obtain the necessary skills and attitudes to be active citizens during their school years and beyond, and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to pursue further studies in formal or informal settings, and to attain key twenty-first century competences.

This syllabus also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship, creativity and innovation; education for sustainable development; learning to learn and cooperative learning and literacy. In this way, students will be fully equipped with the skills, knowledge, attitudes and values needed to maximise learning and work opportunities, and to act as responsible citizens.

What is Home Economics?

Home Economics is a multi-disciplinary field of study which aims to nurture multi-literate learners. The goal is to help learners acquire competencies which will enable them to cultivate wellbeing and embrace sustainable living, in a framework of equity, social justice, diversity and inclusivity. The area of study focuses on the inter-relationships between various contexts to include, but not limited to: food, nutrition, health; money, energy, housing, textiles, time, the natural environment, and an individual's physical, economic, social and aesthetic needs.

It encompasses the integration of knowledge, processes and skills that go beyond comprehension to include application, investigation and evaluation. The meaningful capabilities mastered in Home Economics help students develop flexibility, adaptability, creativity, and the capacity for transformative action. The unique context in which Home Economics competencies are developed provides a rich learning foundation for further education and career paths. It also prepares students for an ever-changing and ever-challenging technology-based society where they will be required to manage their own lives and that of their families, keeping in mind household, community and global wellbeing.

What does the study of Home Economics entail?

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 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 on individual, family and community living.

- Cultivate financial competency to budget and manage personal finances wisely; and 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.

How is Home Economics related to candidates' lives, to Malta, and/or to the world?

Home Economics is about individual choices and actions which influence personal, family, community and global wellbeing, as well as the many factors which influence or determine these choices and actions. Thus, Home Economics is intrinsically linked to the different settings in which individuals function; that is, where they learn, work, shop and play. The different products, services, resources and environments tackled are all aligned with current lifestyles followed in Malta, without neglecting implications for other people in other countries and for the future. Authentic case scenarios and problems are presented for discussion and solution, keeping in mind sustainability principles as relevant to the local physical, economic, natural and social contexts. The value of nurturing strong families within an evolving and increasingly multi-cultural Maltese society, as well as recognition of responsible citizenship beyond national borders are part of the dynamic approach within Home Economics education. The ultimate goal is to draw upon students' experiences, motivating them to strive towards attaining their full potential as caring family members, productive workers, sustainable consumers and lifelong learners.

The aspirational programme learning outcomes for this subject are:

At the end of the programme, I can:

1. Demonstrate an understanding of how different lifestyle choices and resource management are influenced by multiple factors and can have an impact on personal, family, community and global health and wellbeing;

2. Critically assess choices, options and products with reference to sustainability principles and promote and adopt behaviours which are sustainable with respect to different resources;

3. Apply the science of food, nutrition, health and hygiene to promote health and to choose and produce food items which are sensorially pleasing, safe and nutritious;

4. Adopt practices and access services which will facilitate respect, fairness, safety, security, dignity and harmony within the household, during different activities and in different contexts, whilst promoting the holistic development of all family members across the lifespan;

5. Apply knowledge and skills as a responsible and well-informed consumer, using valid sources of information, appropriate methods of purchase and the correct procedures to seek redress;

6. Show competency in managing personal and family finances including budgeting, saving, investing and methods of payment;

7. Critically assess suitability of different types of accommodation to suit specific individual and family needs, whilst demonstrating an understanding of procedures for acquiring accommodation and skills in planning homes and interiors which are functional, attractive, safe and sustainable;

8. Apply a variety of organisational, communicative, manipulative, critical and creativity skills, as well as appropriate technology to understand, assess, evaluate and fulfil individual, family and community physical, social, economic and environmental needs;

9. Appreciate the interlinkages between Home Economics and many other disciplines and school subjects, and use these linkages to facilitate understanding and application of Home Economics knowledge;

10. Further educational aspirations in the field of Home Economics to develop a rich foundation for lifelong learning and future career pathways;

11. Demonstrate an understanding of how Home Economics acknowledges the interaction between humans and the different environments in which they function and use this knowledge to promote decisions and actions to improve quality of life for all individuals.

List of Subject Foci

1. Food, Nutrition and Health
2. Family Wellbeing
3. Financial Literacy and Consumer Education
4. Sustainable Living and Effective Management of Resources

List of Learning Outcomes

At the end of the programme, I can:

LO 1. demonstrate an understanding of health, wellbeing and the principles of sustainability.

LO 2. demonstrate a comprehensive understanding of the role of macronutrients and micronutrients in the diet, their digestion and 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 Secondary Education Certificate in Home Economics at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following levels refer to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in Home Economics. (Level 1 being the lowest and level 3 the highest).

Level 1: At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2: At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3: At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidates will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Learning Outcomes and Assessment Criteria

Subject Focus:	**Food, Nutrition and Health**
Learning Outcome 1: **(Paper I and Paper II))**	**At the end of the programme, I can demonstrate an understanding of health, wellbeing and the principles of sustainability.** • factors contributing to health and wellbeing; • sustainable development and practices; • dietary guidelines and food guides; • factors affecting food choice.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	1.2a Define health and wellbeing.	
1.1b State the basic health needs. *Food, water, clothing, shelter, hygiene, education, and healthcare.*	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. *Limited to : physical, mental, social, emotional, and environmental.*	1.2c Describe the dimensions of health.	1.3c Discuss different lifestyle choices and their effects on the various dimensions of health.
1.1d Identify measures that can be taken to promote health. *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 sport facilities; law enforcement E.g. no littering enforcement.*	1.2d Suggest measures that can be taken at the local level to promote health.	1.3d Explain the importance of these measures being implemented locally.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1e Identify factors which affect sustainable living. *E.g. transportation, energy consumption, diet, waste management.*	1.2e Define sustainable living.	1.3e Discuss factors which affect sustainable living.
1.1f Identify Sustainable Development Goals. *Limited to:* ** SDG 1 – No poverty;* ** SDG 2 – Zero hunger;* ** SDG 3 – Good health and well-being;* ** SDG 6 – Clean water and sanitation;* ** SDG 7 – Affordable and clean energy.*	1.1f Define Sustainable Development Goals.	
	1.2g Outline Sustainable Development Goals. *Limited to: SDGs 1, 2, 3, 6 & 7.*	1.3g Explain the importance that individuals, businesses and governments adhere to the Sustainable Development Goals.
1.1h Identify everyday sustainable living practices in the home to include energy efficiency, buying local, buying fair trade, waste management and water conservation.	1.2h Suggest everyday sustainable living practices to be taken by individuals, families and households that can contribute to sustainable living.	1.3h Suggest actions undertaken by the government to promote sustainable development and/or living at the national level and/or within households.
1.1i List factors (dietary and non-dietary) that contribute to a healthy lifestyle.	1.2i Describe the factors that contribute to a healthy lifestyle.	1.3i Suggest actions that can be taken to address the factors that contribute to a healthy lifestyle in a given scenario.
1.1j State the main functions of food. *Note: to provide energy; to provide material for growth and repair; to protect against disease.*	1.2j Outline the main functions of food.	1.3j Explain how dietary needs change according to age, gender, level of activity and state of health.
1.1k Identify the national dietary guidelines for adults.	1.2k Outline the national dietary guidelines for adults.	1.3k Suggest examples of application of national dietary guidelines for adults.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
		1.3l Justify changes in the food intake within a given scenario with reference to the national dietary guidelines.
	1.2m Describe malnutrition. *Under-nutrition, over nutrition/obesity, poor quality diet lacking in some nutrients.*	1.3m Discuss obesity in terms of causes, consequences and prevention.
1.1n Identify eating disorders. *Anorexia Nervosa, Bulimia Nervosa.*	1.2n Describe eating disorders.	1.3n Describe the impact of eating disorders on a person's health.
1.1o Categorise foods into food groups based on the national food guide graphic.	1.2o Suggest suitable foods for each food group represented in the national food guide graphic.	
1.1p Label the national food guide graphic (The Healthy Plate).	1.2p Describe the different features of the national food guide graphic with reference to the Mediterranean Diet.	
	1.2q Define a balanced diet.	
	1.2r Recommend the number of daily servings from each food group for adults.	1.3r Justify the different proportions of the different food groups according to individual needs.
	1.2s Identify different food serving sizes for children (3-12 years) and/or adults for each food group. *E.g. the hand guide (child's fist, palm of hand, thumb, whole hand)*	1.3s Discuss the risks of not consuming the correct portion sizes of food and drinks.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1t Identify the factors which affect food choice. *Availability, skills, food trends, regional variations, personal choice, storage and cooking facilities, religious/moral belief, health, cost, lifestyle, food source, peer pressure.*	1.2t Outline the factors that affect the food choices including those of specific individuals. *E.g. young children, elderly, athletes, vegans/vegetarians.*	1.3t Discuss, with examples, how the factors affecting food choice have implications on meal planning. *Biological factors E.g. hunger, appetite, and taste;* *Economic factors E.g. cost, income, availability;* *Physical factors E.g. access, education, skills (E.g. cooking) and time;* *Social factors E.g. culture, family, peers and meal patterns;* *Psychological factors E.g. mood, stress and guilt, attitudes, beliefs and knowledge about food.*
		1.3u Give suggestions how factors affecting food choice can be managed in a given case scenario.
1.1v Give examples of foods from different cultures. *E.g. China – rice and noodles, Japan – sushi, India – curry, France – baguette, Italy – pasta and pizza, Lebanon – kebabs.*	1.2v Outline how food practices involving the selection, preparation and serving of food vary across different cultures. *E.g. the use of certain kinds of food (insects); the way food is prepared (raw seafood); dietary taboos and restrictions (beef).*	1.3v Explain, with examples, how food is an important part of culture and cultural identity. *Maintaining traditional recipes, special foods for special days, methods of preservation, makes a nation different from others, offers something special to tourists.*

Subject Focus:	**Food, Nutrition and Health**
Learning Outcome 2: **(Paper I and Paper II)**	**At the end of the programme, I can demonstrate a comprehensive understanding of the role of macro and micro nutrients in the diet, their digestion and effects on health.** • macronutrients and micronutrients – functions, sources, deficiency and excess; • special dietary requirements; • diet-related conditions; • digestion.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1a List the 5 nutrients. *Protein, Carbohydrates, Fat, Vitamins and Minerals.*	2.2a Classify nutrients into macronutrients and micronutrients.	2.3a Distinguish between macronutrients and micronutrients.
2.1b Identify the main function/s of nutrients. *Protein, Carbohydrates, Fats, Vitamins and Minerals.*	2.2b State the main function/s of nutrients in the diet. *Protein, Carbohydrates, Fats, Vitamins and Minerals.*	
2.1c Identify examples of sources of nutrients.	2.2c Give examples of sources of nutrients. *Protein, Carbohydrates, Fats, Vitamins and Minerals*	
2.1d Identify the energy values of the macronutrients.		
2.1e Classify protein into animal and plant food sources.	2.2e Describe complete and incomplete proteins, using examples.	2.3e Explain the difference between high biological values protein (HBV) and low biological value protein (LBV).
2.1f State the two main types of amino acids – essential and non-essential.	2.2f Outline the importance of essential amino acids.	2.3f Explain the difference between essential (indispensable) and non-essential (dispensable) amino acids.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	2.2g Define complementary proteins.	2.3g Outline the importance of complementary protein.
2.1h Identify examples of complementary proteins.		2.3h Plan a meal/snack making use of complementary proteins.
2.1i List alternative sources of protein. Limited to: soya products (*Textured Vegetable Protein (TVP), tempeh, tofu, miso) seitan, quorn, insects.*	2.2i Describe alternative sources of protein. *Limited to: TVP, tempeh, tofu, quorn.*	2.3i Suggest uses for alternative sources of protein in meals.
	2.2j List groups of people with higher needs for protein. *Children, teenagers, pregnant and lactating women, elderly* and *vegetarians.*	2.3j Give reasons why certain groups of people have higher needs for protein.
2.1k Identify a deficiency disease of protein and/or protein-energy. *Limited to: Kwashiorkor (protein), Marasmus (protein-energy).*	2.2k Describe a deficiency disease of protein and/or protein-energy. *Limited to: Kwashiorkor (protein), Marasmus (protein-energy).*	
2.1l List the different types of carbohydrates. *Sugars, starch, Dietary fibre (NSP).*	2.2l Categorise the different types of carbohydrates. *Simple - Single sugars and double sugars.* *Complex – Starch and Dietary fibre (NSP - soluble and insoluble).*	2.3l Distinguish between monosaccharides, disaccharides and polysaccharides giving examples. *Monosaccharides (glucose, fructose and galactose), disaccharides (sucrose, lactose and maltose), polysaccharides (starch and NSP).*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	2.2m Give different food sources for each type of carbohydrate. *Sugar, starch and Dietary fibre (NSP).*	2.3m Give examples of different food sources of the different saccharide groups. *Monosaccharides (glucose, fructose and galactose), disaccharides (sucrose, lactose and maltose), polysaccharides (starch and NSP).*
2.1n Identify sources of intrinsic and extrinsic/free sugars.	2.2n Give examples of intrinsic and extrinsic/free sugars.	2.3n Explain the terms intrinsic and extrinsic/free sugars.
		2.3o Explain why carbohydrate intake acts as a 'protein sparer'.
2.1p Identify health problems when consuming too much sugar in the diet. *Dental caries, overweight and obesity.*	2.2p Mention health problems when consuming too much sugar in the diet. *Dental caries, overweight and obesity.*	2.3p Explain the relationship between a high sugar intake and health conditions. *Health conditions limited to: Dental caries, overweight and obesity.*
2.1q Identify the different types of diabetes. *Type 1, Type 2, Gestational.*	2.2q Describe the different types of diabetes. *Type 1, Type 2, Gestational.*	
		2.3r Explain the effects of dry and wet heat on sugars and starch.
2.1s State what NSP (non-starch polysaccharides) stands for.	2.2s Define the term non-starch polysaccharides (NSP).	
2.1t Identify the main roles of dietary fibre (NSP) in the diet to promote health.	2.2t Outline the functions of dietary fibre (NSP) in the diet.	2.3t Explain the functions of insoluble and/or soluble dietary fibre in the diet.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1u Name sources of dietary fibre in the diet.	2.2u Give examples of sources of soluble and/or insoluble dietary fibre.	
2.1v Identify common conditions and diseases associated with low dietary fibre intake. *Limited to: Diverticulitis, haemorrhoids, constipation and colon cancer.*	2.2v List common conditions and diseases associated with low dietary fibre intake. *Limited to: Diverticulitis, haemorrhoids, constipation and colon cancer.*	2.3v Explain conditions and diseases associated with low dietary fibre intake. *Limited to: Diverticulitis, haemorrhoids, constipation.*
	2.2w State the importance of drinking liquids when consuming dietary fibre rich foods.	
	2.2x Recommend ways of how to include dietary fibre in the diet.	
2.1y List the different types of fat based on their source. *Animal and Plant*	2.2y Classify fats into animal and plant food sources.	2.3y Distinguish between saturated, monounsaturated, polyunsaturated and trans fats.
2.1z List sources of food rich in invisible and visible fat.		2.3z Give examples of food sources which are rich in each of saturated, monounsaturated, polyunsaturated and trans fats.
	2.2aa Define the term essential fatty acids.	2.3aa Classify sources of essential fatty acids into the two main groups. *Omega 3 fatty acids and Omega 6 fatty acids.*
2.1ab Identify diet-related health problems when consuming too much fat in the diet. *High blood cholesterol, coronary heart disease (CHD), obesity.*	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.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1ac Identify water-soluble and fat-soluble vitamins.	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 rich food sources in each of the following: Vitamin A, Vitamin D, Vitamin C.	2.2ad Outline the main function/s of each vitamin. *Vitamin A, Vitamin D, Vitamin E, Vitamin K, Vitamin C and Vitamin B group.*	2.3ad Name the food sources rich in each of the following: *Vitamin A (Retinol and Beta-Carotene), Vitamin D, Vitamin E, Vitamin K, Vitamin B (Folic Acid, and Vitamin B_{12}), Vitamin C (Ascorbic acid).*
2.1ae Associate signs and symptoms with vitamins-related deficiency diseases or conditions. *Night blindness, rickets, scurvy.*	2.2ae Describe signs and symptoms associated with vitamins-related deficiency diseases or conditions. *Night blindness, rickets, scurvy.*	2.3ae Explain the main functions of the B-Complex Vitamins. *Folic Acid, and Vitamin B_{12}.*
		2.3af Distinguish between beta carotene and retinol.
2.1ag Identify antioxidant vitamins. *Vitamin A, Vitamin C, Vitamin E.*	2.2ag List antioxidant vitamins. *Vitamin A, Vitamin C, Vitamin E.*	2.3ag Justify the role of antioxidant vitamins to preserve health. *E.g. reduce risk of heart disease and cancers, reduce severity of colds, reduce age-related vision impairment.*
2.1ah Identify the vitamins and minerals that can be harmful to our health when consumed in excess. *Vitamin A, Vitamin D, Calcium and Iron.*		2.3ah Explain the effects of excess intake and/or deficiency for each of the vitamins (where applicable). *Vitamin A, Vitamin D, Vitamin E, Vitamin K, Vitamin B (Folic Acid, and Vitamin B_{12}), Vitamin C.*
2.1ai Name the vitamins which aid absorption of minerals. *Vitamin C and Iron,* *Vitamin D and Calcium.*	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 carbohydrate; folic acid intake and neural tube defects E.g. spina bifida.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	2.2aj Recommend ways of how to preserve water-soluble vitamins during the preparation, cooking and serving of food.	2.3aj Explain the effects of preparation, cooking/heating, storage and time on vitamin C and Vitamin B-complex. *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.*
	2.2ak Outline the main function/s of the following minerals: Calcium, sodium, iron, phosphorus, iodine and fluoride.	
	2.2al Give examples of the main sources of the following minerals: Calcium, sodium, iron, phosphorus, iodine and fluoride.	
2.1am Associate signs and symptoms with minerals-related deficiency diseases or conditions.	2.2am Describe signs and symptoms associated with minerals-related deficiency diseases or conditions. *Osteoporosis, rickets, hypotension, anaemia.*	
	2.2an Outline the effects of excess of the following minerals: Calcium, sodium, iron, and fluoride.	
2.1ao Identify groups of people with specific requirements for minerals. *Children, teenagers, pregnant women, breastfeeding mothers and the elderly.*	2.2ao Describe why groups of people have specific requirements for minerals.	2.3ao Justify why certain groups of people have specific requirements for minerals in given scenarios.
	2.2ap Recommend ways of increasing calcium and iron, and reducing sodium intake in the diet.	
2.1aq Identify the main functions of water in the body.		2.3aq Describe the functions of water in the body.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1ar List the best sources of water in the diet.	2.2ar Describe ways how water is lost from the body.	2.3ar Explain the effect of dehydration.
2.1as State the daily requirements of water. *Note: Refer to EFSA recommendations.*	2.2as List groups of people who require higher intakes of water. *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), pregnant and lactating women.*	2.3as Explain why certain groups of people require higher intakes of water.
2.1at Identify the different parts of the digestive tract on a given diagram. *Mouth, tongue and salivary glands, oesophagus, stomach, liver, gallbladder, pancreas, small intestine, large intestine, anus.*	2.2at Label the digestive tract.	2.3at Explain the main processes of digestion occurring at each stage - *mouth, oesophagus, stomach, small intestine and large intestine.*
2.1au Identify chewing as the mechanical process involved in the breaking down of food in the mouth.		2.3au Differentiate between mechanical and chemical breakdown of food.
		2.3av Explain the following terms related to digestion. *Bolus, peristalsis, gastric juices.*
	2.2aw Outline the main function of enzymes in the digestive process.	2.3aw Describe the role of salivary amylase, hydrochloric acid and lactase in the chemical breakdown of food.
	2.2ax Describe the role of villi in the digestive process.	2.3ax Explain that digestion is completed in the small intestine by the absorption of nutrients into the bloodstream; the undigested food passes to the large intestine where it absorbs water and is eliminated.

Subject Focus:	Food, Nutrition and Health
Learning Outcome 3: **(Paper I and Paper II)**	**At the end of the programme, I can demonstrate an understanding of different types of food commodities.** • nutritional value of different food commodities; • composition, uses, versatility and storage of food commodities.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1a Name food commodities or groups. *Cereals, milk, dairy products, meat, fish, poultry, eggs, vegetables, fruit, pulses, nuts, seeds, herbs and spices.*	3.2a Give examples of different types of foods for each food commodity or group available on the market. *Cereals, milk, dairy products, meat, fish, poultry, eggs, fruit, vegetables, pulses, nuts, seeds, herbs and spice.* Note – include local produce within each food commodity E.g. ġbejniet and irkotta. Emphasise seasonality E.g. Winter/spring vegetables and fruits: broad beans, globe artichokes, peas, oranges, tangerines and melons. Summer/autumn vegetables and fruits: olives, long squash, peaches, plums, watermelons and melons.	3.3a Outline the nutritional value of the main food commodities or groups and the main foods within each of these. *Cereals, milk, dairy products, meat, fish, poultry, eggs, vegetables, fruit, pulses, nuts, seeds, herbs and spices.*
	3.2b Describe different uses and storage for the different food commodities.	3.3bDiscuss the versatility of different food commodities.
	3.2c Demonstrate the use of different food commodities in cooking.	
3.1d Identify recipes that use a given food commodity as a 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.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
		3.3f Explain the effect of dry and/or moist heat and changes during cooking for the different food commodities. *Coagulation, denaturation, dextrinisation, gelatinisation.*
	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. *Oats, barley, wheat, rye, rice, maize, quinoa.*		
3.1i Identify the different parts of wheat grain on a given diagram.	3.2i Label the diagram of the structure of a 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 whole meal,wheat meal, wholegrain and multigrain.
3.1k Select different types of milk based on their fat content. *Whole, semi-skimmed (low fat), skimmed.*	3.2k List different types of milk. *Fresh, UHT, evaporated, condensed, dried.* *Lactose free.*	3.3k Compare and contrast different types of milk. *Whole, semi-skimmed (low fat), skimmed.* *Fresh, UHT, evaporated, condensed, dried.* *Lactose free.* *Note: Nutritional value, texture, colour, shelf-life, heat treatment.*
3.1l Identify different types of non-dairy milk. *Soya, rice, oats, almond and coconut.*	3.2l List different types of non-dairy milk.	3.3l Explain the benefits of non-dairy milk for different groups of people. *E.g. vegan, lactose intolerant, cow protein allergy.*
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. *Toddlers, elderly, persons suffering from high blood cholesterol, vegan, lactose-intolerant.*	3.3m Justify the suitability of different types of milk in different scenarios.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	3.2n Explain why milk is heat treated at different temperatures.	3.3n Explain how the heat (Pasteurisation, sterilisation (UHT)) and physical treatment (homogenisation) of milk, affect its nutritional value, texture, flavour, and shelf life.
3.1o Name products made from milk. *Yoghurts, cheese, irkotta and ricotta, mozzarella, ġbejniet.*	3.2o Define bio-yoghurts and/or yoghurt drinks.	3.3o Explain the health benefits of bio-yoghurts and/or yoghurt drinks.
3.1p Name different types of fish. *White fish, oily fish and shellfish.*	3.2p Classify fish according to the type and/or source , giving an example of each. *White, oily and shellfish.* *Farmed, saltwater (demersal and pelagic), fresh water.*	3.3p Explain how wild and farmed fish differ with respect to nutritional value and/or sustainability.
	3.2q List the characteristics of fresh fish.	3.3q Explain the proper way of storing and freezing fresh fish.
3.1r Identify different types of meat. *Carcass (beef, veal, lamb, mutton, pork), poultry (chicken, turkey, duck, quail), game (rabbitdeer (venison)), and offal (liver, kidney, tongue, and tripe).*	3.2r Give examples of different cuts of meat.	3.3r Discuss the nutritional value of different cuts and/or parts of meat. *E.g. pork fillet vs belly, chicken breast vs thigh, offal.*
	3.2s Give examples of tough and tender cuts of meat. *Tough Cuts E.g. shank, brisket, flank.* *Tender Cuts E.g. loin, rib, sirloin.*	
3.1t Identify different cooking methods suitable for different cuts of meat.	3.2t List different cooking methods suitable for different cuts of meat.	3.3t Describe the structure and composition of meat.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1u Identify the different parts of an egg. *Shell, white, yolk and air-space.*	3.2u Label the different parts of an egg on a given diagram. *Shell, white, yolk, air-space, membrane.*	3.3u Explain the function of the different parts of an egg. *Shell, white, yolk, air-space, membrane.*
		3.3v Explain the difference between battery, barn, free-range and organic hens and eggs, with reference to the environmental impact and quality of eggs.
3.1w Name different sources of eggs. *E.g. hen, duck, quail.*	3.2w Explain why eggs should not be washed before storage.	3.3w Explain the grading of eggs with reference to quality and weight.
3.1x Identify whether an egg is fresh or stale.	3.2x Describe ways of testing an egg for freshness. *Note: A demonstration is to be carried out.*	3.3x Explain the characteristics of a fresh and/or a stale egg with reference to the changes affecting the different parts. *White, yolk and air space.*
3.1y Identify groups of different fresh and/or dried fruit and vegetables. *Green (leaves, flowers, stems and fruit), root (root, bulbs and tubers), legumes (pods and seeds) and fungi.* *Citrus, stone, soft/berry, hard, tropical and dried.*	3.2y Classify fresh and dried vegetables and/or fruit. *Green (leaves, flowers, stems and fruit), root (root, bulbs and tubers), legumes (pods and seeds) and fungi.* *Citrus, stone, soft/berry, hard, tropical and dried.*	
3.1z List different pulses. *Lentils, peas, split peas, chickpeas, beans.*	3.2z Define pulses, giving examples.	3.3z Outline the importance of including pulses and/or nuts when preparing meals for vegans and vegetarians and in line with sustainability principles.
	3.2aa Explain why some pulses should be soaked in water for several hours.	3.3aa Explain why it is important to cook red kidney beans thoroughly.
3.1ab Identify different types of nuts. *Peanuts (legume), walnuts, brazil nuts, cashews, pecans, pistachio, hazelnuts, almonds, chestnuts.*		

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1ac Give examples of different nuts.		3.3ac Classify lower fat and higher fat nuts and nuts high in omega-3 fatty acids. *Low fat: chestnuts;* *High fat: Brazil nuts, pecans;* *Rich in omega-3 fatty acids: walnuts.*
3.1ad Give examples of different seeds. *Sunflower, pumpkin, sesame, chia seeds.*	3.2ad Demonstrate the use of seeds in practical sessions.	
3.1ae Identify different types of herbs and spices. *Bay leaf, parsley, mint, dill, sage, rosemary, fennel, oregano, basil, thyme, curry powder, cinnamon, paprika, clove, black pepper, cumin, ginger, saffron, nutmeg, mustard seeds.*	3.2ae Demonstrate the use of herbs and spices in practical sessions. *Note: It is recommended that students are be exposed to the different herbs and spices in different practical sessions throughout the course of study.*	

Subject Focus:	Food, Nutrition and Health
Learning Outcome 4: **(Paper I and Paper II)**	**At the end of the programme, I can demonstrate a broad understanding of food production, processing, preservation and labelling.** • benefits of fresh food when compared to convenience foods; • different methods of food preservation and storage; • importance of food packaging and food labelling; • organic and conventional methods of farming; • food spoilage, food safety and food hygiene.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1a List different processed foods. E.g. *breakfast cereals, cheese, canned foods, savoury snacks, processed meat products, microwave meals and ready meals.*	4.2a Define processed foods.	4.3a Discuss the availability and use of processed foods.
	4.2b Explain why food is processed.	4.3b Explain the production and/or use of processed food with reference to nutritional and/or ecological factors involved.
	4.2c Explain what is food fortification.	4.3c Justify the importance of food fortification.
	4.2d Explain what is food enrichment.	4.3d Explain the difference between food enrichment and food fortification.
4.1e Identify different methods of food preservation. *Drying, smoking, freezing, salting, sugaring, vacuum pack, cook-chill foods.*	4.2e Define different methods of food preservation. *Drying, smoking, freezing, salting, sugaring, vacuum pack, cook-chill foods.*	4.3e Discuss key processes involved in prevention of food decay. *Heat treatment, removal of moisture, removal of air, lowering of temperature, addition of chemical preservative and irradiation.*
		4.3f Explain the advantages and disadvantages of the different methods of preservation with reference to the nutritional value, changes in colour, texture, flavour and food structure, shelf-life and value for money.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1g Distinguish between fresh and convenience foods.	4.2g Explain the term convenience foods.	
4.1h Give examples of convenience foods.	4.2h State the types of convenience foods with examples for each type. *Canned, dried, frozen and ready prepared foods or meals.*	4.3h Justify the increase in availability and choice of convenience foods with reference to current lifestyles.
4.1i Classify convenience foods as healthy or less healthy based on the dietary guidelines.	4.2i Assess the nutrients/ingredients of convenience foods in terms of sugar, fat and/or salt content according to cut off points issued by health authorities.	4.3i Evaluate the nutritional and/or health value of a given convenience food/s. *E.g. ingredients, nutrients, nutritional claims, health claims.*
	4.2j Outline the benefits of fresh foods when compared with convenience foods.	4.3j Compare the nutritional value of different convenience foods with the fresh equivalent.
4.1k Identify the advantages and disadvantages of using convenience foods.	4.2k Outline the advantages and disadvantages of convenience foods.	
	4.2l Suggest sensible ways of including convenience foods in the diet.	4.3l Justify the sensible inclusion of convenience foods in the diet.
		4.3m Explain the value of using cook-chill foods and ready prepared meals including health implications.
4.1n Identify convenience foods in recipes.	4.2n Integrate convenience foods in recipes in a sensible manner.	4.3n Plan dishes using different kinds of convenience foods sensibly.
		4.3o Evaluate recipes using convenience foods with reference to nutritional value, colour, texture, flavour and value for money.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1p Name foods and/or dishes that are suitable for freezing.	4.2p Outline the advantages of home freezing.	4.3p Discuss home freezing as a cost-effective method of preservation.
		4.3q Compare home frozen meals/ foods with commercial frozen-ready -meals/foods in terms of nutritional value, colour, texture, flavour, cost and packaging/waste generated.
	4.2r Outline basic rules to be followed when storing food in a freezer.	4.3r Explain how food is prepared for freezing including the blanching process where applicable.
4.1s Identify suitable packaging materials for storing food in a freezer keeping in mind cost and the natural environment.	4.2s List packaging materials suitable for storing food in a freezer indicating those which are environmentally friendly.	4.3s Evaluate packaging material for freezing based on suitability for a given scenario.
4.1t Name different materials used in the packaging of food and/or meals.	4.2t Outline the functions of food packaging.	4.3t Discuss the role of food packaging in food marketing.
4.1u Select different types of packaging materials for different foods.	4.2u Recommend ways of choosing food packaging for different products based on suitability and/or cost and/or impact on the natural environment.	4.3u Evaluate food packaging material for a given scenario, keeping in mind suitability, cost and protection of the natural environment.
	4.2v Explain the importance of food labelling.	
4.1w Identify the information that should be found on a food label by law.	4.2w Describe the obligatory and/or voluntary pieces of information found on the food label.	4.3w Interpret information on the food label. *Ingredients listed; importance of the order in which ingredients are listed; meaning of different expiry dates: - 'use by'; 'best before', net weight, drained and approximate weight, storage and cooking instructions.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	4.2x Explain what is a health and/or nutrition claim with examples.	4.3x Explain the difference in terms commonly used on food labelling with reference to nutritional value. *E.g. no sugar added vs added sugar, strawberry yoghurt vs strawberry-flavour yoghurt and/or vs strawberry flavoured yoghurt, fruit juice vs fruit drink, whole meal vs wheat meal.*
4.1y Identify specific symbols found on food labels. *Litterman symbol, recyclable/recycled symbol, freezing instructions, cooking symbol, microwavable symbol, irradiation symbol, suitable for vegan/vegetarians symbol, gluten free symbol, organic symbol, fair trade symbol, Marine Stewardship Council (MSC) symbol, Forest Stewardship Council (FSC), symbol, RoundTable on Sustainable Palm Oil (RSPO) logo, bar-code.*	4.2y Explain symbols often found on a food label.	4.3y Discuss the importance of symbols often found on a food label.
4.1z Identify food additives as substances that are added to food.	4.2z Define a food additive.	
	4.2aa Give examples of natural and/or artificial/synthetic food additives.	
	4.2ab Outline the importance of food additives.	
	4.2ac Describe the basic functions of different types of food additives. *Preservatives, colourings, flavourings and flavour enhancers, emulsifiers, stabilizers and thickeners, anti-oxidants and addition of nutrients.*	4.3ac Evaluate the food additives in different food products with a focus on type, amount and any health controversies. *Preservatives, colourings, flavour enhancers, emulsifiers, stabilizers and thickeners, anti-oxidants.* *Controversies: colourings and hyperactivity, sweeteners and headaches, cocktail of chemicals over a lifespan.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1ad Identify additives with E numbers and/or natural additives on the ingredients list.	4.2ad Explain the importance of the E symbol found in front of additives listed in the ingredients list.	
	4.2ae Explain the possible health implications of excessive use of additives in processed foods.	4.3ae Discuss reasons for and against the use of food additives.
4.1af Identify natural and artificial alternative sweeteners as food additives to be used instead of sugar. *Xylitol, sorbitol and stevia, aspartame, saccharin.*	4.2af Explain why sweeteners are added to foods.	4.3af Discuss the use of natural and/or artificial sweeteners instead of sugar with regards to health implications.
4.1ag Define organic farming.	4.2ag Explain the advantages and disadvantages of organic farming for farmers, consumers and the local community.	
	4.2ah Describe how organic farming differs from conventional methods of farming. *Crop rotation, intercropping, composting, free-range hen rearing.*	4.3ah Compare and contrast organic and conventional produce with reference to appearance, flavour, cost, production, shelf-life and impact on the environment.
	4.2ai Explain the term genetically modified organisms (GMOs) with examples.	
	4.2aj Outline the purpose of using GMOs in foods.	4.3aj Discuss the advantages and disadvantages of GMOs.
	4.2ak List health and environmental risks often discussed in relation to GMO's.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
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.	
4.1am Define the term food spoilage.	4.2am List causes of food spoilage. Natural decay: *moisture loss, action of enzymes oxidation, browning and ripening);* Microscopic forms of life: *yeast, bacteria and moulds;* Chemicals: *e.g. agro-chemicals, cleaning agents, vehicle exhaust fumes.*	4.3am Explain the process of food spoilage. Natural decay: *moisture loss, action of enzymes oxidation, browning and ripening);* Microscopic forms of life: *yeast, bacteria and moulds;* Chemicals: *e.g. agro-chemicals, cleaning agents, vehicle exhaust fumes.*
4.1an Identify microorganisms which cause food spoilage. *Bacteria, moulds, yeasts.*	4.2an List the factors which facilitate the development of micro-organism growth on .	4.3an Explain how to prevent the development of microorganisms on food.
4.1ao List how food should be handled and stored to prevent and delay the development of microorganisms. *Clean, cook, cross-contamination, chill.*	4.2ao Explain the importance of handling and storing food properly in order to prevent the development of microorganisms and/or 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.
4.1ar Give examples of foods commonly affected by different microorganisms.	4.2ar Identify pathogenic microorganisms which can lead to food poisoning. *Salmonella, Campylobacter, Listeria, E-Coli, Clostridium botulinum, Bacillus Cereus, Staphylococcus aureus, yeast and moulds.*	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1as Identify signs and symptoms of food poisoning.	4.2as Describe what to do if food poisoning symptoms occur.	
	4.2at Define traceability in the food supply chain to assist in the assurance of food safety and quality.	4.3at Explain the need for traceability for consumer safety.
4.1au Define HACCP.	4.2au Explain the importance of critical control points.	4.3au Discuss the value of reporting of HACCP infringements and food poisoning incidences for public health.

Subject Focus:	Food, Nutrition and Health
Learning Outcome 5: **(Paper I and Paper II)**	**At the end of the programme, I can demonstrate the ability to accurately plan, produce and evaluate a variety of sensorially appealing healthy food items and meals.** • principles of meal planning, including practice and production of meals; • dietary requirements of individuals at different stages of the lifecycle, including those with special nutritional requirements; • use of different sustainable ingredients and cooking methods; • safe, hygienic and appropriate food preparation, production and storage skills; • suitable, correct and efficient practical realisation.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1a Identify the following terms associated with meal planning. *Meal, breakfast, brunch, lunch, dinner, supper, menu, à la carte, course, appetiser, dessert, main course, accompaniment, snack.* *Sustainability, in season, local.*	5.2a Explain the importance of meal planning.	
	5.2b Suggest factors to be considered when planning meals. *Nutritional requirements, age, gender, occupation, physical activity and health of each member of the family, food preparation facilities, food affordability and availability, time and energy for the preparation and presentation of the meals, individual preferences, likes and dislikes, beliefs, allergies, variety (colour, texture, flavour, temperature, garnishes and decoration), serving dishes and cooking methods, traditions and customs, religion, the occasion, sustainability (fresh, local, in-season).*	5.3b Explain the importance of these factors when planning meals: *Nutritional requirements, age, gender, occupation, physical activity and health of each member of the family, food preparation facilities, food affordability and availability, time and energy for the preparation and presentation of the meals, individual preferences, likes and dislikes, beliefs, allergies, variety (colour, texture, flavour, temperature, garnishes and decoration), serving dishes and cooking methods, traditions and customs, religion, the occasion, sustainability (fresh, local, in-season).*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	5.2c Explain the role of each food group within the healthy plate to provide a balanced meal.	5.3c Analyse own dietary needs and plan suitable daily eating routines in line with the dietary guidelines.
5.1d Identify groups of people who have different dietary needs and requirements. *Pregnant and lactating women, infants, toddlers and young children, teenagers, adults, senior citizens.* *Invalids and convalescents, athletes, vegans and vegetarians, food allergies and intolerances, coeliac.*	5.2d Outline the dietary requirements of people during different stages of the lifecycle including those following special diets, highlighting important nutrients which need to be addressed.	5.3d Discuss the management of dietary requirements of people at different stages of their lifecycle, including those following special diets, highlighting important nutrients which need to be addressed.
	5.2e Suggest guidelines to be considered in the planning and/or preparation of meals for different life stages and those following special diets.	
5.1f List basic tips to encourage young children to develop healthy habits for life. *Note: Tips should be in line with National Dietary Guidelines for Children.*	5.2f Outline guidelines for developing positive eating habits in toddlers/young children including making mealtimes enjoyable.	
5.1g Identify the terms vegetarian and/or vegan.	5.2g List the different types of vegetarians: Lacto-vegetarian, lacto-ovo vegetarian, pesco-vegetarian, ovo-vegetarian, fruitarian, vegan.	5.3g Explain the different types of vegetarians: Lacto-vegetarian, lacto-ovo vegetarian and pesco-vegetarian, ovo-vegetarian, fruitarian, vegan.
		5.3h Discuss the reasons why people follow a vegetarian and/or vegan diet. *Personal, religion, health, environment, social, economic.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1i List the major food allergens. *Milk, eggs, fish, shellfish tree nuts, peanuts, wheat, soya beans.*	5.2i Identify allergenic ingredients that must be indicated in lists of ingredients. *Celery, gluten, crustaceans, eggs, fish, lupin, milk, molluscs, mustard, nuts, peanuts, sesame seeds, soya and sulphur dioxide.*	5.3i Distinguish between food allergies and intolerances, outlining their signs and symptoms.
5.1j Identify the following diet-related disorders. *Constipation and diverticular disease, CHD, hypertension, high blood cholesterol, diabetes (Type 2), overweight and obesity, anaemia, osteoporosis, dental caries.*	5.2j Describe diet-related disorders. *Constipation and diverticular disease, CHD, hypertension, high blood cholesterol, diabetes (Type 2), overweight and obesity, anaemia, osteoporosis, dental caries.*	5.3j Outline risk factors and/or symptoms of diet-related disorders.
	5.2k Recommend lifestyle measures (dietary and non-dietary) to prevent diet-related disorders.	
5.1l Identify key ingredients and/or more suitable alternatives for individuals at different stages of the lifecycle and those following special diets. *Pregnant and lactating women, toddlers and young children, senior citizens.* *Low-calorie, low fat, low cholesterol, low sugar, low salt, high fibre, high calcium, high iron, vegetarian, vegan, gluten-free, lactose-free.*	5.2l Recommend foods to avoid during particular life-stages. *Pregnancy and lactation, infancy, toddlers and young children.*	5.3l Evaluate the suitability of a variety of food and/or drink items and/or meals for individuals at different life stages with special nutritional requirements and for different occasions. *Pregnant and lactating women, toddlers and young children, senior citizens, vegetarians, vegans, lactose intolerant, coeliac, anaemic, osteoporosis sufferers.* *Low calorie, low fat, low cholesterol, low sugar, low salt, high fibre, high calcium, high iron, vegetarian, vegan, gluten-free, lactose-free.*
5.1m State the importance of recipe modification.	5.2m Outline factors to keep in mind when modifying recipes.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1n Suggest ways how to reduce fat, salt and sugar in the diet.	5.2n Adapt recipes to make them suitable for particular diet/s. *High-fibre diets, high-iron diets, high-calcium diets, low-fat diets, low-sugar diets, low-salt diets and low-calorie diets.*	5.3n Evaluate original and/or modified recipes in terms of various characteristics (e.g. colour, texture, flavour, keeping qualities, volume, appearance of the dish) . *Limited to: recipes of short crust pastry, rubbed in cakes, pasta and rice dishes.*
5.1o List a variety of savoury and sweet Maltese traditional dishes.	5.2o Suggest key ingredients and/or healthier alternatives used in traditional Maltese dishes.	5.3o Apply the concept of recipe engineering to provide healthier alternatives to traditional Maltese recipes.
5.1p Identify reasons why we cook food.	5.2p Explain why we cook food.	
5.1q Identify different cooking methods. *Grilling, poaching, steaming, baking, roasting, stewing, microwave cooking, slow cooking, stir-frying and boiling.*	5.2q Describe different cooking methods.	
	5.2r Suggest examples of moist and dry methods of cooking.	5.3r Explain the difference between moist and dry methods of cooking.
5.1s Give examples of equipment necessary for each method of cooking.	5.2s List the different methods of heat transfer. *Conduction, convection and radiation.*	5.3s Explain the difference between conduction, convection and radiation as methods of heat transfer.
5.1t Identify advantages and disadvantages of different methods of cooking food. • *moist heat methods - boiling, steaming, poaching; stewing;* • *dry heat methods - baking, grilling; roasting;* • *stir-frying;* • *slow cooking;* • *microwave cooking.*	5.2t Outline the advantages and disadvantages of the different methods of cooking food.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1u Identify the healthy and less healthy cooking methods.	5.2u Suggest suitable foods that can be used for each method of cooking.	5.3u Discuss suitability of methods of cooking for different case scenarios with reference to time, use of fuel, changes in energy values, nutrient loss and digestibility.
	5.2v List guidelines to follow when using different methods of cooking.	
5.1w Identify meals using one or more of the following cooking methods: *Grilling, poaching, boiling, steaming, stewing, baking, roasting, stir-frying, slow cooking, microwave cooking.*	5.2w Suggest meals using one or more of the following cooking methods: *Grilling, poaching, boiling, steaming, stewing, baking, roasting, stir-frying, slow cooking, microwave cooking.*	5.3w Plan meals for individuals at different stages of the lifecycle, for individuals with special nutritional requirements and for different occasions, which involve different cooking methods. *Pregnant and lactating women, toddlers and young children, invalids and convalescents, athletes, senior citizens.* *Low fat, low cholesterol, low sugar, low salt, high fibre, high calcium, high iron, vegetarian, vegan, gluten-free, lactose-free.* *Grilling, poaching, boiling, steaming, stewing, baking, roasting, stir-frying, slow cooking, microwave cooking*
5.1x List the following methods of cake-making. *Rubbing-in, whisking method.*		
5.1y Identify the steps involved in a cake-making method. *Limited to: Rubbing-in method, whisking method.*	5.2y Give the basic recipe of a cake-making method. *Limited to: Rubbing-in method, whisking method.* *Recipe to include: list of ingredients, quantities, and steps of method.*	5.3y Describe the properties and/or role of the ingredients used for a cake-making method. *Limited to: Rubbing-in method, whisking method.*
	5.2z Perform the steps of a cake-making method. *Limited to: Rubbing-in method, whisking method.*	5.3z Explain the function of the following processes in a cake-making method. *Limited to: sieving, beating, whisking, folding, and rubbing in.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1aa Identify the terms sieving, rubbing-in, binding, dry ingredients and liquid ingredients.		5.3aa Outline the main rules to follow when preparing a cake-making method. *Limited to: Rubbing-in method, whisking method.*
		5.3ab Suggest possible faults that may occur in the process of the different methods of cake-making, indicating causes how these can be prevented.
	5.2ac Suggest ways of increasing dietary fibre, reducing sugar and fat in cake-making.	5.3ac Explain the effects on the shelf-life when preparing cakes using the different methods.
5.1ad Identify the terms whisking, ribbon-texture and folding-in.	5.2ad Define the terms whisking, ribbon-texture and folding-in.	
	5.2ae Prepare a sponge mixture to make a flan or a Swiss roll using the whisking method.	5.3ae Justify the use of the whisking method of cake-making for individuals following a particular diet.
5.1af Identify different healthy fillings used for cakes prepared by the whisking method.	5.2af Suggest different fillings used for cakes prepared by the whisking method keeping the dietary guidelines in mind.	5.3af Evaluate the nutritional value of cakes (including their fillings) prepared using different methods.
	5.2ag Decorate cakes using healthy ingredients such as fresh irkotta or ricotta, nuts, fresh and dried fruit and yoghurt.	
5.1ah Identify the ingredients required to make shortcrust pastry.	5.2ah List the ingredients, including proportions, required to make shortcrust pastry.	5.3ah Explain the function of the different ingredients in the making of shortcrust pastry.
5.1ai Identify the basic steps in the process of making shortcrust pastry.	5.2ai Describe the basic steps in the process of making shortcrust pastry.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	5.2aj Perform the basic steps in the process of making shortcrust pastry.	5.3aj Explain the basics steps in the process of making shortcrust pastry.
	5.2ak Outline the main rules to follow when making shortcrust pastry.	5.3ak Suggest possible faults that may occur in the process of making shortcrust pastry indicating causes and/or how these can be prevented.
5.1al Decorate pastry dishes in a simple way.	5.2al Suggest healthy, sweet and savoury recipes that could be prepared using shortcrust pastry.	5.3al Modify recipes for dishes using shortcrust pastry in line with the National dietary guidelines.
5.1am Identify terms used in the making of pastry. *Sifting, rubbing-in, kneading, rolling out.*	5.2am Define the terms kneading and rolling out.	5.3am Explain why shortcrust pastry is the healthiest choice when using pastry to make pastry dishes.
	5.2an Demonstrate accurately the rubbing-in skill to make a basic pastry mixture.	5.3an Produce a pie/tartlets/pastries using shortcrust pastry showing correct binding, kneading, rolling out, cutting, shaping and lining.
5.1ao Identify mechanical, biological and chemical raising agents. *E.g. whisking to introduce air, sieving to introduce air (mechanical); yeast (biological); baking powder, bicarbonate of soda (chemical).*	5.2ao Explain how air is typically introduced into the cake mixture and/or dough to act as a raising agent.	5.3ao Distinguish between mechanical, biological and chemical raising agents, giving examples of each.
5.1ap Identify different raising agents. *Baking powder, baking soda, yeast and air/steam.*	5.2ap Describe the function of raising agents in cake making and yeast cookery.	5.3ap Explain how each raising agent works. *Baking powder, baking soda, yeast and air/steam.*
5.1aq Identify the ingredients needed to make a yeast dough.	5.2aq List the ingredients, including quantities, needed to make a yeast dough.	5.3aq Describe the conditions yeast needs to activate and grow.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1ar Identify the following terms associated with the process of making a yeast dough: Proofing, rising.	5.2ar Describe the function of the different ingredients used in making a yeast dough.	
	5.2as Outline basic rules to observe when using raising agents for a successful outcome. *Note: measuring, mixing, cooking conditions (E.g. temperature).*	
5.1at Identify the steps involved in the process of making a yeast dough. *Short method (one proofing time).*	5.2at Outline the steps involved in making a yeast dough. *Short method (one proofing time).*	5.3at Explain the process of fermentation and proofing of yeast dough, highlighting the link between them.
	5.2au Perform the steps involved in the process of making a yeast dough.	5.3au Explain why a basic step/s involved in the process of making a yeast dough is/are performed.
	5.2av Outline the main rules to follow when making a yeast dough.	5.3av Suggest possible faults that may occur in the process of making a yeast dough, indicating causes and/or ways how these can be prevented.
	5.2aw Suggest sweet and savoury dishes that could be prepared using a yeast dough.	
5.1ax Sequence the key steps involved in the preparation, production and evaluation of a practical session. *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.*	5.2ax Outline the steps involved in the preparation, production, evaluation of a practical session. *Note: Choosing dishes according to assignment set; explaining reasons for 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.*	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	5.2ay 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.	
5.1az Identify ingredients and quantities required for a given recipe.	5.2az Calculate the required quantity of ingredients for a given assignment.	
	5.2ba Suggest reasons for choice with reference to the assignment given. *Suitability, time available, nutritional value, seasonality, use of local and fresh food, cost of dish, variety of colour, texture and flavour, skills involved.*	5.3ba Justify reasons for choices made with reference to the assignment given. *Suitability, time available, nutritional value, seasonality, use of local and fresh food, cost of dish, variety of colour, texture and flavour, skills involved, serving temperature, modifications carried out, traditional value (if applicable) and equipment used.*
5.1bb Select the utensils needed to prepare a particular recipe.	5.2bb List the utensils needed to prepare a particular recipe.	
5.1bc Sequence the steps involved in the order of work for practical food assignments.	5.2bc Outline a logical sequenced order of work for a given assignment.	5.3bc Develop a Preparation Sheet for a given practical assignment detailing organisation of work and allocation of time for each step.
5.1bd Choose the appropriate equipment to weigh and measure a given list of ingredients.	5.2bd Weigh and measure solid and liquid ingredients accurately using a range of different utensils such as weighing scales, measuring cups, measuring spoons and jugs.	
5.1be Identify the following skills: 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.	5.2be Carry out the following skills: 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, and sauce making.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1bf Identify practices for personal cleanliness and/or hygiene in the food lab.	5.2bf List rules for maintaining personal cleanliness and/or hygiene in the food lab.	5.3bf Explain the importance of personal cleanliness and/or hygiene in the food lab.
5.1bg Identify safety practices in the food lab.	5.2bg List safety practices in the food lab.	5.3bg Explain the importance of safety practices in the food lab.
	5.2bh Carry out a practical task for a given scenario adhering to correct hygiene and safety principles and time-frames. *Note: This includes planning, preparing, demonstrating, presenting and storing of food (as applicable).*	5.3bh Carry out a practical task accurately, efficiently and sustainably. *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.*
	5.2bi Prepare meals for the following groups of people and dietary needs: *Pregnant and lactating women, toddlers and young children, invalids and convalescents, athletes, senior citizen, vegetarians, vegans, lactose intolerant individuals, coeliacs and people (E.g. students or workers) requiring packed lunches.* *Low fat, low cholesterol, low sugar, low salt, high fibre, high calcium, high iron, vegetarian, vegan, gluten-free, lactose-free.*	5.3bi Justify decisions made in the choice and preparation of meals for different groups and dietary needs.
	5.2bj Prepare meals using the following commodities: *Meat, fish, poultry, milk, dairy products, fruit, vegetables, cereals, herbs, spices pulses, nuts and eggs*.	5.3bj Justify decisions made in the choice and preparation of different food commodities.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	5.2bk Demonstrate practices to minimise food waste.	5.3bk 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.
	5.2bl Demonstrate the proper care of work surfaces, utensils and equipment in the food lab so their lifespan is maximised.	
	5.2bm Carry out the washing up in a logical, efficient, effective, safe and environment-friendly way.	
5.1bn Demonstrate the basic correct placement of cutlery and a glass for a simple meal.	5.2bn Serve dishes attractively garnished and/or decorated on a correctly laid table with an informal or formal setting.	
	5.2bo Evaluate the finished food product in terms of appropriate outcome. *Appearance, colour, texture, garnish and decoration, serving temperature, serving dishes and cutlery, and overall presentation.*	5.3bo Analyse the creative element in the final product and/or presentation.
	5.2bp Recommend improvements to the overall performance reflecting on the process and outcome.	5.3bp Recommend improvements to the overall performance reflecting on the process, outcome, efficiency, cost and sustainability.

Subject Focus:	Family Wellbeing
Learning Outcome 6: **(Paper I and Paper II)**	**At the end of the programme, I can demonstrate the ability to critically, sensitively and creatively understand and address issues related to the family, community and the environment.** • physical, social, emotional, intellectual needs and developments throughout the lifespan; • skills required for nurturing the holistic development of individuals and families; • family as a unit and the different needs and responsibilities of each family member; • support provided in different life situations; • prevention of accidents inside and outside the home and first aid.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1a List the different forms of families. *Nuclear, extended, single parent, cohabitation, adoptive, blended, foster, couple without children.*	6.2a Describe different forms of families.	6.3a Compare and contrast the different forms of families. *E.g. adoptive and foster, nuclear and extended.*
	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. *Personality traits, physical appearance, home management and childcare roles, jobs and careers.*
6.1c List the factors affecting family life and family relationships. *E.g. income, employment, number of family members, health of family members, housing.*	6.2c Outline the basic intellectual, social, emotional, environmental and occupational needs of families.	6.3c Discuss possible challenges faced by families and ways of managing them. *E.g. new child in the family, illness, death, separation/divorce, blended family, migration, unemployment.*
6.1d Identify ways how the individual and the family can interact within the community.	6.2d Outline ways how the individual and the family can interact within the community. *E.g. youth/parish/sports/band clubs, voluntary work, local council activities.*	6.3d Evaluate the benefits of active participation of individuals and the family within the community.
6.1e Identify traits of positive family relationships.		

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1f Mention everyday sources of stress on the family.	6.2f Describe practical ways by which various sources of stress within the family can be managed.	6.3f Differentiate between social, cultural and economic sources of stress on family units.
6.1g List different effects of stress on the individual.	6.2g Explain practical ways how individuals can manage stress. *E.g. adolescents – take up sports activities, plan a realistic schedule, adequate sleep.*	
6.1h List factors that can harm the unborn child. *Alcohol, smoking, medication, illicit drugs, x-rays, illnesses such as Rubella and Chicken Pox, food poisoning.*		6.3h Explain briefly how each factor can be harmful to the unborn child. *Alcohol, smoking, medication, illicit drugs, x-rays, illnesses such as Rubella and Chicken Pox, food poisoning.*
6.1i Identify the advantages and disadvantages of breastfeeding and bottle feeding.	6.2i Define the following terms: Breastfeeding and/or bottle feeding and/or weaning.	6.3i 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 home-made food.
6.1k Classify basic physical, social, emotional, and intellectual needs of children.	6.2k Outline basic physical, social, emotional, and intellectual needs of children at different stages of development (new born, infancy, early childhood, late childhood, adolescence).	6.3k Suggest ways of how parents can promote the physical, social, emotional and intellectual development of children (new born, infancy, early childhood, late childhood, adolescence).
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 Suggest different age-appropriate play-related activities to promote the physical, social, emotional and/or intellectual development of the child.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	6.2m List examples of toys which can be created by reusing household items.	6.3m 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. *Limited to: The Lion mark, CE mark, Age warning, British Standards kitemark.*	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. *Nutritious food, physical activity, appropriate leisure, no substance abuse.*
6.1p State different childcare options. *Relatives, grandparents, childcare centres, childminder, live-in nanny.*	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. *Children: Diphtheria, Tetanus, Polio, Pertussis (whooping cough), Measles, Mumps, Rubella (MMR), Meningitis, Haemophilus influenza type B (Hib) and Chicken Pox.* *Adolescent: HPV.*	6.3q Discuss why vaccines are safe and important for children and adolescents.
	6.2r Outline ways in which adolescents can exhibit their responsibilities towards their family, their school and the community.	
		6.3s Describe how lifestyle choices during adolescence can have an impact on health. *Short-term and long-term impact.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1t Identify different types of disabilities and disorders. *Physical and intellectual disability, sensory impairment, mental disorder.*	6.2t Categorise different types of disabilities and disorders according to the type. *Physical and intellectual disability: Down's syndrome, autism, cerebral palsy.* *Sensory impairment: visual impairment, deafness.* *Mental disorder: chronic anxiety, depression, eating disorder.*	6.3t Explain the challenges faced by persons with a disability and/or disorder and their families whilst indicating respective strategies to address them.
	6.2u Outline ways how persons with a disability can be integrated within the community. *E.g. home, school, workplace, leisure.*	6.3u Discuss how a given barrier or barriers to participation experienced by persons with a disability can be overcome. *Attitudinal (E.g. stereotyping, stigma, discrimination);* *Communication (E.g. no captions or sign language in videos for people with auditory impairments, use of technical/complex language in print is a barrier to people with cognitive impairments/learning disabilities);* *Physical (lack of ramps, absence of lift),* *Social (higher unemployment rates, lower salaries).*
6.1v Define a welfare state.		6.3v Justify the importance of a welfare state.
6.1w Define the term means-tested social benefit or service.	6.2w Classify different types of benefits and services provided by the State to facilitate the wellbeing of individuals and families according to the following sub-groups: *Children, parents, senior citizens, low-income families and persons with a disability.*	6.3w Suggest appropriate services that could be provided by the State to facilitate wellbeing according to a given scenario. *Children, parents, senior citizens, low-income families and persons with a disability.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1x Identify benefits and/or services provided for families by government entities and non-governmental organisations. *Health services, social services (financial and other E.g. social housing), employment services, food banks, substance abuse help, hospice service.*	6.2x Suggest benefits and/or services provided for families by government entities and non-governmental organisations.	6.3x Discuss the value for society of government entities and non-governmental organisations that help individuals and families.
6.1y Define the term senior citizens.	6.2y Outline physical, social, emotional, and intellectual needs of senior citizens.	
6.1z List services available for senior citizens to promote their wellbeing: *Diet and health: community dietitian/ nutritionist; meals on wheels;* *Active aging: Day care centres, free/subsidised physical activity, lifelong learning through Local Councils, cultural outings;* *Home care and security: telecare service, home help, home maintenance, home improvement – security bars, stairlift.*	6.2z Describe the benefits of services available for senior citizens.	6.3z Explain how different services available for senior citizens meet their needs. *E.g. meals on wheels services for nutrition [physical need]; activities organised at day centres for stimulation [intellectual need].*
		6.3aa Outline possible barriers that could prevent elderly citizens from gaining access to services available. *Physical barriers such as stairs; psychological barriers such as fear of losing independence; financial barriers such as charges and fees; geographical barriers such as lack of public transport; technological barriers such as not knowing how to use internet/digital technology.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1ab Identify different gadgets available to help senior citizens lead a more independent life. *E.g. grab bars, grip aids, voice command appliances, talking watches.*	6.2ab Describe how a home could be adapted according to the changing needs of a senior citizen.	6.3ab Select appropriate home aids and adaptations for different case scenarios. *E.g. home adaptations for a senior citizen with mobility problems.*
6.1ac Name different living arrangements/housing options available for senior citizens.	6.2ac Outline the advantages and disadvantages of senior citizens living independently, with their family and/or in a residential home.	6.3ac Evaluate the benefits of residential homes vs independent living for senior citizens with different physical, social, emotional, intellectual needs and financial situations.
		6.3ad Discuss the link between lifestyle and wellbeing of senior citizens. *E.g. caring for grandchildren and intergenerational communication; volunteering and inclusivity; being physically active and maintaining mobility or sleeping more soundly.*
6.1ae List possible accidents inside and outside the home, and ways how to avoid them, with emphasis on the kitchen, bathroom, playing fields and on the road.	6.2ae Describe possible accidents and safety precautions that could be taken to avoid accidents inside and outside the home, with emphasis on the kitchen, bathroom, playing fields and on the road.	6.3ae Evaluate potential safety hazards and how to avoid them in different case scenarios.
6.1af State that children and senior citizens are most prone to accidents inside and outside the home.	6.2af Explain why children and senior citizens are most prone to accidents inside and outside the home.	
6.1ag Identify items found in a first aid box.	6.2ag List items found in a first aid box.	6.3ag Describe the purpose of different items in a first aid box.
6.1ah Identify the safety equipment available for fire safety. *Fire extinguisher, fire blanket, smoke detector.*	6.2ah Describe the purpose of the fire extinguisher, fire blanket and smoke detector.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1ai State the emergency number (112).	6.2ai Describe the correct procedure to seek help in an emergency indoors and outdoors. *Note: Include the information one should give when making an emergency call.*	
6.1aj Put in order the steps for treating injuries. *Limited to: cuts and grazes, burns and scalds, nose bleeds, fainting, bruising, swelling and sprains, jelly fish sting, insect stings, poisoning.* *Note: Poisoning refers to injury due to swallowing, inhaling, touching or injecting various substances E.g. chemicals.*		6.3aj Explain basic first aid procedures for injuries. *Limited to: cuts and grazes, burns and scalds, nose bleeds, fainting, bruising, swelling and sprains, jelly fish stings, insect stings, poisoning.* *Note: Poisoning refers to injury due to swallowing, inhaling, touching or injecting various substances E.g. chemicals.*
	6.2ak Outline ways of making a home safe from accidents, doorstep mugging and burglaries.	

Subject Focus:	Financial Literacy and Consumer Education
Learning Outcome 7: **(Paper I and Paper II)**	**At the end of the programme, I can demonstrate financial capability and critically assess the social, economic and environmental factors that influence consumer behaviours.** • concept of consumerism and its implications for the individual, family and community; • factors which determine needs and wants; • rights and responsibilities of the consumer; • budgeting, saving and investments; • smart shopping practices; • exploration of different methods of payment.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
7.1a State the difference between basic needs and wants.	7.2a Describe the factors which may influence an individual's consumption decisions based on needs and wants. *Personal, social, economic, environmental, psychological.*	
7.1b State the difference between personal and family budget.	7.2b Explain the advantages of short-term and long-term budgeting for better spending and saving.	
7.1c Define the term gross and/or net income.	7.2c Distinguish between gross and net income.	
7.1d List sources of income and expenditure.	7.2d Fill-in a personal and/or a family budget template.	7.3d Draw up a personal and/or family budget using appropriate tools. *E.g. online calculators/apps/spreadsheets.*
7.1e List methods of savings. *E.g. bank accounts, investments [shares, bonds, stocks, property].*	7.2e Describe the different bank accounts and/or types of investment. *Current, saving, fixed term deposit.*	7.3e Compare and contrast the different bank accounts and/or types of investments. *Current, saving, fixed term deposit, bonds, stocks, shares.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
		7.3f Justify appropriate method/s of savings and/or investments for a given situation.
7.1g Name different banking services. *ATM, online banking, mobile banking, standing orders, loans.*	7.2g Describe the services available through an ATM and/or online and mobile banking.	7.3g Discuss the advantages and disadvantages of using an ATM and/or online and mobile banking.
7.1h Define the term consumer.	7.2h Distinguish between goods and services as used by the consumer.	7.3h Devise guidelines for wise purchase of basic consumer goods and services.
	7.2i Explain the importance of being an informed consumer.	
		7.3j Suggest measures families on a low income can adopt to make sustainable consumer choices within their budget.
7.1k Identify the basic rights and responsibilities of consumers.	7.2k Describe the basic rights and responsibilities of consumers.	7.3k Discuss the rights and responsibilities of consumers as applied to different case-scenarios.
7.1l Identify the services available for consumer protection. *The Complaints and Conciliation Directorate within the MCCAA, European Consumer Centre.*	7.2l Outline the course of action when seeking redress.	
7.1m Identify different forms of advertising. *E.g. print advertising, broadcast advertising, digital advertising (including via mobile phones and social media).*	7.2m List different forms of advertising. *E.g. print advertising, broadcast advertising, digital advertising (including via mobile phones and social media), product placements, in-store promotions, outdoor promotion.*	7.3m Discuss advantages and disadvantages of different forms of advertising in a given situation.
	7.2n State the advantages and disadvantages of advertising for the producer and for the consumer.	7.3n Discuss the marketing strategies used in advertising and in supermarkets to influence consumer choice.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
7.1o Define the terms planned and impulse purchases.	7.2o Describe the potential negative outcomes of impulse purchases.	7.3o Recommend ways to avoid impulse purchases.
7.1p Identify the advantages of using a shopping list.	7.2p Outline rules for wise shopping keeping in mind value for money, health, hygiene, efficiency and sustainability. *E.g. using a shopping list, buying in bulk, shopping local, checking reviews, comparison shopping, taking advantage of special offers and loyalty schemes, reading nutrition and sustainability labels, avoiding excessive packaging, planning shopping routes to save fuel and time.*	7.3p Evaluate responsible consumer behaviour in a given situation.
7.1q List the different types of shopping options and outlets. *Options: In-person, online, teleshopping;* *Outlets: supermarket, discount store, specialist shop, corner shop, open air market.*	7.2q Outline the advantages and disadvantages of different types of shopping options and outlets. *Options: In-person, online, teleshopping;* *Outlets: supermarket, discount store, specialist shop, corner shop, open air market.*	7.3q Justify appropriate shopping options and practices based on a given situation. *E.g. a single parent with young children, a person with mobility difficulties.*
		7.3r Compare products in terms of quality, quantity and price to make the best purchase.
7.1s List different methods of payment. *Cash, cheque, prepaid cards, debit cards, credit cards, bank transfers, online payment, mobile payment.*	7.2s Describe different features of different methods of payment. *E.g. debit cards - contactless*	7.3s Discuss the advantages and disadvantages of different methods of payment.
7.1t Select ways to ensure secure payments and avoid theft.	7.2t Suggest negative consequences of insecure payments.	7.2t Recommend precautions to take to ensure secure payments and avoid monetary and identity theft.

Subject Focus:	Sustainable Living and Effective Management of Resources
Learning Outcome 8: **(Paper I and Paper II)**	**At the end of the programme, 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.** • principles and procedures involved in acquiring accommodation; • designing functional and aesthetically pleasing accommodation to include kitchen planning; • selection, safe use and care of equipment and appliances found in the home; • choice and care of textiles; • ways of respecting the environment and sustainable living.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
8.1a List the different types of accommodations. *House of character, villa, terraced house, town house, maisonette, apartment, penthouse;* *Note: Explain the terms detached and semi-detached.*	8.2a Describe the different types of accommodation.	8.3a Discuss the advantages and disadvantages of the different types of accommodation.
8.1b Name ways of acquiring an accommodation. *Renting, buying, building and social housing.*	8.2b Describe sharing, renting, buying, building and/or social housing.	8.3b Discuss the advantages and disadvantages of sharing, renting, buying, building and/or social housing.
8.1c List the physical, social, financial and environmental factors which influence the choice of a home based on an individual/family's needs. *E.g. location, services nearby, type of accommodation, size, energy efficiency, roof access, yard access, parking space/garage, budget available, proximity to nature/green area, proximity to source of pollution.*	8.2c Describe the physical, social, financial and/or environmental factors which influence the choice of a home based on an individual/family's needs.	8.3c Justify suitability of dwellings based on an individual/family's needs according to different case scenarios.
		8.3d Discuss the relationship between the individual / family's activities at different life stages and the functional layout of a home.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
8.1e List ways of identifying accommodations available. *Online, broker/*sensara, *estate agent.*	8.2e Explain the role of the broker and/or estate agent and the services offered to acquire accommodation.	8.3e Discuss the advantages and disadvantages of using online advertising, the services of brokers / *sensara* and estate agents to acquire accommodation.
8.1f Indicate the main steps to follow when buying and/or renting accommodation.	8.2f Describe the steps to follow when buying and/or renting accommodation.	8.3f Discuss what features different individuals/families need to consider when buying and/or renting accommodation. *Features: E.g. accessibility, materials, facilities, energy efficiency rating, furniture, furnishings.* *Families with young children, families with teenagers, elderly persons, persons with disability.*
8.1g Identify key documents required when acquiring an accommodation. *E.g. energy performance certificate, compliance certificate, promise of sale (konvenju), contract, insurance.*	8.2g Describe key documents related to the steps when acquiring accommodation. *E.g. energy performance certificate, compliance certificate, promise of sale (konvenju), contract, insurance, inventory.*	8.3g Explain the procedure that has to be followed to obtain a home loan.
8.1h Identify household and/or life insurance policies.	8.2h Define household and/or life insurance policies.	
	8.2i List benefits of having a household insurance policy and/or a life insurance policy.	8.3i Justify the benefits of having a household insurance policy and/or a life insurance policy.
8.1j Define 'green home'.		
8.1k State the different uses of a kitchen.	8.2k Define the term ergonomics in terms of kitchen planning. *Efficient, safe and easy to work in.*	8.3k Justify the importance of organising placement of main units, appliances and storage space in the kitchen.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
8.1l Identify the factors that make a kitchen safe, energy efficient and labour efficient. *Safety: good lighting, non-slip flooring, fire extinguisher and fire blanket, no trailing cords;* *Energy efficient: energy efficient light bulbs, energy efficient appliances (rated A+ or higher);* *Labour efficient: Work triangle length considered; appropriate work surface heights, easy-to-clean surfaces, efficient storage*	8.2l Describe the design principles underlying a safe, labour efficient and sustainable kitchen. *Safety: good lighting, non-slip flooring, fire extinguisher and fire blanket, no trailing cords;* *Energy efficient: energy efficient light bulbs, energy efficient appliances (rated A+ or higher);* *Labour efficient: Work triangle length considered; appropriate work surface heights, easy-to-clean surfaces, efficient storage.*	8.3l Justify the design principles underlying a safe, labour efficient and sustainable kitchen. *Safety: good lighting, non-slip flooring, fire extinguisher and fire blanket, no trailing cords;* *Energy efficient: energy efficient light bulbs, energy efficient appliances (rated A+ or higher);* *Labour efficient: Work triangle length considered; appropriate work surface heights, easy-to-clean surfaces, efficient storage.*
8.1m List various household and/or kitchen equipment and appliances/labour saving devices. *Electric kettle, sandwich and pop-up toaster, blender, hand-held mixer, food mixer, food processor, steamer, microwave oven, cooker, dishwasher, refrigerator, freezer, washing machine, tumble dryer.*	8.2m Describe the key function/s and main parts and/or features of household and/or kitchen equipment and appliances/labour saving devices. *Blender, hand-held mixer, food mixer, food processor, microwave oven, cooker, refrigerator (larder), fridge freezer (side by side, top/bottom mount, French door), freezer (chest and upright), washing machine (front loader, top loader and automatic).*	8.3m Compare and contrast a selection of different household and/or kitchen equipment and appliances/labour saving devices based on versatility, efficiency, sustainability and safe use. *Food mixers vs food processors;* *Cookers – different combinations;* *Oven – gas, electric;* *Hobs – gas, electric, ceramic, induction;* *Refrigerators – larder;* *Fridge freezers - side by side, top/bottom, French door;* *Freezers – chest, upright.*
8.1n Identify the factors which need to be considered when purchasing household and/or kitchen equipment and appliances. *E.g. space available, family needs, family lifestyle, family budget, sustainability, type of décor.*	8.2n State the factors which need to be considered when purchasing household and/or kitchen equipment and appliances. *E.g. space available, family needs, family lifestyle, family budget, sustainability, type of décor.*	8.3n Evaluate the need for household and/or kitchen equipment and appliances for given scenarios.
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.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	8.2p Demonstrate the correct, safe use and care of the various pieces of small equipment needed for different tasks in the food lab.	
8.1q Identify types of lighting, ventilation, wall and floor covering and work surfaces used in a kitchen.	8.2q Give examples of lighting, ventilation, wall and floor coverings and work surfaces used in a kitchen.	8.3q Justify choice of wall and floor coverings and work surfaces for the kitchen for given individuals/family types.
		8.3r Recommend appropriate colour scheme and soft furnishings for interiors for specific family or room situations. *E.g. white versus pastel versus bold colours; curtains, blinds, chair upholstery, carpets.*
8.1s List natural and synthetic fabrics. *Natural: wool, silk, cotton, linen, bamboo, hemp;* *Synthetic: polyester, nylon, acrylic, spandex/elastane.*	8.2s Describe the properties of natural and synthetic fabrics. *E.g. water absorbency, softness, biodegradability, flammability, body heat regulation.*	8.3s Evaluate the efficiency of natural and synthetic fabrics for a given situation. *E.g. sportswear, uniform, seasonal clothing.*
	8.2t Outline the basic steps involved in the preparation of clothes for laundering. *E.g. sorting, emptying pockets, stain removal.*	8.3t Describe the basic scientific principles underlying the washing processes (laundering). *Water hardness, water temperature, action of washing aids.*
8.1u List washing aids for efficient and sustainable laundering. *E.g. detergents, fabric conditioners, water softeners, bleaches, stain removers.*	8.2u Explain how washing aids can be used efficiently and sustainably.	8.3u Compare different washing aids in terms of efficacy and sustainability. *E.g. bio and non-bio detergents.*
	8.2v Suggest guidelines to follow for optimal care of clothing with minimal impact on the natural environment.	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
8.1w List types of laundry devices. *E.g. washing machines, tumble driers.*	8.2w Describe the features to consider when purchasing washing devices keeping in mind efficiency and sustainability.	8.3w Evaluate suitability of different washing devices and their features for a given situation.
8.1x Identify textile care labelling symbols.	8.2x Explain the international textile care labelling symbols and other sustainability symbols. *Sustainable symbols - global organic textile standard, organic cotton, vegan.*	8.3x Interpret the international care labelling code with reference to the care of various garments. *Note: Focus on efficiency and sustainability.*
8.1y Define the term natural environment.	8.2y Explain the importance of conserving the natural environment.	
8.1z Identify the main environmental problems. *Global warming, pollution, depletion of natural resources.*	8.2z Describe the main environmental problems.	8.3z Suggest actions that can be taken to address environmental problems.
8.1aa Identify examples of renewable and non-renewable sources of energy.	8.2aa Describe, with examples, renewable and non-renewable sources of energy.	8.3aa Justify the use of renewable sources of energy in a given scenario. *E.g. solar panels, solar water heating.*
8.1ab List the different types of waste. *Organic, inorganic, liquid, solid, bulky and hazardous waste.*	8.2ab Describe the different types of waste. *Organic, inorganic, liquid, solid, bulky and hazardous waste.*	
	8.2ac Describe the separation and/or disposal of waste at source with examples.	8.3ac Discuss the benefits of separation and/or disposal of waste at source with examples.
8.1ad Identify waste management practices carried out locally. *Including: Bring-in Sites, Civic Amenity Sites, Engineered Landfills, Waste Treatment Plants, Incinerator.*	8.2ad Describe waste management practices carried out locally. *Including: Bring-in Sites, Civic Amenity Sites, Engineered Landfills, Waste Treatment Plants, Incinerator.*	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	8.2ae Describe ways of how to minimize the amount of waste created in the home by referring to the 5Rs. *Return, refill, reuse, reduce and recycle.*	8.3ae Explain why recycling of waste is beneficial to the environment.
8.1af Name bi-products of waste. *Compost and biodiesel.*		
8.1ag Identify the negative impacts of waste on health and on the natural and physical environments.	8.2ag State the negative impacts of waste on health and/or on the natural and physical environments.	8.3ag Describe the negative impacts of waste on health and/or on the natural and physical environments.
	8.2ah List harmful household chemicals and natural chemicals with which they can be substituted. *E.g. bleach, ammonia, cleaning sprays substituted by vinegar, bicarbonate of soda, lemon.*	8.3ah Explain the harm that some household chemicals and others used in appliances have had on the ozone and seawater.
8.1ai Give examples of saving energy and water in the home.	8.2ai Explain the importance of saving energy and water in the home.	
8.1aj Identify environmentally-friendly symbols. *Green dot, Mobius Loop, European eco-label, Carbon footprint label, Forest Stewardship Council (FSC), Not tested on animals.*	8.2aj Explain the following environmentally-friendly symbols: *Green dot, Mobius Loop, European eco-label, Carbon footprint label, Forest Stewardship Council (FSC), Not tested on animals.*	

Scheme of Assessment

School Candidates

The assessment consists of Paper I and Paper II. Paper I consists of unmoderated school-based assessment (SBA) that is to be set and assessed by the school. Paper II consists of a controlled assessment that will take place at the end of the three-year programme.

School-based assessment (SBA): is any type of assessment of a candidate made by the school relevant to the respective SEC syllabus contributing to the final level awarded in the subject.

Controlled assessment: is comprised of a two-hour written exam set at the end of the programme and differentiated between two tiers:

a. Levels 1 and 2;
b. Levels 2 and 3.

Candidates are to satisfy the examiner in Paper I and Paper II to obtain a level higher than 1.

Paper I - School Based Assessment (30% of the total mark)

The school-based assessment shall be marked out of 100 each year (9, 10 and 11). The assessment for each year will contribute to 10% of the overall mark and will be reported to MATSEC by the school in Year 11. Therefore, each year will equally contribute to the final mark of the school-based assessment. The school-based assessment shall reflect the MATSEC syllabus covered in Year 9, Year 10 and Year 11.

School-based assessment can be pegged at either of two categories:

- SBA at categories 1-2 must identify assessment criteria from these two levels. It is suggested that ACs are weighted at a ratio of 40% at Level 1 and 60% at Level 2.
- SBA at categories 1-2-3 must identify assessment criteria from each of Levels 1, 2, and 3. It is suggested that ACs are weighted at a ratio of 30% at each of Levels 1 and 2, and 40% at Level 3.

The mark for SBA at level categories 1-2 presented for a qualification at level categories 2-3 will be calculated to 60% of the original mark. The mark stands in all other cases.

Paper II - Controlled Assessment (70% of the total mark)

Written Examination (100 marks; 2 hours)

Learning outcomes with assessment criteria related to the psychomotor domain may be assessed by asking questions in pen-and-paper format.

Controlled Assessment will:

- cover most learning outcomes;
- have 7 – 10 structured questions;
- be marked out of 100 and all questions are compulsory – answers are to be written on the examination paper provided.

Private Candidates

Private candidates will not be expected to carry out any school-based assessment as school candidates. Instead, private candidates need to sit for another Controlled paper as an alternative to the school-based assessment. Private candidates will be assessed through the means of **TWO** Controlled Papers, one of which is common with school candidates.

Paper I – Controlled Assessment - Private Candidates Only (30% of the total mark)

Written Examination (100 marks; 2 hours)

Paper I for private candidates shall be a controlled assessment assessing levels 1, 2 and 3 as described in the respective syllabus and set and marked by MATSEC. It shall mainly focus on the learning outcomes marked in the respective syllabi as suggested for school-based assessment.

Learning outcomes with assessment criteria related to the psychomotor domain may be assessed by asking questions in pen-and-paper format.

Controlled Assessment will:

- cover most learning outcomes;
- have 7 – 10 structured questions;
- be marked out of 100 and all questions are compulsory – answers are to be written on the examination paper provided.

Paper II - Controlled Assessment (70% of the total mark)

Paper II is common with school candidates.