

## Leaving Certificate

# Home Economics

## Social Studies (core)

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

<b>Levels</b>	Students' English language skills should be developed to <b>Level B1</b> during funded Language Support. Mainstream subject learning will require the development of skills at <b>Level B2</b> if students are to cope with public examinations.	
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.	
<b>Learning focus</b>	Using Home Economics textbooks and accessing curriculum content and learning activities.	
<b>Acknowledgement</b>	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Get Living!</i> Complete Leaving Certificate Home Economics by Edel Conway and Lorna Freeborn.	
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## Using this unit

### Language support and mainstream subject class

The sections *Activating students' knowledge*, *Focus on vocabulary*, and *Focus on grammar* have been designed, in particular, for Language Support classes.

*Focus on reading* and *Focus on writing* are suitable for use in either Language Support or subject classes.

### Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

### Textbooks

This unit focuses on the core topic *Social Studies* from the Leaving Certificate Home Economics curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

### Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each unit studied.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

### Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

## Keywords

The list of keywords for this unit is as follows:

### Nouns

access  
act (noun and verb)  
adolescents  
allowance  
annulment  
arrangements  
assistance  
behaviour  
beneficiaries  
breakdown  
care (noun and verb)  
career  
changes  
characteristics  
child/children  
conflict  
counselling  
couples  
custody  
disability  
divorce  
education  
esteem  
family/families  
gender  
generation  
grandchildren  
grandparents  
groups  
health  
home  
income  
increase

inheritance  
life  
lone  
maintenance  
marriage  
mediation  
members  
needs  
norms  
opportunities  
parent  
partner  
protection  
provision  
relationship  
role  
separation  
size  
socialisation  
society  
spouse  
state  
status  
structures  
tasks  
violence  
women

### Verbs

to base (something on )  
increase  
provide  
refer (to)

### Adjectives

acceptable  
blended  
cohabiting  
defined  
dual  
economic  
egalitarian  
emotional  
encouraging  
extended  
financial  
judicial  
legal  
marital  
older  
parenting  
physical  
psychological  
segregated  
sheltered  
social  
special  
supplementary  
voluntary

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Vocabulary file (1) for the topic  
**Social Studies**

<b>Word</b>	<b>Meaning</b>	<b>Page(s) in my textbook</b>	<b>Note</b>
adolescent			
conflict			
counselling			
economic			
gender			
inheritance			
maintenance			
mediation			



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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Vocabulary file (2) for the topic  
**Social Studies**

Word	Meaning	Page(s) in my textbook	Note
psychological			
relationship			
spouse			
status			
society			
extended			
financial			
physical			
sociology			



## Introduction

### Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

**The family**

**Marriage**

**Teenagers**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: B1  
Individual / pair

## Focus on vocabulary

### 1. Vocabulary building

There are 5 words in the box below which are associated with the topic – Social Studies. Put a circle around the five words.

(You can use your textbook to help you by checking which of these words appear in the headings of the units).

sociology		unmotivated
	desk	
afraid		happy
values	lazy	kinship
	society	indecisive
culture	decisive	motivated

### 2. Vocabulary in use

Below are definitions of the five words from exercise 1. Match each of the 5 words with a definition.

- A group of people who share a common culture or way of life.
- Beliefs held by a society about what is 'right' and 'wrong'.
- Blood relations that exist between people.
- A study of human society.
- The beliefs, customs, values, language, knowledge and skills passed on from one generation to the next.



### 3. Matching - Family Structures

Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions.

Column A	Column B
Nuclear family	A household with one parent.
Extended family	A situation where one of the parents is in a second relationship or marriage and there are step children from one or both sides.
Single/lone parent family	Couple who have a semi-permanent relationship without a legal contract.
Blended family	The family consists only of parents and children.
Cohabitation	Where a number of families unrelated by blood or marriage live together as a group (or commune).
Communal living	When a large number of relations live together or are in close proximity.

### 4. Using key terms – Family Structures

Check your understanding of the 6 terms above, by using them to fill the gaps in the following sentences:

- The vast majority of \_\_\_\_\_ are headed by women.
- In countries such as the UK and the USA where divorce has been legal for a long time, there are a large number of \_\_\_\_\_.
- The \_\_\_\_\_ is considered the modern family type where democracy rules and there is joint decision-making.
- In \_\_\_\_\_ structures income, expenses and child rearing are shared in the group.
- \_\_\_\_\_ before marriage is increasingly common in Ireland.
- In \_\_\_\_\_, widows and orphans are cared for by the family rather than by state intervention.



Level: B1  
Individual / pair

## Focus on grammar

### 5. Verbs in the present

Read the extract from your textbook below and underline all of the verbs.

(*verb: a word that refers to an action*). We have done the first two for you.

#### Procedure for making a will.

(*a will : a legal document that gives instructions about what should happen to your money and possessions after you die*)

- Make a list of what you own and decide how much these items are worth.
- Decide who you would like to have your possessions (the beneficiaries).
- Choose someone who will make sure your wishes are carried out (the executor). It is better to choose two executors, in case something happens to one.
- To make a will it is advisable to use a solicitor who will charge a fee.
- If you do not use a solicitor, you can draw up a will at home, but only in a very simple form.
- Keep the will in a safe place, preferably at the solicitor's or perhaps at the bank.

### 6. Verbs in the past

Now write out the procedure in the past tense, by changing all the verbs to the simple past, and referring to a person, Mr Jackson. We have started this for you.

Mr Jackson made a list of what he owned and decided how much these items were worth.

Level: B1 / B2  
Individual / pair

## Focus on reading

### 7. Reading to remember

a. First look at the title '*Adolescent-adult conflict*' of this extract from your textbook. What do you think are the areas of conflict between adults and adolescents? **Before you read**, try to predict some of the areas of conflict and write them in the space below.

---

b. Next read the article and **underline** or **highlight** all the areas of conflict.

c. Turn over the page and try to remember as many of the 7 areas as possible. Give yourself 10 points for each one you remember and see who gets the highest score!

#### ***Adolescent-adult conflict***

The period of adolescence is a transition from childhood to adulthood between the ages of twelve and nineteen and can be a time of great emotional upset and turmoil. Being a teenager may be less difficult for some, but there are many areas where tension or conflict may occur between parents and children.

1. Adolescence brings with it the influence of the peer group. The peer group gives a sense of security and a common purpose. The choice of peers as well as the intensity of the relationship is often a cause of conflict between a parent and a child.
2. The imposition of rules on teenagers causes rows, as they want to be treated as mature people. Adolescents have no clear status. They crave the freedom of adulthood but fear the responsibility it brings.
3. Teenagers can suffer from mood swings and have a problem with self esteem, which may not be fully understood by the parents.
4. The parent may feel threatened as the teenager is becoming more mature, developing personal values, and becoming more independent. Parents fear for their child and its future. They see many possible problems ahead, such as teenage pregnancy, alcohol, drugs etc. The adolescent also questions the parents' views. A combination of these things causes tension.
5. The generation gap is seen by many as the main reason for conflict. Parents may not keep up with changes in technology, fashion, music, leisure, schoolwork, job prospects and even language. The lack of knowledge on these and other social problems, such as drug abuse, may be another cause for tension.
6. Plans for the future, including education, can be an issue. Parents may wish the teenager to follow one particular path when the adolescent may have a totally different idea.
7. Society is inconsistent in its demands. This sends mixed messages to teenagers, causing arguments. An example of this can be seen in societies which advocate peace but conscript their teenagers into the army (as in Sweden). Another is where societies allow young people to get married at a younger age than they can have a driving license (as in Ireland).

## 8. Reading for specific information

Read the following extract from your textbook. Don't read slowly though every word and sentence. Read the questions first, then read the text in order to find answers to the questions. *If possible time yourself!*



- What does 'gender' mean?
- Give two examples of sex stereotyping.
- Give an example of what was a 'traditional' female job and a 'traditional' male job.

### Gender Issues

Gender refers to being masculine or feminine and is based more on appearance, personality and behaviour than on being male or female. In most families, gender issues arise because as a nation we are prone to sex stereotyping from birth.

This begins with parents choosing the traditional blue for boys and pink for girls when buying baby clothes. This trend continues through childhood, with sex-specific toys and reading material and into school where the choice of subject and sports played are often determined by the gender of the individual. At home, different chores may be assigned to the females. For example, a man or boy may be asked to help with the heavier physical work, such as mowing the lawn, while a woman or girl does the washing up. In the past, all of this behaviour served to accentuate differing roles between men and women, something that is being tolerated less and less in the twenty-first century.

A more egalitarian role is now expected, with males becoming involved in what were once considered the 'female' jobs of childrearing. More women taking on traditionally 'male' jobs, such as surgeons, helps to dispel the myth of gender-specific professions.

Level: B1 / B2  
Individual / pair

## Focus on writing

### 9. Writing exam answers

In the Leaving Certificate exam, many answers are written as simple sentences. This exercise will give you practice in writing these sentences. Below are sample questions from LC exam papers on the core topic Social Studies. We have given you the answers, but they are jumbled! Rewrite the sentences correctly.

**(a) Discuss: three aspects of adolescent behaviour that may lead to conflict between parents and teenagers.**

- may feel that/ with technology/adolescents/ parents/ are out of touch/ music, fashion etc

---

- to what parents/ may be contrary /peer pressure actions/ find acceptable

---

- mood swings /may have/ and/ adolescents/ lack of self-esteem

---

**(b) Discuss how gender issues have affected the roles of family members in recent times. (make 4 points).**

- in the home/ between/ there is/ increased equality/ men and women/

---

- running the home /men/ / child minding/ are involved in /and

---

- or main earner/ women/ now be/ the sole/ can/

---

- gender equality/ there is/ to achieve/ in employment etc./in the workplace legislation/

---

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**(c) Give an account of the advantages and the disadvantages of grandparents living with a family member who has young children. (two advantages and two disadvantages)**

- in child care /grandparents/ a valuable role/ can play
- 

- with the mortgage/grandparents/ /financial support/ for children/ by helping out/ can be a
- 

- conflict/the grandparents'/ can lead to/ loss of independence
- 

- conflicts /over different moral values/ there may be/ the generations/ between
- 

**(c) Outline the procedure for making a will. Include at least 3 points.**

- of sound mind/the person/ / over 18 years/ and/ must be
- 

- e.g. solicitors office or bank /must be written/ /in a safe place/ / the will/ and kept.
- 

- in the presence of/ the will/ signed and dated/ / two witnesses/ must be
-

## Answer key

1. **Vocabulary building:** sociology, values, kinship, society, culture

2. **Vocabulary in use**

Society: A group of people who share a common culture or way of life.

Values: Beliefs held by a society about what is 'right' and 'wrong'.

Kinship: Blood relations that exist between people.

Sociology: A study of human society.

Culture: The beliefs, customs, values, language, knowledge and skills passed on from one generation to the next.

### 3. Matching

Column A	Column B
Nuclear family	The family consists only of parents and children.
Extended family	When a large number of relations live together or are in close proximity.
Single/lone parent family	A household with one parent.
Blended family	A situation where one of the parents is in a second relationship or marriage and there are step children from one or both sides.
Cohabitation	Couple who have a semi-permanent relationship without a legal contract.
Communal living	Where a number of families unrelated by blood or marriage live together as a group (or commune).

### 4. Using key terms

- The vast majority of **lone parent families** are headed by women.
- In countries such as the UK and the USA where divorce has been legal for a long time, there are a large number of **blended families**.
- The **nuclear family** is considered the modern family type where democracy rules and there is joint decision –making.

- In **communal living** structures income, expenses and child rearing are shared in the group.
- **Cohabitation** is increasingly common before marriage.
- In **extended families**, widows and orphans are cared for by the family rather than by state intervention.

## 5. Verbs in the present

### Procedure for making a will.

- Make a list of what you own and decide how much these items are worth.
- Decide who you would like to have your possessions (the beneficiaries).
- Choose someone who will make sure your wishes are carried out (the executor). It is better to choose two executors, in case something happens to one.
- To make a will it is advisable to use a solicitor who will charge a fee.
- If you do not use a solicitor, you can draw up a will at home, but only in a very simple form.
- Keep the will in a safe place, preferably at the solicitor's or perhaps at the bank.

## 6. Verbs in the past

There are many variations possible correct answers, the student may decide to write this out in different ways. This is a suggested answer.

*(Students will note that in certain constructions – after would/could for example, the base form of the verb is still used (could draw up not could ~~drew up~~., would like to have not would like ~~to had~~)*

Mr Jackson made a list of what he owned and decided how much these items were worth. He decided who he would like to have his possessions. He chose someone who would make sure that his wishes were carried out. (the executor). It was better to choose two executors in case something happened to one. When Mr Jackson made the will he used a solicitor who charged a fee. (if he did not use a solicitor he could draw up a will at home, but only in a simple form). He kept the will in a safe place.

## 7. Reading to remember

### **Adolescent-adult conflict**

The period of adolescence is a transition from childhood to adulthood between the ages of twelve and nineteen and can be a time of great emotional upset and turmoil. Being a teenager may be less difficult for some, but there are many areas where tension or conflict may occur between parents and children.

- Adolescence brings with it the **influence of the peer group**. The peer group gives a sense of security and a common purpose. The choice of peers as well as the intensity of the relationship is often a cause of conflict between a parent and a child.
- The **imposition of rules** on teenagers causes rows, as they want to be treated as mature people. Adolescents have no clear status. They crave the freedom of adulthood but fear the responsibility it brings.
- Teenagers can suffer from **mood swings** and have a problem with self esteem, which may not be fully understood by the parents.
- The **parent may feel threatened** as the teenager is becoming more mature, developing personal values, and becoming more independent. Parents fear for their child and its future. They see many possible problems ahead, such as teenage pregnancy, alcohol, drugs etc. The adolescent also questions the parents' views. A combination of these things causes tension.
- The **generation gap** is seen by many as the main reason for conflict. Parents may not keep up with changes in technology, fashion, music, leisure, schoolwork, job prospects and even language. The lack of knowledge on these and other social problems, such as drug abuse, may be another cause for tension.
- **Plans for the future**, including education, can be an issue. Parents may wish the teenager to follow one particular path when the adolescent may have a totally different idea.
- **Society is inconsistent in its demands**. This sends mixed messages to teenagers, causing arguments. An example of this can be seen in societies which advocate peace but conscript their teenagers into the army (as in Sweden). Another is where societies allow young people to get married at a younger age than they can have a driving license (as in Ireland)

## 8. Reading for specific information

- Gender refers to being masculine or feminine.
- Choosing sex-specific colours, toys, reading material, sports, subject choices, household chores, careers etc. (any two of these)
- Traditional female job: childrearing.  
Traditional male job: surgeon

## 9. Writing exam answers

- (a) • Adolescents may feel that parents are out of touch with technology, music, fashion etc.
- Peer pressure actions may be contrary to what parents find acceptable.
  - Adolescents may have mood swings and lack of self-esteem.
- (b) • There is increased equality between men and women in the home.
- Men are involved in child minding and running the home.
  - Women can now be the sole or main earner.
  - In the workplace there is legislation to achieve gender equality in employment etc.
- (c) • Grandparents can play a valuable role in child care.

- Grandparents can be a financial support for children by helping out with the mortgage.
- The grandparents' loss of independence can lead to conflict.



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- There may be conflicts between the generations over different moral values etc.

**(c)** • The person must be over 18 years and of sound mind.

- The will must be written and kept in a safe place e.g. solicitors office or bank.
- The will must be signed and dated in the presence of two witnesses.