

# Home Ec

How you can succeed in your Junior Cycle

Home Ec CBA 1



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## Introduction

At this stage you may have heard your teacher or other students mention CBAs or Classroom Based Assessments. Although they might sound a bit daunting, there is absolutely nothing to worry about. Basically, they are two small projects that you have to complete for every subject in second and third year. Your subject teacher will assign you the specific project or task and you will be awarded a descriptor for your work - I will talk more about descriptors later.

CBAs give teachers the chance to assess their students using these specific tasks which are set out in the curriculum specification for each subject. They are completed during class time, within a certain time frame allocated through the NCCA guidelines. There are two CBAs to be completed for Home Economics and they are common level.

CBAs are not something that should be feared - they offer you a brilliant opportunity to showcase your skills and creativity. Don't overthink it as we have done all the thinking and planning for you - follow this guide for a stress-free approach to "exceptional" CBAs!

## Descriptors

There is a unique grading system for the CBAs, where you will be awarded a descriptor for your work from your teacher. A descriptor is simply a short one line description of how well you did in the project and is reported on your Junior Cycle Profile of Achievement (JCPA).

There are four level descriptors of achievement for each CBA. Your teacher will use the Features of Quality of Home Ec to determine what descriptor you deserve.

The Features of Quality are the criteria used to assess your work as best fitting one of the following descriptors:

- Exceptional
- Above Expectations
- In Line With Expectations
- Yet To Meet Expectations

You might be thinking.....what do these fancy terms mean?? But I will explain these descriptors and the Features of Quality later on in the guide - stay tuned!

## CBA 1: Creative Textiles

This Classroom Based Assessment is often referred to as the Sewing CBA. You are given two options:

- **Make a textile item for an individual or the home**
- **Recycle or upcycle a textile item for an individual or the home**

This CBA gives you the chance to show off your textiles skills and to be really creative while doing so.

### **Top Tip:**

The title of the CBA is “CREATIVE Textiles” so don’t forget that this is your time to let your creative side shine!!

### **Points to remember:**

- Sewing and craft skills (embroidery, tie-dye, crochet etc) are a massive part of this project and this CBA will really give you a chance to explore these areas.
- Another big part of the CBA is engaging in the Design Brief Process.
- What is the Design Brief Process? This basically documents the details of your upcoming design under various headings.
- This is presented in written / typed form and must be handed up to your teacher alongside the sewing piece.

## In a nutshell, what you must do is:

- Pick either option 1 or 2 above
- Do some research on your chosen craft
- Plan out the item
- Create the item - stitch, knit, embellish etc
- Finish off the written/ typed piece by reflecting on the process
- Hand the two pieces up to your teacher

### Reminder:

2 pieces are required for CBA 1: the sewing piece & the written / typed piece.

## When do I complete this CBA?

Your teacher will give you the guidelines on when your class will complete this CBA but it is usually over **a 8 - 10 week** period during class time **in second year**. The date by which Creative Textiles is completed may vary from school to school and, within schools, from teacher to teacher. This flexibility is to allow for the planning, organising and sharing of resources such as specialised sewing rooms. You will have done some textiles work in first year in preparation for this project.

## What format should this CBA take?

### Craft Piece:

The craft piece must be a **TEXTILE** item - therefore it must be made of some type of material/ cloth etc. I will give some options later on in the guide.

Bear in mind that you can either

- Make the item from scratch (option 1)  
OR
- Recycle/upcycle an already existing item (option 2)

Whichever option you chose, remember your target audience...either for:

- A person  
OR
- A home

### Written Piece:

It is completely up to you as to what way you want to present the written part of the CBA. However, you should always take your teacher's advice on board. Here are some ideas:

- Typed/ written booklet
- Typed/ written document in a display folder
- Scrapbook
- Moodboard
- Powerpoint presentation

## How am I graded on this CBA?

Your teacher will use a set of guidelines called the **Features of Quality** to grade your work. This is similar to Success Criteria, a term you might be more familiar with. The main areas in the Features of Quality are:

### Design Brief Process (DBF) (Written Piece)

- Follow the headings for the DBF (more on this below) when you are doing your written piece and make sure you address each one clearly.
- Explain the **Principles of Design** in relation to your craft piece - balance, pattern etc
- Describe how you were **Sustainable** while doing this project. This is a very important element of the CBA. For example, you could use an old t-shirt you had at home instead of going to a shop and buying new material.

### Craft/ Textiles Skills

- These skills must be carried out to an **excellent standard** in order for you to achieve the highest descriptor which is "Exceptional".
- Your item must be **original** - try not to do what everyone else is doing - think outside the box and come up with something unique.
- You must show a very high level of **creativity** - let your creative juices flow!
- Take care while stitching. If you mess up a stitch, remove it and try again.
- Always practice your skills on a scrap piece of material before applying it to the real thing.
- Ensure your stitching is even and aesthetically pleasing.
- Only use the sewing machine under the supervision of a teacher.
- Make sure you keep your craft piece away from any food or drinks - the last thing you want is to spill your cup of tea on your beloved project!!



## Reflection

- The reflection at the end is extremely important.
- You must show a strong ability to **evaluate effectively** on the process.
- Because this is the last part of the written piece you might feel like racing through it. Don't!! This is a part that your teacher will zone in on when deciding on your grade.

### Top Tip

Don't spend all your time on the sewing piece. Often the written piece is left until last and rushed as a result which leads to students getting a lower descriptor.



## Reminder

Your work is getting judged only against the Feature of Quality below and not against other students' work. Make sure you are aware of these features and what they mean.

These elements are what your teacher will be looking for in the Features of Quality for this CBA in order to give you the highest descriptor possible.

On the next page you'll find the descriptors in more detail.

## Descriptors:

### Exceptional

#### Description from the Features of Quality

The design brief process is completed to a very high standard and is very comprehensive; the principles of design and sustainability are clearly evident in the process and have been applied to a very high standard

The application of craft/textile skills overall has been consistently executed to a very high standard in the creation of the craft/textile item and the student demonstrates a very high level of creativity and originality

The student reflection is very comprehensive, demonstrating an ability to evaluate effectively on the design brief process.

#### In Simpler Terms...

A piece of work that reflects the Features of Quality for the CBA to a very high standard.

While not necessarily perfect, the strengths of the work far exceed its flaws, which are minor.

You can easily address suggestions for improvement

## Above Expectations

Description from the Features of Quality	In Simpler Terms...
<p>The design brief process is completed to a high standard; principles of design and sustainability are evident in the process and have been applied to a high standard with some scope for improvement</p> <p>The application of craft/textile skills has been executed to a high standard in the creation of the craft/textile item and the student demonstrates a good level of creativity and some originality</p> <p>The student reflection is comprehensive, demonstrating an ability to evaluate on the design brief process.</p>	<p>A piece of work that reflects the Features of Quality for the CBA very well.</p> <p>You have shown a clear understanding of how to complete each area of the task.</p> <p>Feedback from the teacher might show that it is necessary to address some aspect of the work in need of further attention or polishing, but on the whole the work is of a high standard.</p>

## In Line With Expectations

### Description from the Features of Quality

The design brief process is completed to an acceptable standard; principles of design and sustainability are evident but are not fully expanded. The design brief process has some omissions

The application of craft/textile skills has been executed well in the creation of the craft/textile item. The item demonstrates some creativity

The student reflection is completed to an acceptable standard but has some omissions, demonstrating some ability to evaluate on the design brief process.

### In Simpler Terms...

A piece of work that reflects most of the Features of Quality for the CBA well.

It shows a good understanding of the task in hand and does not have any big mistakes.

Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

## Yet To Meet Expectations

Description from the Features of Quality	In Simpler Terms...
<p>The design brief process provides a very basic summary of information; principles of design and sustainability are not fully expanded. The design brief process has significant omissions</p> <p>The application of craft/textile skills has been executed poorly in the creation of the craft/textile item. The item demonstrates little creativity</p> <p>The student reflection omits significant information and demonstrates a poor evaluation on the design brief process.</p>	<p>A piece of work that falls somewhat short of the demands of the CBA and its associated Features of Quality.</p> <p>You have made a good attempt, but the task has not been grasped clearly or is marred by significant lapses.</p> <p>Feedback will draw attention to fundamental areas or omissions that need to be addressed.</p>

## Getting Started

### Step 1: Choose your textile item

As we said earlier, the first thing you need to do is make a decision between these two options:

- Make a textile item for an individual or the home
- Recycle or upcycle a textile item for an individual or the home

### Go Research!!

- Ask your peers/ older brothers & sisters for suggestions
- Ask your teacher to show you some past examples
- Go online. Type craft projects into Google and you will find some fabulous websites such as Pinterest.com, upcyclemystuff.com etc.
- Have a flick through some craft magazines & books

### Examples

Make a textile item	Recycle or upcycle a textile item
<ul style="list-style-type: none"> <li>• Wallhanging</li> <li>• Felt picture frame</li> <li>• Cushion</li> <li>• Bag</li> <li>• Display embroidery hoop</li> <li>• Bandana</li> <li>• Dog collar</li> <li>• Teddy bear</li> <li>• Baby's mobile</li> </ul>	<ul style="list-style-type: none"> <li>• T-shirt/ blouse etc</li> <li>• Memory cushion</li> <li>• Upcycled jeans</li> <li>• Baby's mobile</li> <li>• Apron</li> <li>• Bunting</li> <li>• Personalised hoodie</li> <li>• Patchwork lunch bag</li> <li>• Baby bibs</li> </ul>

## Remember....

- The preparation for this CBA will be supported by your teacher and you have this guide for reference. You are not alone!!
- Use your own initiative in selecting and creating your creative textiles item - you are more creative than you think.
- Make sure you are familiar with the **Features of Quality** and discuss the Features of Quality with your teacher and peers.
- Select a creative textile item that can be **completed within the time allocated** - there is no point in making a patchwork quilt if it is going to take you 2 years!!
- Choose a textile item which is within your **level of ability and practice your craft/textile skills** before starting the project.
- Be as **sustainable** as possible in your decisions.

## Step 2: Choose the format

Have a look above under the heading “What format should this CBA take?” and choose an option that best suits you, your style and your ability. Follow your teacher’s advice and instructions

### Reminder!

Don’t feel under any pressure to type your piece if you do not have the facilities to do so - a handwritten piece is just as effective!



### Step 3: Apply the Design Brief Process

Written evidence of the design brief process should be submitted in whichever format you have chosen and should include the following information: (See template below)

1. Statement of chosen brief
2. Factors to be considered when choosing a possible solution to include the principles of design and sustainability
3. Investigation of two possible solutions (can be sketched)
4. Chosen solution: creative designs/sketches/drawings of the craft/textile item
5. Two reasons for choice
6. List of resources which the you will need to complete the brief
7. Flowchart/work plan, which outlines the steps you will take while undertaking the process and the order in which they are taken.
8. Care Label
9. Reflection - evaluating the design brief process. It should include:
  - An evaluation of the textile item
  - A reflection on what went well and challenges encountered during the design brief process
  - Conclusions i.e. if I was to go through the design brief process again and/or make/recycle a textile item again what would I do differently

**Top Tip!** Complete Step 1-7 of the design brief process before you start your sewing project. That way you have planned your item out effectively and you will have a clear vision of what you are aiming for. These two pieces are partners in crime so make sure you do not submit one without the other!!



## Step 4: Make the craft item

At this stage you have researched and chosen what item you are making and you have completed the design brief process as far as step 7. Now your mission is to follow your work plan/flowchart and make your craft piece. If you run into difficulty, ask your teacher or peers for help. However, Youtubing a stitch/ method is also an excellent way of learning!

### Top Tip:

Take photos of the process as you work - you might like to include these in your written piece and it is always lovely to look back and see how far

Remember that your creative textile item should meet the brief and you must show evidence of:

- Using a range of basic stitches and/or hand sewing and/or machine sewing techniques in the making of the product
- Fabric embellishment/texturing techniques (where applicable)
- A textile care label

### Top Tip:

Reflect on your own work on an ongoing basis, identifying what you have done well and where you can improve in relation to the design brief process and the textile item.

## Step 5: Complete the evaluation & reflection

As previously mentioned, the reflection is a massively important part of the design brief process and must be completed with time and care. Effective evaluation of your piece is required by every student. Be as specific as possible and always give a reason why. Ask yourself the following questions:

### Evaluation:

#### Is the item I have made creative and original? How?

*Some ideas:* YES...I design the item myself, I used multiple sources for inspiration, I have never seen anyone with this design before, the item has two different patterns and incorporates different shades of orange and yellow

#### Is the quality of sewing/fabric embellishment technique good? Why?

*Some ideas:* YES...all the stitches are uniform in size, the size of the stitches suit each area of the design, the embellishment is neat and tidy

### Reflection:

#### What went well? What are my strengths? What did I excel at?

*Some ideas:* Chain stitch around the wings, putting the elastic bands on the t-shirt before tie-dying, ensuring that the triangles shaped pieces of fabric were all the same size for the bunting

#### What did I find difficult? What do I need to work on?

*Some ideas:* Sewing the straps on the bag tightly enough to make them functional, ensuring I had enough of the bright orange embroidery thread to finish the sun, managing my time

### What surprised me?

*Some ideas:* How difficult it is to work with denim as it is a tough fabric, how many french knots I needed to create the flowers, how tricky it was to complete an effective work plan

### Conclusion:

**If I was to make this piece/ go through the design brief process again, what would I do differently?**

*Some ideas:* Not use the satin stitch for the door of the car, spend more time on the written element of the CBA, type it instead of hand write it as it would be easier to modify it, practice my stitches more before I started

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## Template

*Have a look below at a CBA 1 template based on Creative Textiles!*

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**Classroom Based Assessment  
One: Creative Textiles**

Name: \_\_\_\_\_

**1. Define the task or problem**

*What are you being asked to do?*

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**2. Factors to be Considered**

*Consider features and principles of design and sustainability, as well as any other relevant factors, e.g. needs, cost, consumer trends, sustainability, technology and skill.*

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### 3. Investigate possible solutions

*What can I make that will suit the brief I have been given?*

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Moodboard/Samples...

**4. Generate and present two possible solutions**

*I narrowed down my options and chose the following:*

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Either of these solutions are suitable because...*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Solution 1 - sketch**

**Solution 2 - sketch**

**5. Present ideas to others for feedback**

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**6. Chosen Solution /Reasons for choice**

*I have chosen:*

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*Reason 1:*

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*Reason 2:*

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### 7. Describe the making of the product

*Resources*

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### Workplan

**Step**

**Progress**

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<b>2</b>	<hr/> <hr/>
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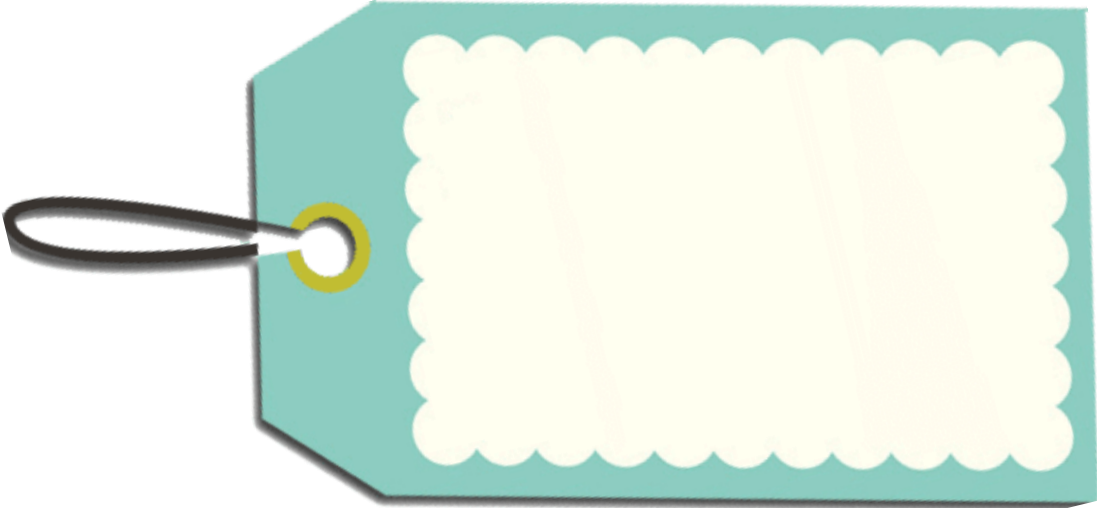
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**Textile Care Label**



**8. Reflection/Evaluation**

**Evaluation**

*Is the item I have made creative and original? How?*

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*Is the quality of sewing/fabric embellishment technique good? Why?*

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**Reflection**

*What went well? What are my strengths? What did I excel at?*

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*What did I find difficult?    What do I need to work on?*

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*What surprised me?*

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**Conclusion**

*What would I do differently?*

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