

Home Ec

How you can succeed in your Junior Cycle

Home Ec CBA 2



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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 2: Food Literacy Skills Brief

What is this CBA about?

This CBA is done in **3rd year** and is based on briefs/ tasks that are sent out by the State Exams Commission (SEC) around November time.

There are 3 briefs but you will **only pick one** out of a hat (under the supervision of your teacher) and do research based on that topic. This CBA is **directly linked to the cookery exam** that you will do around Easter time in 3rd year.

The CBA involves using the **design brief process** (just like in CBA 1) to demonstrate your culinary and creative food literacy skills and nutritional knowledge in the researching, analysing and planning of a food literacy skills brief for everyday living.

The briefs are usually based around some of the following broad areas:

- Healthy family meals to reflect the current healthy eating guidelines
- A special dietary consideration or a diet-related disease
- A particular stage of the life cycle
- Healthy school lunches
- A healthy homemade alternative of a commercial / takeaway meal
- Resourceful cookery / ethnic cookery.
- A food enterprise / farmers market product

Here is an example of a food literacy skills brief:

1. Sustainable practice

Consumers can live a sustainable way of life by making responsible choices and developing eco-friendly practices.

Carry out research on how sustainable practices can be followed when choosing and using food.

Demonstrate your culinary and creative skills by preparing, cooking and serving a nutritious lunch. Prepare and serve a suitable accompaniment. Dishes should illustrate sustainable practices you have researched.

Complete a written evaluation and refer to: (i) the finished dishes (ii) how you met the criteria set out in the brief and (iii) your overall performance in the food literacy skills examination.

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 an **8 - 10 week period** during class time **in third year, generally between November - March**. The date by which the Food Literacy CBA is completed may vary from school to school and, within schools, from teacher to teacher. The NCCA releases an annual "CBA timetable" so the dates may vary slightly from year to year.

What format should this CBA take?

Again, like the written part of CBA 1, it is completely up to you as to what way you want to present this CBA 2. 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

Reminder: Present your chosen solution (the dish that you have picked that best suits the brief) in a menu format.

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:

Student's proposed solution

- Follow the headings for the design brief process (see template below) and make sure you address each one clearly.
- Give at least 3 possible solutions that are relevant to the brief.
- Present your chosen solution in a **menu format**.
- Your chosen solution must demonstrate a very good interpretation of all aspects of your food literacy skills brief

Research & Analysis

- Read the brief really carefully - once is not good enough!! Read it slowly 3 times!!
- Highlight the most important words in the brief.
- Analyse the brief - be very clear on what you are being asked to do.
- **Take note of the sources of your information** - any books, websites etc that you used for researching and state these in your CBA - your project must be **evidence-based**.
- Be **specific** when giving your sources of information - give the URL of the webpage, state the name of the book and the author eg. Nevin Maguire's Home Economics for Life by Nevin Maguire.
- The use of technology in researching is always encouraged for the most up to date information.

Reflection

- You will get the chance to give and receive feedback about the CBA from your peers and your teacher - this is the fun part!
- Take note of all the comments and make sure to provide a **written summary of all this feedback.**
- Take this feedback onboard and reflect on it in relation to your CBA.

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 explained in more detail.

Descriptors:

Exceptional

Description from the Features of Quality	In Simpler Terms...
<p>The outline of the student’s proposed solution to the brief is completed to a very high standard and is very comprehensive. The proposed solution demonstrates a very good interpretation of all aspects of the food literacy skills brief</p> <p>The research and analysis is evidence-based and completed to a very high standard</p> <p>The student reflection provides a very comprehensive summary of the feedback received and is evident in the student’s proposed solution.</p>	<p>A piece of work that reflects the Features of Quality for the CBA to a very high standard.</p> <p>While not necessarily perfect, the strengths of the work far exceed its flaws, which are minor.</p> <p>You can easily address suggestions for improvement</p>

Above Expectations

Description from the Features of Quality	In Simpler Terms...
<p>The outline of the student's proposed solution to the brief is completed to a high standard. The proposed solution demonstrates a good interpretation of most aspects of the food literacy skills brief with some scope for improvement</p> <p>The research and analysis is evidence-based and is completed to a high standard</p> <p>The student reflection provides a comprehensive summary of the feedback received and is evident in the student's proposed solution.</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 outline of the student's proposed solution to the brief is completed to an acceptable standard. The proposed solution is a good interpretation of some aspects of the food literacy skills brief but has some omissions

The research and analysis is completed to an acceptable standard

The student reflection provides a satisfactory summary of the feedback received but may not be fully evident in the student's proposed solution.

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 outline of the student's proposed solution to the brief process provides a basic summary of information. The proposed solution is a limited interpretation of many aspects of the food literacy skills brief and omits some information</p> <p>The research and analysis is unsatisfactory</p> <p>The student reflection is very limited.</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: Draw the brief

As we mentioned earlier, you will pick **ONE brief** (there are three options) out of a hat under the supervision of your teacher. This brief will be the basis of your CBA.

Top Tip:

Don't panic if you think your friend drew a brief that looks easier than yours. All 3 briefs require the same amount of planning and effort but are just based on different topics.

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: Analyse & Research (Design Brief Process)

Read the brief multiple times and be very clear on what the task is eg. are you planning a meal for a person with coeliac disease, a lunch for a school-going child etc

- **Highlight the key** words in the brief.
- Brainstorm some initial ideas.
- Clarify with your teacher if there is anything you are unsure of.

Like CBA 1, you must follow the **design brief process** to give an account of your proposed solution (see template below). It must include the following headings and information:

1. Statement of brief

All you have to do here is write/type put your brief word for word.

2. Analysis

Put the brief into your own words - what have you been asked to do?

- Ensure you have included all the words you highlighted in the brief in this description.

For example: *For this task, I must research different ways I can be sustainable when choosing and cooking food. Then I must...*

3. Three factors to be considered when choosing a possible solution

Explain 3 factors that you must think about before deciding on what dishes to choose.

- Always give a reason why.
- Make sure at least 2 of these link directly to your brief.

For example: *I must be mindful of the methods of cooking that various dishes require. A "one pot wonder" style dish would be more sustainable and less damaging to our environment as it uses less electricity.*

4. Two possible solutions

List a variety of possible dishes you could make to suit your brief.

- Refer back to your brief and be aware of what type of dish(es) you are asked to cater for.

For example: *Lunch & an accompaniment, starter & dessert etc.*

5. Two sources of information

- State where you got your information - where did you go to find your ideas for the possible solutions list.
- If you use a book, give the name & author - online, give the URL eg. <https://www.safefood.net/blog/february-2020/sustainable-diets-healthy>

6. Peer & teacher feedback

Ask your teacher & classmates to have a look at your possible solutions and see what they think. Take note of the comments they make.

For Example: *"I think the Leek and Potato Soup fits the brief really well as these vegetables can be locally sourced, reducing the food miles."*

Don't forget to compile all the information you receive and summarise it!

Reminder:

Don't take any comments to heart!! This feedback session is intended to be constructive and helpful. Take the information onboard and learn from it. Likewise, when you are giving feedback to your friends - don't be mean!

7. Chosen solution

- Pick one dish out of your list of "possible solutions" and present it in menu format.
- Make doubly sure it suits the requirements of your task.
- Make sure the dish is within your level of ability and will best show your skills.
- Ensure it can be completed in 1.5hrs - the time allocated for the cookery exam.
- Be as detailed as possible.

For example: *pan-fried salmon, served on a bed of tenderstem broccoli & mash.*

Don't forget:

The dish you have chosen will be what you make in your cookery exam so make sure that you keep the recipe safe. Save it online or write it out and keep it in your Home Ec folder/notebook. This will save time wasting and a major panic!!

8. Two reasons for choice incorporating all aspects of the brief

Give two clear reasons why you chose this dish, referring back to the brief.

For example: *I chose this Farmhouse Vegetable Soup as I can use the vegetables from my Grandad's garden next door. This is sustainable as there are 0 food miles and no packaging involved and less electricity used as it is all made in one pot.*

9. Evidence of the research carried out.

Include anything you used while you were researching for the brief

For example: *Safefood's Food Pyramid, a newspaper article, an informative leaflet, a picture of an online infographic etc.*

Step 4: Complete the reflection

Like CBA 1, the reflection is a very important part of the design brief process and must be completed with time and care. **Effective evaluation** of your CBA is required by every student. Be as specific as possible and always give a reason why. Ask yourself the following questions:

What did I enjoy?

- Giving feedback to my peers as I felt like I was playing a teacher role.
- Picking the brief out of the hat as everyone in the class was excited.
- Researching dishes as I love looking through different recipe books.
- Trying to be as sustainable as possible with my dishes as I really want to try and protect the environment

What did I find difficult?

- Trying to pick the perfect dish to suit the brief as I wanted every element of the dish to be sustainable.
- Receiving feedback from my peers as I was worried that they would think that my possible solutions wouldn't suit the brief.
- Analysing the brief as I found it difficult to figure out what I had to do initially

What did I learn from the peer & teacher feedback?

- Giving feedback to my friends sparked more ideas and really made me think about my own dishes.
- The cooking of my dish was sustainable but the sourcing and buying the ingredients was not.
- I need to be more specific when describing my dishes as some of my peers were asking me what type of soup it was

What would I do differently next time?

- Type my CBA instead of handwriting it as it would be easier to modify.
- Start researching earlier as I felt I ran out of time near the end.
- Ask less people for feedback as too many opinions made me feel a little overwhelmed

What changes will I make for the Practical Food Skills Exam?

- Bake the chicken instead of fry it to make it healthier.
- Add milk to the smoothie to increase the calcium levels.
- Use two different colours of peppers in the stir-fry to make it look more appealing

Template

Have a look below at a template based on a sample brief about Sustainability - Remember to adapt this template to suit your specific brief!

Food Literacy Skills Brief CBA 2

Exam Number: _____ Task Number: One

Sustainable and responsible living involves making choices and developing practices that are eco-friendly. Carry out research on sustainable practices in the selection and management of food. Demonstrate your culinary and creative skills by preparing, cooking and serving a nutritious lunch.

Prepare and serve a suitable accompaniment. Dishes should illustrate sustainable practices you have researched. Complete a written evaluation and refer to: (i) the finished dishes (ii) how you met

the criteria set out in the brief and (iii) your overall performance in the food literacy skills examination.

1. ANALYSIS

What are you being asked to do?

I have been asked to

2. RELEVANT FACTORS

Explain 3 factors that you must consider before deciding on what dishes to choose. (Make sure at least two of these link directly to your brief!!)

1.	
2.	
3.	

3. MY RESEARCH INTO THE TASK

What is sustainability?

Explain food sustainability.

Carry out research on sustainable practices in the selection and management of food and explain...

3 sustainable practices in choosing food (supplier/shop/home/garden)	3 sustainable ways to manage food (storing/keeping fresh/leftover use)

2 websites I used to carry out research were:

- 1.
- 2.

4. POSSIBLE SOLUTION

List a variety of lunches & accompaniments (taking sustainable practices into consideration.)

Lunch Examples	Accompaniments
1.	1.
2.	2.
3.	3.

5. PEER AND TEACHER FEEDBACK

1.	2.	3.	4.	5.
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6. SUMMARY OF FEEDBACK

7. Chosen Solution

I have chosen:

Reason 1 for this choice:

Reason 2 for this choice:

8. SOURCES OF INFORMATION

Sources: e.g. websites, leaflets	How was it useful:

9. EVIDENCE OF RESEARCH

Here you must include at least 3 pieces of evidence from your research...
eg. Safefood's Food Pyramid, a newspaper article, a list of useful points you gathered from a website

1.	
2.	
3.	

10. Reflections

What I enjoyed:

What I found difficult:

What I learned from the peer & teacher feedback:

What I would do differently next time:

Changes I will make for the Practical Food Skills Exam:



