

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Home Economics Workshop 2018-2019

www.jct.ie



Junior Cycle Home Economics

Glossary of Home Economics Terms

This glossary is designed to clarify the terminology as used in the Junior Cycle Home Economics Specification to enable teachers and students to understand how the terms are interpreted and applied.

Term	Interpretation
Design brief process	An open brief is used to outline the requirements of a particular task. The DBP is ideally cyclical and reflective and may involve the following stages: defining the problem/task; investigation/research; generating ideas; developing possible solutions; presenting ideas to others for feedback; refining the design; production of product; evaluation.
Food literacy	Food literacy involves the inter-related knowledge, skills, attitudes and behaviours which are required to plan, prepare and cook food.
Practical perennial problems	Practical perennial problems are concerns endured from generation to generation by families, both locally and globally, which require thoughtful action and reflective, critical decision-making skills to resolve.
Systems approach	A systems approach looks at the interrelatedness of contexts and no one situation in isolation. It considers multiple contexts affecting the complexities of life and family life in the twenty-first century.
Food skills	Food skills refers to the broad range of knowledge and skills applied during the planning, preparation, implementation and evaluation of a meal/dish/product.
Diet-related diseases	Diet-related diseases (or nutrition-related chronic diseases) are diseases that may result from dietary intake that deviates from population dietary recommendations. These include chronic diseases such as obesity, diabetes, cardiovascular disease, osteoporosis and dental disease.
Special dietary consideration	Although there is no legal definition, people with 'special dietary considerations' would include those who are advised to, or choose to deviate from population dietary recommendations. This could be for both medical (e.g. coeliac disease, food allergies, food intolerance, inflammatory bowel disease) and non-medical reasons (e.g. vegetarian diets, religious or cultural reasons).

(Junior Cycle Home Economics Specification, NCCA, p.26)

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Junior Cycle Home Economics Timeline 2018-2021






Vision of Junior Cycle

‘Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives.’

(Junior Cycle Home Economics Specification, NCCA, p.3)

What does learning look like for your students in Junior Cycle Home Economics?

Junior Cycle Home Economics Action Verbs

 <p>K</p>	<p>What do you know about Action Verbs?</p>
 <p>W</p>	<p>What would you like to know about Action Verbs?</p>
 <p>L</p>	<p>What have you learnt about Action Verbs?</p>

Notes:






Sustainable and Responsible Living

Across the strands, the learning outcomes in this element facilitate students to develop as future-oriented thinkers and environmentally-conscious citizens, committed to a sustainable and responsible way of life. Developing students' self-efficacy, critical reflection and discernment in the choice and use of resources in the home; in technological change; in environmental issues and the impact of these on resource management in the home and in personal consumption for everyday living underpin the learning outcomes in this element across each of the three strands.

(Junior Cycle Home Economics Specification, NCCA, p.12)



	Three things I know about sustainability prior to watching the video clip
	Two things I found interesting having watched the video clip
	One question I still have

Exploring Learning Outcomes



'The students' engagement and learning are optimised by a fully integrated experience of learning in home economics.'



(Junior Cycle Home Economics Specification, NCCA, p. 11)

Year Group: 1st Year

Theme

Learning Outcomes

2.7 identify how individuals, families and households can contribute to sustainable and responsible living

Key Learning

(What might this learning look like?)

Assessment

(How might we check student learning?)

Notes:

Extracts from Junior Cycle Home Economics

Guidelines for the Classroom-Based Assessment (First Edition)



A detailed outline of assessment in Junior Cycle can be found in the Framework for Junior Cycle 2015 which can be accessed at <https://www.ncca.ie/media/3249/framework-for-junior-cycle-2015-en.pdf>

The information contained in this booklet is mainly extracted from Junior Cycle Home Economics: Guidelines for the Classroom-Based Assessments (First Edition May 2018)

https://www.curriculumonline.ie/getmedia/23c8f863-8812-4141-8224-886f69ab291a/HomeEC_AssessmentGL_170518.pdf



There are two Classroom-Based Assessments in Home Economics. They are assessed at a common level. They are scheduled to be undertaken by students in a time period under the supervision of the class teacher to a national timetable (as advised by the NCCA) in the school calendar. Following the second of these assessments students will complete a Practical Food Skills examination which is marked by the State Examinations Commission as part of the final examination in Home Economics. The Classroom-Based Assessments for Home Economics and indicative timings are outlined in Table 1 below.

Classroom-Based Assessment	Evidence of learning	Completed by the student
Creative Textiles	<p>This is an individual project.</p> <p>Students will produce evidence of the application of the design brief process to one of the following options:</p> <p>Make a creative textile item for an individual or the home OR Recycle or upcycle a creative textile item for an individual or the home</p>	By the end of April, Year 2
Food Literacy Skills Brief	<p>This is an individual submission.</p> <p>Students will utilise the design brief process to research, generate ideas and possible solutions for their food literacy skills brief, drawn from a list of briefs issued by the State Examinations Commission</p>	By the end of February, Year 3

Table 1 Classroom-Based Assessments for Home Economics

Classroom-Based Assessment 1: Creative Textiles

Classroom-Based Assessment 1: Creative Textiles provides students with the opportunity to demonstrate their practical textile and craft skills in a creative way. It also provides an opportunity to actively engage with the design brief process. Textile and craft skills are integral to this Classroom-Based Assessment and include hand and machine craft sewing skills. Students will apply the design brief process to make/recycle a textile item for the individual or the home giving due regard to basic human needs, consumer trends, ecological issues and technology. Through this Classroom-Based Assessment students develop their knowledge, understanding, skills, and values, thereby supporting the achievement of many of the learning outcomes across Strands 2 and 3 in the junior cycle home economics specification.

For the purposes of the learning outcomes and assessment in the home economics specification the term 'textile item' encompasses all textile-based crafts for an individual and the home.

Students are given two options from which to choose one Creative Textiles project:

1. Make a textile item for an individual or the home
- OR
2. Recycle or upcycle a textile item for an individual or the home

As part of the Creative Textiles project, students will show evidence of:

- applying the design brief process
- applying the principles of design and sustainability
- using basic hand sewing and/or machine sewing techniques in the making of the product
- fabric embellishment techniques (where applicable)
- appropriate textile care and maintenance.

Classroom-Based Assessment 1: Creative Textiles is completed during 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 rooms. The latest date for completion of Creative Textiles is by the end of April of second year.

Dates for completion of Classroom-Based Assessment 1 Creative Textiles

Latest date for completion of CBA 1: Creative Textiles	By the end of April, 2020
Latest date for award of descriptors by the teacher	By Friday, 8 th May, 2020
Latest date for Subject Learning and Assessment Review meeting	By Friday, 15 th May, 2020

Table 2 Dates for completion of CBA 1: Creative Textiles

Process for completion of the Classroom-Based Assessment 1 Creative Textiles

Figure 1 below sets out the process for conducting Classroom-Based Assessment 1. The aim of this process is to provide guidance for teachers as they support their students completing Classroom-Based Assessment 1.



Figure 1 Process for conducting Classroom-Based Assessments

Getting ready

Student preparation

Students should have developed some knowledge, understanding and skills across the strands of study: Responsible Family Living, and Textiles and Craft, in order to undertake their chosen Creative Textiles project. This Classroom-Based Assessment is undertaken by students during Year 2 over 8 to 10 weeks depending on access to appropriate and specific resources. This work should be produced under the supervision of the subject teacher. As part of ongoing teaching, learning and assessment of the learning outcomes for Home Economics, students should have opportunities to develop textile and craft skills, knowledge and creativity, and be enabled to make sustainable decisions before completing the Classroom-Based Assessment. From the outset, students should be familiar with the Features of Quality used to judge the quality of their work.

Teacher preparation

Programme planning by the teacher needs to develop students' knowledge, understanding, skills and values across the learning outcomes of the specification incrementally in advance of and during the completion of the Classroom-Based Assessment. The role of the teacher should be to guide, support, enable and provide direction to students as they complete the Creative Textiles Classroom-Based Assessment. Due to the nature of the subject and the requirement of using appropriate and specific resources, approaches for completing Creative Textiles can be decided at school level.

In order to prepare for the Classroom-Based Assessment, teachers should familiarise themselves with the following documentation available on www.curriculumonline.ie :

- Junior Cycle Home Economics Specification
- Junior Cycle Home Economics: Guidelines for the Classroom-Based Assessment
- Annotated examples of student work
- Assessment and Reporting in junior cycle (www.ncca.ie/en/junior-cycle/assessment-and-reporting)

Completing the Classroom-Based Assessment 1: Creative Textiles



In this Classroom-Based Assessment students will engage in a practical and creative way with the design brief process in creating a textile item for an individual or the home. Students have two options to choose from:

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

Students will undertake two areas of activity, which contribute to the generation of their evidence of learning and achievement:

1. Applying the design brief process
2. Demonstrating creative textile skills

1. Applying the design brief process

Written evidence of the design brief process should be submitted and should include the following information:

- Statement of chosen brief
- Factors to be considered when choosing a possible solution to include the principles of design and sustainability
- Investigation of two possible solutions (can be sketched)
- Chosen solution: creative designs/sketches/drawings of the craft/textile item
- Two reasons for choice
- List of resources which the student will need to complete the brief
- Flowchart/workplan, which outlines the steps the student is planning to undertake in the process and the order in which they are taken.
- A short student reflection should be submitted, which demonstrates how the student evaluated 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.

2. Demonstrating creative textile skills

The creative textile item should meet the brief. Students should 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.

Evidence of learning

Students will submit a textile item and evidence of the application of the design brief process. The written evidence should be a concise account of the application of the design brief process. The Classroom-Based Assessment will be assessed by the teacher using the Features of Quality provided in the Junior Cycle Home Economics Guidelines for the Classroom-Based Assessment.

Features of Quality

Features of Quality in support of student and teacher judgement in Classroom-Based Assessment 1: Creative Textiles are described here. The Features of Quality are the criteria used to assess the student work as best fitting one of the four descriptors of achievement: Exceptional, Above expectations, In line with expectations, and Yet to meet expectations.

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher might point to the necessity 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.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use 'on-balance' judgement. The teacher should read the Features of Quality (starting with *Yet to meet expectations*) until they reach a descriptor that best describes the work being assessed. While it should be noted that none of the descriptors imply faultless achievement, evidence of work for the award of Exceptional should closely match the criteria for that level within the Features of Quality. Where it is not clearly evident which quality descriptor should apply, teachers must come to a

judgement, based on the evidence from the student's work, to select the descriptor that best matches the student's work overall. This 'best fit' approach allows teachers to select the descriptor that 'on balance' describes the work being assessed.

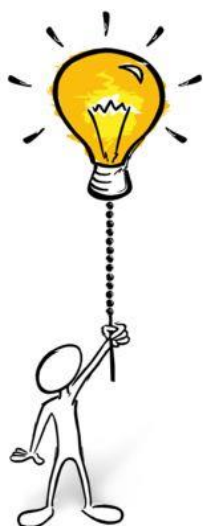
Teachers should not assume that the results of a group of students being assessed will follow any particular distribution pattern, as the work is being judged only against the Features of Quality rather than other students' performances.

Teacher judgements about the quality of student work, with the aim of arriving at a shared understanding of standards and expectations, are supported by annotated examples of student work published on www.curriculumonline.ie; by the Features of Quality in these guidelines; and by collaboration and discussion with colleagues during Subject Learning and Assessment Review (SLAR) meetings.

Exploring Creativity

Task: Illustrate a creative solution to reusing clothing and/or textile household items

What does a good solution to this task look like?



Notes:

Features of Quality: Creative Textiles

Exceptional

- 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.

Above expectations

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

In line with expectations

- 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.

Yet to meet expectations

- 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.
- The application of craft/textile skills has been executed poorly in the creation of the craft/textile item. The item demonstrates little creativity.
- The student reflection omits significant information and demonstrates a poor evaluation on the design brief process.

(Junior Cycle Home Economics: Guidelines for the Classroom-Based Assessment First Edition, NCCA, p.17)

Notes:

Classroom-Based Assessment 1: Creative Textiles

Departmental Discussion Points

Getting ready

Student preparation

Students should have developed some knowledge, understanding and skills across the strands of study: Responsible Family Living, and Textiles and Craft, in order to undertake their chosen Creative Textiles project. This Classroom-Based Assessment is undertaken by students during Year 2 over 8 to 10 weeks depending on access to appropriate and specific resources. This work should be produced under the supervision of the subject teacher. As part of ongoing teaching, learning and assessment of the learning outcomes for Home Economics, students should have opportunities to develop textile and craft skills, knowledge and creativity, and be enabled to make sustainable decisions before completing the Classroom-Based Assessment. From the outset, students should be familiar with the Features of Quality used to judge the quality of their work.



Junior Cycle Home Economics Action VERBS

Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

Apply

select and use information and/or knowledge and understanding to explain a given situation or real circumstances

Appreciate

recognise the meaning of, have a practical understanding of

Assess

judge, evaluate or estimate the nature, ability, or quality of something

Classify

group things based on common characteristics

Compare

give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout

Complete

finish making or doing; bring to a successful conclusion

Conduct

organise and carry out

Consider

describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability

Construct

develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information

Convert

change to another form

Create

to make or bring into existence something new

Debate

argue about a subject, especially in a formal manner

Demonstrate

prove or make clear by reasoning or evidence, illustrating with examples or practical application

Describe

develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model

Determine

ascertain or establish exactly by research or calculation

Develop

progress or improve to become more mature, advanced, or elaborate

Devise

plan, create or formulate a procedure or system by careful thought

Differentiate

recognise or ascertain what makes something different

Discuss

offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence

Distinguish

make the differences between two or more concepts or items clear



Junior Cycle Home Economics Action VERBS

Evaluate (data)

collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

Evaluate (ethical judgement)

collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods

Examine

consider an argument or concept in a way that uncovers the assumptions and relationships of the issue

Explain

give a detailed account including reasons or causes

Explore

systematically look into something closely; to scrutinise or probe

Identify

recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Interpret

use knowledge and understanding to recognise trends and draw conclusions from given information

Investigate

observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

Justify

give valid reasons or evidence to support an answer or conclusion

Prepare

make something ready for use or presentation

Present

promote or propose an idea; deliver or illustrate evidence; show something for others to examine

Propose

put forward a plan or suggestion for consideration

Recognise

identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon

Recommend

put forward something with approval as being suitable for a particular purpose

Relate

associate, giving reasons

State

provide a concise statement with little or no supporting argument

Suggest

propose a solution, hypothesis or other possible answer

Understand

have and apply a well-organised body of knowledge

Use

apply knowledge or rules to put theory into practice

Verify

give evidence to support the truth of a statement



Junior Cycle Home Economics Learning Outcomes

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Strand 1: Food, health and culinary skills

Strand 2: Responsible family living

Strand 3: Textiles and craft

Element Individual and family empowerment

- 1.1 identify the factors that affect personal food choices
- 1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks
- 1.3 apply a range of cooking principles and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations
- 1.4 demonstrate culinary and creative skills in relation to the preparation, cooking and presentation of food
- 1.5 apply safe and hygienic practices in food handling, preparation, storage and serving
- 1.6 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family
- 1.7 use available technology for food planning and preparation

- 2.1 discuss the different forms of the family
- 2.2 explore the roles and responsibilities of the family
- 2.3 discuss family relationships and the importance of strengthening relationships between individuals and families

- 3.1 demonstrate basic hand and machine sewing techniques
- 3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home
- 3.3 apply basic hand sewing and/or machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way
- 3.4 demonstrate fabric embellishment techniques

Element Health and wellbeing

- 1.8 discuss the elements of a healthy lifestyle
- 1.9 recognise the importance of nutrition and diet in contributing to health and wellbeing
- 1.10 explain the role of the nutrients in contributing to a healthy balanced diet
- 1.11 describe the basic structure and basic functions of the digestive system
- 1.12 investigate the nutritional requirements at each stage of the lifecycle
- 1.13 plan and prepare meals for individuals with diet-related diseases
- 1.14 apply the nutritional requirements of individuals with special dietary considerations when planning and preparing meals

- 2.4 discuss the requirements of a safe and nurturing home environment
- 2.5 assess the importance of making informed and responsible decisions in everyday life
- 2.6 apply the design principles and guidelines to room planning and the design of an interior space in the home

- 3.5 appreciate the therapeutic and leisure role of participating in textile work

Element Sustainable and responsible living

- 1.15 investigate the impact of their food choices from an ecological and ethical perspective
- 1.16 apply sustainable practices to the selection and management of food and material resources

- 2.7 identify how individuals, families and households can contribute to sustainable and responsible living
- 2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation
- 2.9 explore the influence of technology on the management of personal, family and household resources

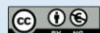
- 3.6 demonstrate ways in which clothing and/or textile household items can be repaired, reused, re-purposed, recycled and upcycled
- 3.7 evaluate textile care procedures used in the home from an environmental perspective
- 3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations

Element Consumer competence

- 1.17 compare common foods used in food preparation and how they affect the nutrition and sensory quality of the product
- 1.18 evaluate commercial and homemade food products
- 1.19 interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels

- 2.10 apply consumer decision-making skills in the management of personal, family and household resources for everyday living
- 2.11 debate consumers' rights and responsibilities
- 2.12 examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies
- 2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living

- 3.9 apply their knowledge of textile care symbols



Classroom-Based Assessment 2

Food Literacy Skills Brief

Classroom-Based Assessment 2 is directly linked to the practical food skills examination. Therefore, it is based on one food literacy skills brief drawn from a list of briefs issued annually in Third Year by the State Examinations Commission (SEC). Students will use the design brief process to demonstrate their 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, issued by the State Examinations Commission, may include but not be exclusive to options from 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 lifecycle; healthy school lunches; a healthy homemade alternative of a commercial / takeaway meal; resourceful cookery; a food enterprise / farmers market product/s; ethnic cookery.

Food literacy skills briefs will be drawn by students under the supervision of the teacher following instructions issued by the State Examination Commission. Students will use the brief as the basis for their Classroom-Based Assessment. Students follow the design brief process, undertake research, generate ideas and examine all aspects of the brief. Students research and present two possible solutions to meet the chosen brief requirements.

As part of Classroom-Based Assessment 2 students will be provided with feedback from teacher and peers. This feedback will help inform students in preparing for the practical food skills examination. Feedback is critical to improving learning as it both influences students' motivation to learn and their ability to do so. Teacher feedback should include telling students what they have done well, what they need to do to improve and reminding students of what they are aiming to achieve in relation to their chosen brief.

Students will use peer discussion to reflect on their own work and provide feedback to their peers. Peer discussion occurs when students offer each other advice and feedback about their work which includes what has been done well and what could be done in order to improve the Food Literacy Skills brief. Peer discussion is most effective in an atmosphere of support and respect where students feel comfortable with each other. The opportunity to share one's reflections is helpful because students develop both the language and practice of reflection.

As part of the Classroom-Based Assessment, students will use technology, where appropriate, in researching, analysing, planning and presenting their results.

Dates for completion of Classroom-Based Assessment 2

Food Literacy Skills Brief

Latest date by which students complete the Food Literacy Skills Brief	By Friday, 22 nd January 2021
Latest date for award of descriptors by the Teacher	By Friday, 5 th February 2021
Latest date for Subject Learning and Assessment Review meeting	By Friday, 26 th February 2021

Table 3 Dates for completion of CBA 2: Food Literacy Skills Brief

Process for completion of the Classroom-Based Assessment 2 Food Literacy Skills Brief

The figure below sets out the process for conducting a Classroom-Based Assessment 2. The aim of this process is to provide guidance for teachers as they support their students completing Classroom-Based Assessment 2.



Getting ready

Student preparation

Students should have developed some knowledge, understanding and skills across the two strands of study, Food, Health and Culinary Skills, and Responsible Family Living in order to undertake their Food Literacy Skills Brief. As part of ongoing teaching, learning and assessment of the learning outcomes for Home Economics, students should have opportunities to develop research skills as well as have opportunities to discuss their own work as well as that of their peers. From the outset, students should be familiar with the Features of Quality used to judge the quality of their work in this area.

Teacher preparation

Programme planning by the teacher needs to develop students' knowledge, understanding, skills and values across the learning outcomes of the specification incrementally. In order to prepare for the Classroom-Based Assessment, teachers should familiarise themselves with the following documentation available on www.curriculumonline.ie:

- Junior Cycle Home Economics Specification
- Junior Cycle Home Economics: Guidelines for the Classroom-Based Assessment
- Annotated examples of student work
- Assessment and Reporting in junior cycle (www.ncca.ie/en/junior-cycle/assessment-and-reporting).

Completing the Classroom-Based Assessment 2 Food Literacy Skills Brief



In Classroom-Based Assessment 2: Food Literacy Skills Brief, students will show evidence of their research based on a selected practical food skills brief issued by the State Examinations Commission. Students will also record the feedback they receive from their teacher and peers. They will use this to reflect on their work to date as well as the possible direction/s of their practical food skills examination.

In this Classroom-Based Assessment students will engage in two areas of activity, which contribute to the generation of their evidence of learning and achievement:

- Researching, analysing and initial planning
- Student reflection

1. Researching, analysing and initial planning

Students will draw a brief from the list provided by the State Examinations Commission under the supervision of their teacher as the basis for their Classroom-Based Assessment 2. They will utilise the design brief process in generating ideas and possible solutions for their brief. The outline of their proposed solution to the brief should include a short written account of the following information:

- Statement of brief
- Three factors to be considered when choosing a possible solution
- Two possible solutions
- Two sources of information
- Chosen solution
- Two reasons for choice incorporating all aspects of the brief
- Evidence of the research carried out.

2. Student reflection

Having undertaken the design brief process, students should:

- Provide a summary of feedback received from their teacher and peers
- Reflect on their work in light of the feedback they received.

Evidence of Learning

Students will present an outline of their proposed solution to the brief for the practical food skills examination. The outline of their proposed solution to the brief, submitted for Classroom-Based Assessment 2, will not be marked by the State Examinations Commission. The evidence of learning submitted for assessment will be judged against the relevant Features of Quality provided in the Junior Cycle Home Economics Guidelines for the Classroom-Based Assessment.

Features of Quality: Food Literacy Skills Brief

Exceptional

- 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.
- The research and analysis is evidence-based and completed to a very high standard.
- The student reflection provides a very comprehensive summary of the feedback received and is evident in the student's proposed solution.

Above expectations

- 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.
- The research and analysis is evidence-based and is completed to a high standard.
- The student reflection provides a comprehensive summary of the feedback received and is evident in the student's proposed solution.

In line with expectations

- 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.

Yet to meet expectations

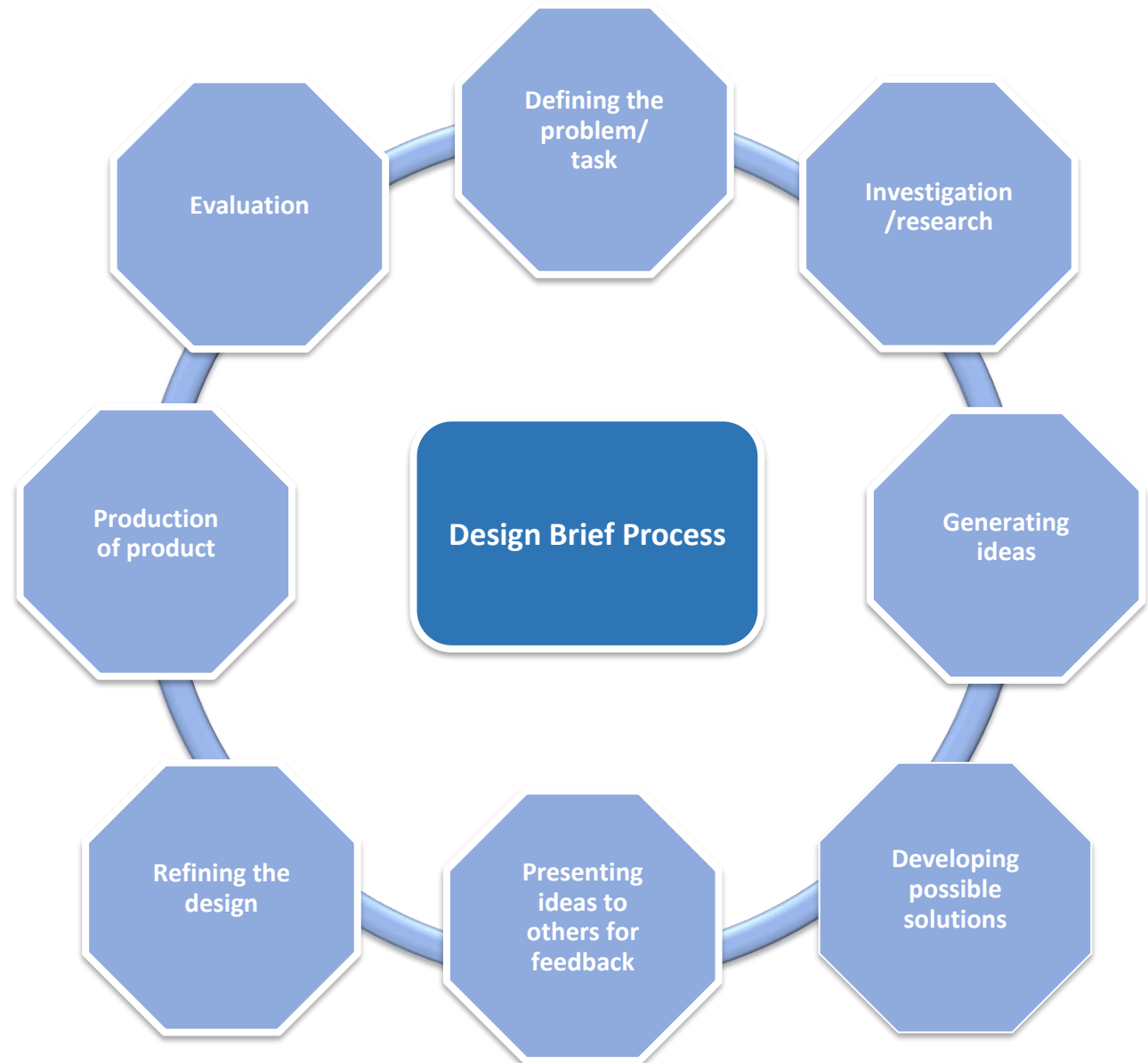
- The outline of the student's proposed solution to the brief process provides a basic summary of information. The proposed solution is a limited interpretation of many aspects of the food literacy skills brief and omits some information.
- The research and analysis is unsatisfactory.
- The student reflection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

(Junior Cycle Home Economics: Guidelines for the Classroom-Based Assessment First Edition, NCCA, p.26)

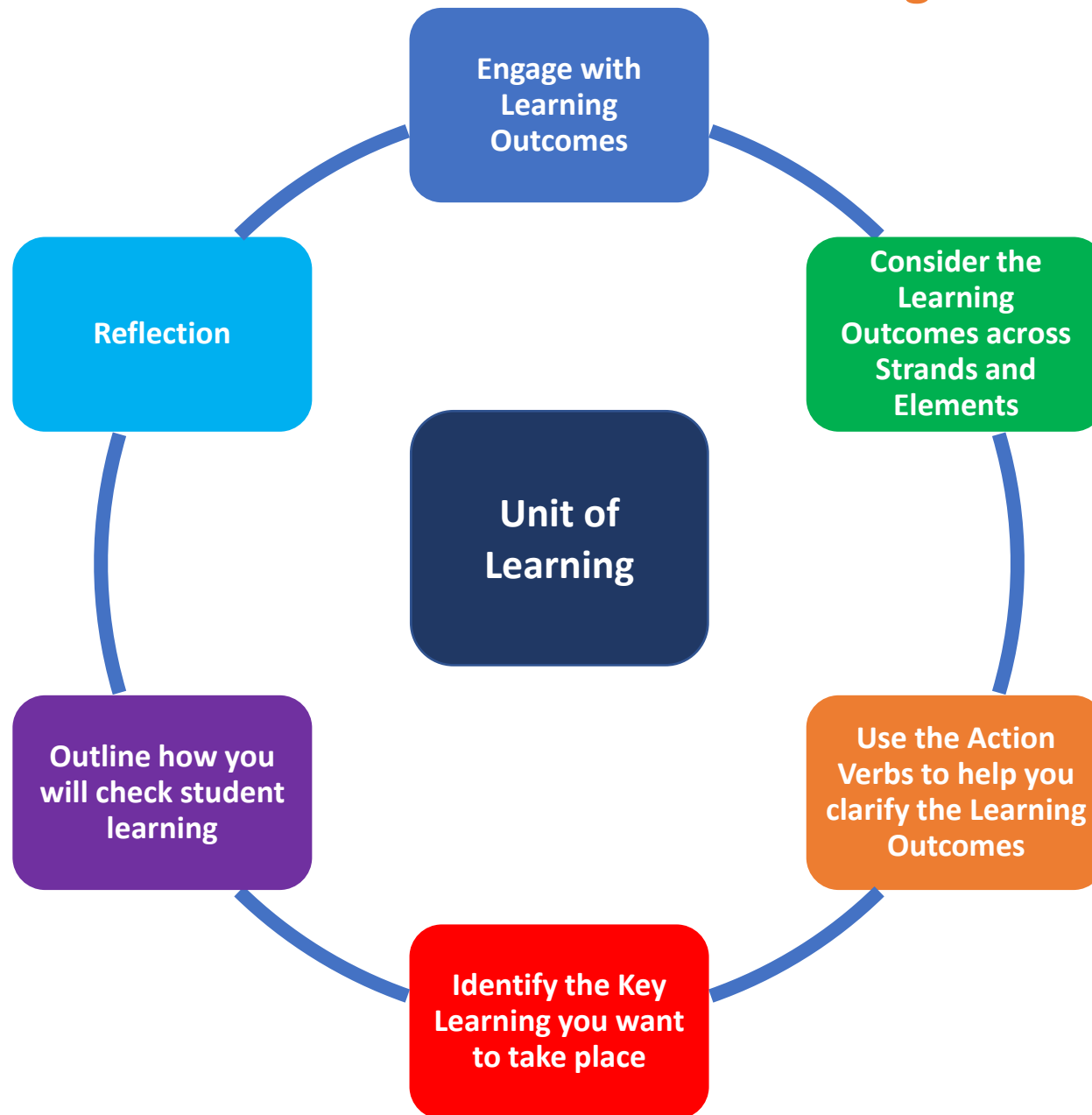
Notes:

Design Brief Process

How could the Design Brief Process in Home Economics support the students' learning experience?



Effective Collaborative Planning



Greatest Learning Moments

Session 1



Session 2



Session 3



Layout Options for Units of Learning

Junior Cycle Home Economics

Unit of Learning 2018/2019

Year Group: _____ Duration of Unit: _____

Department Planning

Theme:

Learning Outcomes

Write the selected learning outcomes that students will experience in this unit.

Consider the learning outcomes across the strands and elements remembering the integrated nature of learning in Home Economics.

You may wish to underline / highlight the aspect(s) of the learning outcome that you will focus on in this unit, as the learning outcomes are for three years so you do not have to complete all of the learning outcome at a point in time.

Remember the action verbs are used to clarify the learning outcome, you may also wish to highlight these.

Learning outcomes are agreed at department level.

Key Learning

Given that learning outcomes are for three years, the key learning identifies the potential learning opportunities that could take place in this unit of learning and at this age and stage of development.

To identify the key learning, unpack the learning outcomes under knowledge and understanding, skills and values, while also considering the action verbs.

Key learning is agreed at department level.

Assessment

Assessment involves gathering evidence of what students could say, make, write or do, to demonstrate their learning.

Action verbs are central when considering the types of assessment, we want our students to experience.

Remember to align the assessment or check in points to specific learning outcome(s) in the unit. Assessment is aligned when it offers students a chance to demonstrate the intended learning from the learning outcome(s).

Assessment or check in points are agreed at department level.

Resources

It may be helpful to consider and share resources that would support learning throughout this unit.

Teachers also have autonomy to use the resources that they feel will best support student learning.

Learning Intentions

A learning intention for a lesson or series of lessons is a statement that describes clearly what the students know, understand, and will be able to do as a result of learning and teaching activities.

Learning intentions help make clear, in student friendly language what students are learning. Discussing the learning intentions with students will ensure that student friendly language is used and clarity in the intended learning is present.

Learning intentions are always linked to one or more learning outcomes in the specification.

We are learning to...

Reflection

Individual

During and having completed the unit of learning, you may wish to consider questions such as;

- *Did the selected learning outcomes integrate well together?*
- *What learning intentions did I share with the students in my class? Were these learning intentions suitable for my students?*
- *What learning experiences did I create with my students?*
- *Would I change any of the agreed assessment checks?*
- *How might we return to these learning outcomes in a future unit of learning?*

Department

Junior Cycle Home Economics Unit of Learning 2018/2019

Department Planning

Year	Term	Unit	Duration
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Theme

Learning Outcomes	Key Learning	Assessment
<p><i>Write the selected learning outcomes that students will experience in this unit.</i></p> <p><i>Consider the learning outcomes across the strands and elements remembering the integrated nature of learning in Home Economics.</i></p> <p><i>You may wish to underline / highlight the aspect(s) of the learning outcome that you will focus on in this unit, as the learning outcomes are for three years so you do not have to complete all of the learning outcome at a point in time.</i></p> <p><i>Remember the action verbs are used to clarify the learning outcome, you may also wish to highlight these. Learning outcomes are agreed at department level.</i></p>	<p><i>Given that learning outcomes are for three years, the key learning identifies the potential learning opportunities that could take place in this unit of learning and at this age and stage of development.</i></p> <p><i>To identify the key learning, unpack the learning outcomes under knowledge and understanding, skills and values, while also considering the action verbs.</i></p> <p><i>Key learning is agreed at department level.</i></p>	<p><i>Assessment involves gathering evidence of what students could say, make, write or do, to demonstrate their learning.</i></p> <p><i>Action verbs are central when considering the types of assessment, we want our students to experience.</i></p> <p><i>Remember to align the assessment or check in points to specific learning outcome(s) in the unit. Assessment is aligned when it offers students a chance to demonstrate the intended learning from the learning outcome(s).</i></p> <p><i>Assessment or check in points are agreed at department level.</i></p>

Resources

It may be helpful to consider and share resources that would support learning throughout this unit.

Teachers also have autonomy to use the resources that they feel will best support student learning.

Individual Planning

Class Name	Previous Unit of Learning	Possible Future Learning
<p align="center">Learning Intentions</p> <p><i>A learning intention for a lesson or series of lessons is a statement that describes clearly what the students know, understand, and will be able to do as a result of learning and teaching activities.</i></p> <p><i>Learning intentions help make clear, in student friendly language what students are learning. Discussing the learning intentions with students will ensure that student friendly language is used and clarity in the intended learning is present.</i></p> <p><i>Learning intentions are always linked to one or more learning outcomes in the specification.</i></p> <p>We are learning to...</p>		<p align="center">Individual Reflection</p> <p><i>During and having completed the unit of learning, you may wish to consider questions such as;</i></p> <ul style="list-style-type: none"> • <i>Did the selected learning outcomes integrate well together?</i> • <i>What learning intentions did I share with the students in my class? Were these learning intentions suitable for my students?</i> • <i>What learning experiences did I create with my students?</i> • <i>Would I change any of the agreed assessment checks?</i> • <i>How might we return to these learning outcomes in a future unit of learning?</i>
		<p align="center">Department Reflection</p>

Further Planning Resources available here:
https://www.jct.ie/home_economics/planning_resources



Notes

Glossary of Junior Cycle Terms

Classroom-Based Assessments (CBA)	Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the features of quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of Classroom-Based Assessment the teacher's judgement is recorded for Subject Learning and Assessment Review and is used in the school's reporting to parents and students.
Features of Quality	The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work.
Formative Assessment (Framework p. 29)	The Junior Cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.
Junior Cycle Profile of Achievement (JCPA) (Framework p. 46)	The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority learning units, Other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks. The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.
Subject Learning and Assessment Review (SLAR) Meetings (Framework p. 39-40)	In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group.
Success Criteria (NCCA Glossary of Terms)	Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.
Summative Assessment (NCCA Glossary of Terms)	Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.
Learning Intentions and Learning Outcomes (NCCA Glossary of Terms)	Learning Intention: A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities. Learning Outcomes: Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.
Unit of Learning	A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.

Further information and resources can be found on the JCT website: www.jct.ie

The assessment information contained in this booklet is mainly extracted from Junior Cycle Home Economics: Guidelines for the Classroom-Based Assessment (First Edition). This can be found at www.curriculumonline.ie

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

To provide feedback please visit <http://jctregistration.ie/>
Click on Feedback (as below), select **Cluster Day**, identify your subject as **Home Economics** and follow the feedback prompts.



Contact Details:

Administrative Office:

Monaghan Education Centre,
Armagh Road,
Monaghan.

www.metc.ie

Directors Office:

LMETB,
Chapel Street,
Dundalk.

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Useful Websites:

www.jct.ie

www.jctregistration.ie

www.ncca.ie

www.curriculumonline.ie

www.schoolself-evaluation.ie