

Current 2nd Years 2021/2022

Classroom Based Assessments

Common level

	Classroom Based Assessment 1 2nd year	Classroom Based Assessment 2 3rd year	Assessment Task 10 %
	Graded by teacher and will appear on their JCPA	Graded by teacher and will appear on their JCPA	Marked by State Examinations Commission
English	<p>Oral Communication</p> <p>Choose a topic or issue that is of interest or importance to them and they research it.</p> <p>Individual or group communication or presentation.</p> <p>During a period of 3 weeks, with support/guidance by the teacher.</p> <p>Recorded for the purposes of assessment.</p>	<p>Collection of the Student's Texts</p> <p>Two texts chosen by the student from his/her collection of texts.</p>	<p>Students complete a specified written task which is sent to the SEC for marking.</p> <p>The Assessment Task will link to the Collection of the Student's Texts.</p> <p>Reflective piece of work.</p>
Science	<p>Extended Experimental Investigation (EEI)</p> <p>A student will, over a three-week period, formulate a scientific hypothesis, plan and conduct an experimental investigation to test their hypothesis, generate and analyse primary data, and reflect on the process, with support/guidance from the teacher.</p>	<p>Science in Society Investigation (SSI)</p> <p>A student will, over a three-week period, research a socio-scientific issue, analyse the information/secondary data collected, evaluate the claims and opinions studied, and draw evidence-based conclusions about the issues involved, with support/guidance from the teacher.</p>	<p>Students complete a specified written task which is sent to the SEC for marking.</p> <p>The Assessment Task will link to the Science in Society Investigation.</p> <p>Following completion of the second Classroom-Based Assessment in Year Three.</p> <p>Reflective piece of work.</p>

Business	Business in Action Group project Based on one of three options: <ul style="list-style-type: none"> Enterprise in action Economics in action Finance in action During a maximum of four weeks with support/guidance from teacher.	Presentation Individual presentation and investigation on a business-related topic. During a maximum of three weeks, with support and guidance from teacher.	Students complete a specified written task which is sent to the SEC for marking. The Assessment Task will link to the Presentation (CBA 2).
MFL – French / German	Oral Communication in the target language Individual, pair or group communication using an interview, role-play, presentation (accompanied by question-and - answer session) or conversation in response to stimulus material. During a maximum of three weeks, with support and guidance from teacher.	Student Language Portfolio Three items chosen by the student from his/her collection. Texts produced over time with support and guidance from teacher.	Students complete a specified written task which is sent to the SEC for marking. Questions and answers will be in English. The Assessment Task will be based on the Student Language Portfolio.
Visual Art	From Process to Realisation Group or individual project where students choose to work from one of a range of given themes to develop their ideas and create a realised work. During a maximum of four months with support/guidance from teacher.	Communicate and Reflect Individual project where students choose one from a range of given themes and generate preparatory work which they present to their class for discussion and feedback. During a maximum of three months with support/guidance from teacher.	State certified final assessment Based on their analyses of and reflection on the feedback received, students will significantly develop their ideas further and complete two realised works. They will present 2 artefacts for assessment by the SEC accompanied by a reflective piece.
Gaeilge	NB GAEILGE HAS BOTH CBA 1 & CBA 2 IN 3RD YEAR BUT STUDENTS WORK FROM 2ND YEAR ON CONTENT		
	1 Language portfolio – Term 1 3rd Year The portfolio with samples of their work. may include a range of student-created texts, e.g. projects, learning logs, creative pieces (poems/songs etc. created by the student) reflective pieces, recorded material (audio-visual and visual), texts, presentations completed etc.*	2 Communicative Task - Term 2 3rd Year 3-4 minutes of an oral task recorded for the purposes of assessment. – Presentation, role play, interview alone or in a group.	Students complete a specified written task which is sent to the SEC for marking. The Assessment Task will link to the Presentation (CBA 2). This is a reflective piece of writing.

Maths	<p>Mathematical Investigation</p> <p>A report may be presented in a wide range of formats.</p> <p>A student will, over a three-week period, follow the Problem-solving cycle to investigate a mathematical problem.</p> <p>Problem-solving cycle: define a problem; decompose it into manageable parts and/or simplify it using appropriate assumptions; translate the problem to mathematics if necessary; engage with the problem and solve it if possible; interpret any findings in the context of the original problem.</p>	<p>Statistical Investigation</p> <p>A report may be presented in a wide range of formats.</p> <p>A student will, over a three-week period follow the Statistical enquiry cycle.</p> <p>Statistical enquiry cycle: formulate a question; plan and collect unbiased, representative data; organise and manage the data; explore and analyse the data using appropriate displays and numerical summaries and answer the original question giving reasons based on the analysis section.</p>	<p>Students complete a specified written task which is sent to the SEC for marking.</p> <p>The Assessment Task will link to the Statistical Investigation.</p> <p>This is a reflective piece of writing.</p>
History	<p>The Past in My Place</p> <p>Display.</p> <p>Group, pair or individual.</p> <p>During a maximum of 3 weeks with support/guidance from teacher.</p>	<p>A Life in Time</p> <p>Written record.</p> <p>Individual.</p> <p>During a maximum of 3 weeks, with support/guidance from teacher.</p>	<p>Students complete a specified written task which is sent to the SEC for marking.</p> <p>The Assessment Task will link to A Life in Time (CBA 2).</p> <p>This is a reflective piece of writing.</p>
Geography	<p>Geography in the News</p> <p>Structured inquiry through a response to a recent geographical event(s).</p> <p>Response to a media source Response may be presented in a wide range of formats.</p> <p>Individual or group.</p> <p>At the end of a three-week period students will report on their inquiry, based on a recent media source, relating to a geographical event.</p>	<p>My Geography</p> <p>Structured inquiry into a geographical aspect (s) in a local area.</p> <p>Geographical investigation Response may be presented in a wide range of formats Individual or group.</p> <p>Students will, over a three-week period, investigate geographical aspects in a local area.</p>	<p>Students complete a specified written task which is sent to the SEC for marking The Assessment.</p> <p>Task will link to My geography (CBA 2).</p> <p>This is a reflective piece of writing.</p>
Home Economics	<p>Creative Textiles</p> <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>Food Literacy Skills Brief</p> <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</p>	<p>The final examination consists of a</p> <p>Practical food skills examination (50% weighting of externally assessed examination) and a written</p>

	<p>Make a creative textile item for an individual or the home.</p> <p>OR</p> <p>Recycle or upcycle a creative textile item for an individual or the home.</p>	<p>from a list of briefs issued by the State Examinations Commission.</p>	<p>examination (50% weighting of externally-assessed examination).</p> <p>Both are set out and externally marked by the State Examinations Commission.</p> <p>The food literacy skills briefs and guidelines for the practical food skills examination will be issued annually by the State Examinations Commission.</p>
Engineering	<p>Engineering in Action</p> <p>Investigation and presentation on an application of engineering.</p> <p>Response may be presented in a wide range of formats.</p> <p>Students can collaborate, but each student must present an individual piece of work.</p>	<p>Research and Development</p> <p>Researching an aspect of the theme featured in the SEC project.</p> <p>Students must individually present a piece of work.</p> <p>Response may be presented in a wide range of formats.</p>	<p>No Assessment Task as students will be completing a project that is worth 70% of their final grade.</p> <p>This will be correct by the State Exams Commission.</p>
Music	<p>Composition Portfolio</p> <p>Two pieces chosen by the student from his/her portfolio.</p> <p>Compositions are produced over time with support and guidance from teacher.</p>	<p>Programme Note</p> <p>Individual or group programme note in chosen format.</p>	<p>No Assessment Task as students will be completing a practical examination that is worth 30% of their final grade.</p> <p>This will be corrected by the State Exams Commission.</p>
Graphics	<p>Communicating through sketching</p> <p>Graphically communicate their ideas using two-dimensional and/or three-dimensional sketching techniques.</p> <p>Response may be presented in a wide range of formats.</p> <p>Students can collaborate, but each student must present an individual piece of work.</p>	<p>Graphical Presentation Skills</p> <p>Researching an area related to the domain of the SEC project.</p> <p>Students must individually present a piece of work.</p> <p>Response may be presented in a wide range of formats.</p>	<p>No Assessment Task as students will be completing a project that is worth 30% of their final grade.</p> <p>This will be corrected by the State Exams Commission.</p>
Wood Technology	<p>Wood Science in Our Environment</p> <p>Investigation and presentation of work on a wood science related topic.</p>	<p>Student Self-Analysis and Evaluation</p> <p>Individual analysis of their own skills.</p>	<p>No Assessment Task as students will be completing a project that is worth 70% of their final grade.</p>

	<p>Response may be presented in a wide range of formats.</p> <p>Students can collaborate, but each student must present an individual piece of work</p>	Response may be presented in a wide range of formats.	This will be corrected by the State Exams Commission.
P.E.	<p>The four strands of the PE short course develop the student's knowledge and understanding across a wide range of psychomotor skills.</p> <p>For this reason, these assessment guidelines include different assessments specifically designed to capture evidence of students' learning in each of the strands.</p> <p>Potentially, the student's Classroom-Based Assessment can come from any one of these assessments.</p>	<p>For the purpose of the Classroom-Based Assessment students should complete a minimum of two assessments, ideally one assessment in each year of the short course.</p>	No Assessment Task
C.S.P.E	<p>Students will complete at least three citizenship actions as part of their learning across the three strands of the CSPE short course. Students are expected to create an Action Record for one of these as their Classroom-Based Assessment.</p> <p>The Classroom-based Assessment can be produced in written, digital, visual or audio formats and it may be supported through the use of an interview or presentation.</p>	The Classroom-Based Assessment for the CSPE short course can be completed in second or third year.	No Assessment Task.