

<p style="text-align: center;">ENGLISH</p> <p style="text-align: center;">CBA 1 Oral Communication</p> <p>Students are given an opportunity to choose a topic or issue that is of interest or importance to them and to carry out an exploration over time. The development of basic research skills will be central here. This Classroom-Based Assessment provides useful opportunities for the study of a range of oral presentation styles. In addition, the task offers students opportunities, where appropriate, to collaborate with classmates.</p>	<p style="text-align: center;">ENGLISH</p> <p style="text-align: center;">CBA 2 The collection of student's texts</p> <p>Creative writing is a vital part of English, but students are not 'born' writers. They need to develop a voice and an identity, a good sense of audience, and an awareness of the process of writing. This is best done over time, with supportive feedback and scaffolding from the teacher.</p>
<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">CBA 1 Extended Experimental Investigation</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 style="text-align: center;">SCIENCE</p> <p style="text-align: center;">CBA 2 Science in Society Investigation</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 style="text-align: center;">GAEILGE</p> <p style="text-align: center;">CBA1 An Phunann Teanga (Language Portfolio)</p> <p>Through their language portfolio students develop and reflect on their language acquisition across all five language skills. Pieces of student work will be in a wide range of formats including oral, audio-visual, written and multi-modal and in a variety of genres and styles including creative pieces (poems, songs, dramas, stories that the student composes themselves), projects, reflective pieces, blogs, recorded oral work, learning logs and responses to literary texts</p>	<p style="text-align: center;">GAEILGE</p> <p style="text-align: center;">CBA2 Tasc Cumarsáideach (Communicative Task)</p> <p>Learning centres on the development of skills in oral communication and oral interaction including shaping the style and format of the communicative task, using vocabulary and language register suited to the type of communication, demonstrating an awareness of the target audience, and the development of accuracy in syntax and language patterns. It may also include the development of basic research skills, time-management, self-management, collaboration with others and ownership of learning.</p>

<p style="text-align: center;">VISUAL ART</p> <p style="text-align: center;">CBA 1 From Process to Realisation</p> <p>Students may work individually or in groups of up to three.</p> <p>Using their Visual Art Sketchpad students:</p> <ul style="list-style-type: none"> • Research and explore theme/s issued by the NCCA • Use primary sources appropriate to their selected theme • Develop and refine their ideas and skills through an artistic process <p>Realise an artefact primarily in one of the Visual Art Strands (Art, Craft or Design).</p>	<p style="text-align: center;">VISUAL ART</p> <p style="text-align: center;">CBA 2 Communicate and Reflect</p> <p>Students will work individually. The third year of Visual Art will involve a project brief issued by the SEC. The brief will specify three themes which will of necessity serve as the brief for CBA 2 (Phase 1) and the final assessment (Phase 2). Using their Visual Art Sketchpad students will:</p> <ul style="list-style-type: none"> • Research, experiment and develop ideas and techniques from a range of primary sources based on theme(s) in the brief • Develop their ideas and skills primarily through two strands not carried out in CBA 1 • Present their research work and reflect on feedback from their teacher and peers • Propose how they might develop their ideas further towards two artefacts for Phase 2
<p style="text-align: center;">HISTORY</p> <p style="text-align: center;">CBA 1 The past in my place</p> <p>The students will have the opportunity to develop the research skills of the Historian. In groups, pairs or individually they will identify and investigate sources of evidence on into a historical aspect or theme relating to the locality, place or personal/family history of the student.</p>	<p style="text-align: center;">HISTORY</p> <p style="text-align: center;">CBA 2 A life in time</p> <p>The students will have the opportunity to further develop the research skills of the Historian. Individually, they will undertake a structured evidence-based enquiry into the historical life and experiences of a person of interest.</p>
<p style="text-align: center;">HOME ECONOMICS</p> <p style="text-align: center;">CBA 1 Creative Textiles</p> <p>Students will have the opportunity to demonstrate their practical textile and crafts skills in a creative way. Students will actively engage with the design brief process and develop their knowledge, understanding, skills and values of many of the learning outcomes across Strands 2 and 3.</p>	<p style="text-align: center;">HOME ECONOMICS</p> <p style="text-align: center;">CBA 2 Food literacy skills brief</p> <p>Students will use the design brief process to demonstrate their culinary and creative food literacy skills and nutritional knowledge in researching analysing and planning of a food literacy brief for everyday living.</p>

<p style="text-align: center;">GEOGRAPHY</p> <p style="text-align: center;">CBA 1 Geography in the news</p> <p>Students will undertake a structured inquiry into a recent geographical event of significance on a local, national or global scale, reported in the media and analyse the significance of this event through the lens of the elements: processes, patterns, systems and scale, geographical skills and sustainability.</p>	<p style="text-align: center;">GEOGRAPHY</p> <p style="text-align: center;">CBA 2 My Geography</p> <p>Students undertake a structured inquiry into a geographical aspect(s) in a local area. Students explore and analyse if and how the elements (processes, patterns, systems and scale, geographical skills and sustainability) manifest themselves in the geographical aspect(s). As part of data gathering, students are encouraged to engage in geographical investigations, including field work.</p>
<p style="text-align: center;">MATHEMATICS</p> <p style="text-align: center;">CBA 1 Mathematical Investigation</p> <p>Students engage with the mathematical problem-solving cycle; defining the problem statement, finding a strategy and translating it to mathematics (if necessary), engaging with the problem and solving it if possible, and interpreting the solution in the context of the original problem. Students will have the opportunity to develop their mathematical, communicative, research and collaboration skills, competencies and knowledge.</p>	<p style="text-align: center;">MATHEMATICS</p> <p style="text-align: center;">CBA 2 Statistical Investigation</p> <p>Students engage with the statistical enquiry cycle; designing the investigation, identifying the variables of interest and choosing reliable, valid measurement methods for gathering data on each variable, gathering, organising and managing the data, analysing and interpreting the data in the context of the original question. Students will have the opportunity to develop their mathematical, communicative, research and collaboration skills, competencies and knowledge.</p>
<p style="text-align: center;">MUSIC</p> <p style="text-align: center;">CBA 1 Composition Portfolio</p> <p>An opportunity to celebrate students' achievements as creators of music artefacts, by compiling a collection of their musical ideas. Through this process, students will develop their musical voice and their identity. When composing music for their chosen audience, students will learn how to bring an idea from concept to realisation.</p>	<p style="text-align: center;">MUSIC</p> <p style="text-align: center;">CBA 2 Programme Note</p> <p>The student will prepare a programme note to illuminate the content of their three pieces for their practical performance in an interesting and relevant way. While this illumination is important for the audience, it also enriches the performance by the student.</p>

<p style="text-align: center;">Modern Foreign Languages</p> <p style="text-align: center;">CBA 1 Oral Communication</p> <p>The purpose of this Classroom-Based Assessment is for the student to demonstrate the skills of oral production and oral interaction. However, other skills may be developed, e.g. reading, writing, listening, basic research.</p> <p>The student will focus on an aspect of the target language country(ies) or culture; or on a simulation of an experience in a target language country; or on a topic or stimulus of interest.</p> <p>Students may work individually, in pairs or in a group.</p>	<p style="text-align: center;">Modern Foreign Languages</p> <p style="text-align: center;">CBA 2 The student language portfolio</p> <p>Students learn a lot from the process of language acquisition when they are taught how to use a portfolio to document and reflect on their learning. They need to develop confidence in interaction and an awareness of the process of language acquisition.</p>
<p style="text-align: center;">BUSINESS STUDIES</p> <p style="text-align: center;">CBA 1 Business In Action</p> <p>Students will act as consumers, entrepreneurs, managers and decision-makers as they plan and conduct research, analyse data and information, problem-solve and make decisions, use digital technology to manage information, and take action. They will learn about, and make informed decisions about, their own resources and issues of social, cultural and global importance. These are essential skills required for life, work and further education.</p>	<p style="text-align: center;">BUSINESS STUDIES</p> <p style="text-align: center;">CBA 2 Oral Communication Presentation</p> <p>This Classroom-Based Assessment helps students to apply course learning to their daily lives, integrate theoretical ideas to practical contexts and begin to develop reflective skills. It is designed to build on the positive dialogue between students and teachers on business-related interests throughout the three years of study.</p> <p>The Presentation is an individual project. It comprises of three areas of activity:</p> <ul style="list-style-type: none"> ▪ Investigating ▪ Making informed judgements ▪ Communicating.