

## 2<sup>nd</sup> YEAR CBAs 2019/2020

### Term 2 & 3

**Monday January 6<sup>th</sup>**      –      **Friday February 14<sup>th</sup>**      **(6 weeks)**  
**Monday February 24<sup>th</sup>**      –      **Friday April 3<sup>rd</sup>**      **(6 weeks)**  
**Monday April 20<sup>th</sup>**      –      **Friday May 29<sup>th</sup>**      **(6 weeks)**

Subject	Duration		Possible Dates
Visual Art	4 months	<b>From Process to Realisation:</b> 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.	Jan 6 <sup>th</sup> – April 3 <sup>rd</sup>
Home Economics	8-10 weeks	<b>Creative Textiles:</b> This is an individual project. Students will produce evidence of the application of the design brief process to one of the following options: 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.	Nov 4 <sup>th</sup> – March 20 <sup>th</sup>
Business	4 weeks	<b>Business in Action Group Project:</b> Based on one of three options: <ul style="list-style-type: none"> <li>• Enterprise in action</li> <li>• Economics in action</li> <li>• Finance in action</li> </ul> During a maximum of four weeks with support/guidance from teacher.	Jan 6 <sup>th</sup> – Jan 31 <sup>st</sup>
Geography	3 weeks	<b>Geography in the news:</b> Structured inquiry through a response to a recent geographical event(s). Response to a media source. Response may be presented in a wide range of formats. 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.	Jan 13 <sup>th</sup> – Jan 31 <sup>st</sup>

History	3 weeks	<b>The Past in My Place:</b> Display which can be completed by a group, pair or individual. During a maximum of 3 weeks with support/guidance from teacher.	Feb 24 <sup>th</sup> – Mar 13 <sup>th</sup>
Science	3 weeks	<b>Extended Experimental Investigation (EEI):</b> 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	April 20 <sup>th</sup> – May 15 <sup>th</sup>
Maths	3 weeks	<b>Mathematical Investigation:</b> A report may be presented in a wide range of formats. A student will, over a three-week period, follow the problem-solving cycle to investigate a mathematical problem. 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.	Mar 13 <sup>th</sup> – April 3 <sup>rd</sup>
Music	N/A	<b>Composition Portfolio:</b> Two pieces chosen from her portfolio. Compositions are produced over time with support and guidance from teacher.	April 3 <sup>rd</sup>
English	3 weeks	<b>Oral Communication:</b> Individual or group communication or presentation/performance. During a period of 3 weeks, with support/guidance by the teacher.	April 20 <sup>th</sup> – May 11 <sup>th</sup>
MFL – French or Spanish	3 weeks	<b>Oral Communication in the target language:</b> 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.	April 24 <sup>th</sup> – May 15 <sup>th</sup>

### 3<sup>rd</sup> Year CBAs & ATs 2019/2020

Subject	Duration		Possible Dates	
			CBA	AT
Visual Art	3 months	<b>Communicate and Reflect:</b> 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	Sept 9 <sup>th</sup> – Nov 29 <sup>th</sup>	N/A
Gaeilge (CBA 1)	N/A	<b>Language Portfolio:</b> 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.	Nov 22 <sup>nd</sup>	N/A
Science	3 weeks	<b>Science in Society Investigation (SSI):</b> 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.	Dec 2 <sup>nd</sup> – Dec 20 <sup>th</sup>	Jan 6 <sup>th</sup> – Jan 9 <sup>th</sup>
Business	3 weeks	<b>Presentation:</b> Individual presentation and investigation on a business-related topic. During a maximum of three weeks, with support/guidance from teacher.	Nov 25 <sup>th</sup> – Dec 13 <sup>th</sup>	Jan 6 <sup>th</sup> – Jan 9 <sup>th</sup>
MFL – French, German or Spanish	N/A	<b>Student Language Portfolio:</b> Three items chosen by the student from her collection. Texts produced over time with support and guidance from their teacher.	Dec 9 <sup>th</sup>	Jan 6 <sup>th</sup> – Jan 9 <sup>th</sup>

English	N/A	<b>Collection of the Student's Texts:</b> Two texts chosen by the student from her collection of texts	Dec 9 <sup>th</sup>	Jan 6 <sup>th</sup> – Jan 9 <sup>th</sup>
Gaeilge (CBA 2)	3 weeks	<b>Communicative Task:</b> 3-4 minutes of an oral task in the format of a presentation, role play or interview. Can be completed alone or in a group.	Jan 13 <sup>th</sup> – Jan 31 <sup>st</sup>	Feb 4 <sup>th</sup> – Feb 7 <sup>th</sup>

❖ Gaeilge Mock Exam – Friday January 10<sup>th</sup>