

Current Third Years 2019/2020

Classroom Based Assessments

	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	<p>Business in Action Group project</p> <p>Based on one of three options:</p> <ul style="list-style-type: none"> • Enterprise in action • Economics in action • Finance in action <p>During a maximum of four weeks with support/guidance from teacher</p>	<p>Presentation</p> <p>Individual presentation and investigation on a business-related topic</p> <p>During a maximum of three 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 the Presentation (CBA 2)</p>

MFL – French / German	<p>Oral Communication in the target language</p> <p>Individual, pair or group communication using an interview, role-play, presentation (accompanied by question-and - answer session) or conversation in response to stimulus material</p> <p>During a maximum of three weeks, with support and guidance from teacher</p>	<p>Student Language Portfolio</p> <p>Three items chosen by the student from his/her collection Texts produced over time with support an</p>	<p>students complete a specified written task which is sent to the SEC for marking. Questions and answers will be in English</p> <p>The Assessment Task will be based on the Student Language Portfolio</p>
Visual Art	<p>From Process to Realisation</p> <p>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.</p> <p>During a maximum of four months with support/guidance from teacher</p>	<p>Communicate and Reflect</p> <p>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.</p> <p>During a maximum of three months with support/guidance from teacher</p>	<p>State certified final assessment</p> <p>Based on their analyses of and reflection on the feedback received, students will significantly develop their ideas further and complete two realised works.</p> <p>They will present 2 artefacts for assessment by the SEC accompanied by a reflective piece</p>
Gaeilge	<p>NB GAEILGE HAS BOTH CBA 1 & CBA 2 IN 3RD YEAR BUT STUDENTS WORK FROM 2ND YEAR ON CONTENT</p>		
	<p>1 Language portfolio – Term 1 3rd Year</p> <p>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.*</p>	<p>2 Communicative Task - Term 2 3rd Year</p> <p>3-4 minutes of an oral task recorded for the purposes of assessment</p> <p>– presentation, role play, interview alone or in a group.</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 Presentation (CBA 2)</p> <p>This is a reflective piece of writing</p>

Current 2nd years 2019/2020
Classroom Based Assessments
(2nd & 3rd year)
(2019/2020 & 2020&2021)

	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/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 an	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

<p>Maths</p>	<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>
<p>History</p>	<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>Towards the end of Year 2</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>Term 2 of Year 3</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>
<p>Geography</p>	<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 threeweek period students will report on their inquiry, based on a recent media source, relating to a geographical event</p> <p>Second term of Year 2</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>First term of Year 3</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>

<p>Home Economics</p>	<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>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>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 from a list of briefs issued by the State Examinations Commission</p>	<p>The final examination consists of a</p> <p>practical food skills examination (50% weighting of externally assessed examination) and a written 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>
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