

## 2<sup>nd</sup> YEAR CBAs 2020/2021

### Term Breakdown

**Monday 31<sup>st</sup> August – Friday 23<sup>rd</sup> October (8 weeks)**

**Monday 2<sup>nd</sup> November – 22<sup>nd</sup> December (7.5 weeks)**

**Wednesday January 6<sup>th</sup> – Friday February 12<sup>th</sup> (5.5 weeks)**

**Monday February 22<sup>nd</sup> – Friday March 26<sup>th</sup> (5 weeks)**

**Monday April 12<sup>th</sup> – Friday May 29<sup>th</sup> (7 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 30 <sup>th</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 9 <sup>th</sup> – February 5 <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.	22 <sup>nd</sup> February – 12 <sup>th</sup> March
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.	Jan 4 <sup>th</sup> – Jan 22 <sup>nd</sup>

		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.	
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.	Jan 25 <sup>th</sup> - Feb 12 <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 12 <sup>th</sup> – May 7 <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.	Feb 22 <sup>nd</sup> - March 12 <sup>th</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.	March 26 <sup>th</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 14 <sup>th</sup> – May 6 <sup>th</sup>

Graphics	3 weeks	<b>Communication through sketching:</b> Graphically communicate their ideas using two-dimensional and/or three-dimensional sketching techniques. Response may be presented in a wide range of formats. Students can collaborate, but each student must present an individual piece of work. During a maximum of three weeks, with support and guidance from teacher.	March 1 <sup>st</sup> - March 24 <sup>th</sup>
Wood Technology	3 weeks	<b>Wood science in our environment:</b> Investigation and presentation on a wood science related topic. Response may be presented in a wide range of formats. Students can collaborate, but each student must present an individual piece of work. During a maximum of 3 weeks with support/guidance from teacher	Jan 18 <sup>th</sup> - Feb 5 <sup>th</sup>
Religious Education	3 weeks	<b>A Person of Commitment:</b> During a period of 3 weeks, with support/guidance by the teacher, students will research and report on a person whose religious beliefs or worldview have had a positive impact on the world, past or present.	6 <sup>th</sup> Jan-20 <sup>th</sup> Jan

### 3<sup>rd</sup> Year CBAs 2020/2021

Subject	Duration		Possible Dates CBA
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 15 <sup>th</sup> – Nov 20 <sup>th</sup>
Science (CBA 2)	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	Nov 2 <sup>nd</sup> - Nov 20 <sup>th</sup>

		claims and opinions studied, and draw evidence-based conclusions about the issues involved, with support/guidance from the teacher.	
Business (CBA 2)	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.	Feb 1st - Feb 26th
MFL – French, German or Spanish (CBA 1)	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.	5 <sup>th</sup> Oct –23 <sup>rd</sup> Oct
English (CBA 2)	N/A	<b>Collection of the Student’s Texts:</b> Two texts chosen by the student from his/her collection of texts	Jan 29 <sup>th</sup>
Music (CBA 2)	3 weeks	<b>Programme Note:</b> Individual or group programme note in chosen format. During a maximum of 3 weeks, with support and guidance from teacher	Feb 1 <sup>st</sup> - Feb 26 <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 6 <sup>th</sup> – Jan 27 <sup>th</sup>
Mathematics (CBA 1)	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	Sept 14 <sup>th</sup> - Oct 9 <sup>th</sup>

		necessary; engage with the problem and solve it if possible; interpret any findings in the context of the original problem.	
Home Economics (CBA 2)	2 weeks	<b>Food literacy skills brief:</b> This is an individual submission. 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	7 <sup>th</sup> December – 19 <sup>th</sup> December