

DRAFT CALENDAR: 2nd YEAR CBAs 2020/2021

| Subject | Duration | | Dates for CBA & SLAR |
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| Visual Art | 4 months | <p>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.</p> <p>During a maximum of four months with support/guidance from teacher.</p> | 11 th Jan – 5 th March |
| Home Economics | 8-10 weeks | <p>Creative Textiles: 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.</p> | 14 th Dec – 5 th March |
| Geography | 3 weeks | <p>Geography in the news: 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.</p> | 18 th Jan – 5 th Feb |

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| | | 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. | |
| Maths | 3 weeks | <p>Mathematical Investigation: 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.</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> | 6 th Jan – 28 th Jan |
| Science | 3 weeks | <p>Extended Experimental Investigation (EEI): 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> | 22 nd Feb – 19 th March |

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| History | 3 weeks | <p>The Past in My Place: Display which can be completed by a group, pair or individual.</p> <p>During a maximum of 3 weeks with support/guidance from teacher.</p> | 12 th - 30 th April |
| Business Studies | 4 weeks | <p>Business in Action Group Project: 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> | 9 th - 20 th May |
| MFL | 3 weeks | <p>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.</p> <p>During a maximum of three weeks, with support and guidance from teacher.</p> | 26 th April – 14 th May |

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| English | 3 weeks | Oral Communication: Individual or group communication or presentation/performance. During a period of 3 weeks, with support/guidance by the teacher. | 12 th - 30 th April |
| Music | N/A | Composition Portfolio: Two pieces chosen from her portfolio. Compositions are produced over time with support and guidance from teacher. | N/A |
| Applied Technology | 3 weeks | Exploring the Application of Controlled Systems in a Local Context: An investigation-based project that will provide students with the opportunity to individually or collaboratively explore the role of controlled systems in their local environment such as their classroom, school, community, etc. Students will investigate either: <ul style="list-style-type: none"> • an identified control system that provides a defined function or • a potential controlled system that could be introduced to provide a defined function. | 1st Feb - 26th Feb |
| Engineering | 3 weeks | Engineering in Action: Students will investigate real-life applications of the processes and principles of | 25 th Jan - 12th Feb |

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| | | engineering. Students can focus their investigation through the lens of a specific strand, a combination of two strands or can adopt an integrated approach across all three strands. The students will communicate their findings through any appropriate media | |
| Graphics | 3 weeks | Communicating through Sketching: Students will be asked to graphically communicate their ideas using two-dimensional and three-dimensional sketching techniques in response to a chosen stimulus theme. | 25th Jan - 12th Feb |
| Wood Technology | 3 weeks | Wood Science in our Environment: Students will explore a wood science-related issue within a local/global context. They will analyse the information/data collected, evaluate and present the findings of their research of the issue they have investigated, with support/guidance from the teacher. | 11th Jan - 29th Jan |
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DRAFT CALENDAR: 3rd Year CBAs 2020/2021

- ❖ Gaeilge, Visual Art, Home Economics & Music **must** complete CBA2.
- ❖ MFL **must** complete CBA1.
- ❖ Other subjects must complete **either** CBA1 or CBA2 (3rd year).

| Subject | Duration | | Dates CBA & SLAR |
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| MFL | 3 weeks | <p>CBA1: 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.</p> <p>During a maximum of three weeks, with support and guidance from teacher.</p> | Completed in 2 nd year |
| Gaeilge | 3 weeks | <p>MRB2: Communicative Task: 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.</p> | 22 nd Feb – 12 th March |
| Visual Art | 3 months | <p>CBA2: 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.</p> | Sept 14 th - Nov 13 th |

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| | | During a maximum of three months with support/guidance from teacher. | |
| Music | 3 weeks | CBA2: Programme Note: Individual or group programme note in chosen format. During a maximum of 3 weeks, with support and guidance from teacher. | 1st – 12th February |
| Home Economics | Term 2 | CBA2: Food Literacy Skills Brief: 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. | 1 st Feb – 26 th Feb |
| Maths | 3 weeks | CBA1: Mathematical Investigation: 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. | Completed in 2 nd year |

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| English | 3 weeks | CBA1: Oral Communication: Individual or group communication or presentation/performance. During a period of 3 weeks, with support/guidance by the teacher. | Feb 22 nd - Mar 12 th |
| History | 3 weeks | CBA1: The Past in My Place: Display which can be completed by a group, pair or individual with support/guidance from teacher. | Completed in 2 nd year |
| Science | 3 weeks | CBA2: Science in Society Investigation (SSI): 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. | 2 nd Nov – 20 th Nov |
| Business Studies | 3 weeks | CBA1: 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 | Completed in 2 nd year |

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| | | During a maximum of four weeks with support/guidance from teacher. | |
| Geography | 3 weeks | <p>Geography in the news: 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.</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> | Competed in 2 nd year |