



## Seamount College, CBA1 - Second Years



### Key dates for Classroom Based Assessments 2023/2024

Subject	Duration		Dates
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.	Monday 6 <sup>th</sup> November - Friday 24 <sup>th</sup> November
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 the teacher.	Monday 20 <sup>th</sup> November - Friday 15 <sup>th</sup> December
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 the teacher.	Monday 8 <sup>th</sup> January - Friday 3 <sup>rd</sup> May
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.	Monday 8 <sup>th</sup> January - Friday 16 <sup>th</sup> March

Maths	3 weeks	<p><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.</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>Monday 8<sup>th</sup> January</p> <p>-</p> <p>Friday 26<sup>th</sup> January</p>
Music	N/A	<p><b>Composition Portfolio:</b> Two pieces chosen from their portfolio. Compositions are produced over time with support and guidance from the teacher.</p>	
Geography	3 weeks	<p><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.</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>	<p>Monday 22<sup>nd</sup> January</p> <p>-</p> <p>Friday 9<sup>th</sup> February</p>
History	3 weeks	<p><b>The Past in My Place:</b> Display which can be completed by a group, pair or individual.</p> <p>During a maximum of 3 weeks with support/guidance from the teacher.</p>	<p>Monday 19<sup>th</sup> February</p> <p>-</p> <p>Friday 8<sup>th</sup> March</p>
Graphics	3 weeks	<p><b>Communicating through sketching:</b> Students will be asked to graphically communicate their ideas using two-dimensional and three-dimensional sketching techniques in response to a chosen stimulus theme. Students can communicate their work through any appropriate media.</p>	<p>Monday 4<sup>th</sup> March</p> <p>-</p> <p>Friday 22<sup>nd</sup> March</p>
MFL - French	3 weeks	<p><b>Oral Communication in the target language:</b> Individual, pair or group communication using an interview, role-play, presentation (accompanied by</p>	<p>Monday 8<sup>th</sup> April</p> <p>-</p>

		question-and - answer session) or conversation in response to stimulus material. During a maximum of four weeks with support/guidance from the teacher.	Friday 26 <sup>th</sup> April
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.	Monday 22 <sup>nd</sup> April - Friday 10 <sup>th</sup> May
Gaeilge	3 weeks	<b>Language Portfolio :</b> Students will create a language portfolio with samples of their work. It focuses on the language learning process and places the student and their learning journey at the centre of teaching, learning and assessment.	Monday 29 <sup>th</sup> April - Friday 17 <sup>th</sup> May
Applied Technology	3 weeks	<b>Exploring the application of controlled systems in a local context</b> Students have the option of investigating a controlled system that currently exists in their chosen local setting or alternatively, they may choose to explore the option of introducing a controlled system that would result in it having a defined function. Either of the approaches should be conducted through the lens of: ▪ research and analysis ▪ function ▪ evaluating their Classroom–Based Assessment ▪ communicating their Classroom–Based Assessment.	Monday 6 <sup>th</sup> May - Friday 24 <sup>th</sup> May
CSPE		CBA completed in 3 <sup>rd</sup> year	