

Classroom Based Assessment 1 - 2nd year

Graded by teacher and will appear on their JCPA

English	Oral Communication Choose a topic or issue that is of interest or importance to them and they research it. Individual or group communication or presentation. During a period of 3 weeks, with support/guidance by the teacher. Recorded for the purposes of assessment
Science	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.
Business	Business in Action Individual 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
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
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

<p>Gaeilge</p>	<p align="center">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>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>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>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>Religion</p>	<p>A Person of Commitment</p> <p>Individual or group report that may be presented in a wide range of formats</p> <p>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.</p>

Home Economics	<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>
Engineering,	<p>Classroom-Based Assessments Assessment Assessment methods CBA 1: Engineering in action The teacher’s judgement is recorded for the purpose of subject learning and assessment review, and for the school’s reporting to parents and students. The CBA will be completed within a three-week period during term two of second year.</p>
Wood	<p>Assessment CBA 1: Wood science in our environment The teacher’s judgement is recorded for the purpose of subject learning and assessment review, and for the school’s reporting to parents and students. The CBA will be completed within a three-week period during term one of second year.</p>
Graphics	<p>CBA 1: Communicating through sketching The teacher’s judgement is recorded for the purpose of subject learning and assessment review, and for the school’s reporting to parents/guardians and students. This CBA is to be completed within 3 weeks.</p>
SHORT COURSE PE	<p>Students will complete two of the following strands for assessment over the course of the 2 years 1st & 2nd Year (teacher to decide) Strand 1 Physical activity for health and wellbeing Strand 2 Games - Performance Assessment in Games Strand 3 Individual and team challenges Strand 4 Dance and gymnastics</p>
SHORT COURSE DIGITAL LITERACY	<p>Student will be working on this from 1st to 2nd year Classroom-Based Assessment: Final Project The final project is a significant piece of work that is presented/published in an appropriate digital format, and should be completed towards the end of the course. It can be based on any topic related to the course. This project will be published and should demonstrate engagement with learning outcomes across all four strands. As part of the Classroom-Based Assessment, students should demonstrate an awareness of how to remain safe online, how to respond to potentially harmful situations, the benefits and risks of social networking, and how to be a respectful and responsible online citizen.</p>

Grading of CBA's

- ✓ Student Achievement in a Classroom-Based Assessment is based on subject specific learning outcomes and Features of Quality.
- ✓ The Features of Quality are clearly specified by the NCCA and are the same for every school in the country
- ✓ They are set out in four level descriptors

Classroom Based Assessment Descriptors
Exceptional
Above Expectations
In Line with Expectations
Yet to Meet Expectations

Final State Examinations

- ✓ Students will still sit a final written exam that is set marked and resulted by the SEC
- ✓ The written exam will be no longer than 2 hours and all subjects will be examined at a common level apart from English, Irish and Mathematics which will have 2 levels (Higher and Ordinary)
- ✓ Exams will still be held in June
- ✓ The Assessment Tasks will be sent to the SEC with the written papers after the exam to be marked.
- ✓ The results of the State Exams will be first issued in September.
- ✓ The results of the State Exams, Classroom Based Assessment and Other Areas of Learning will be reported on the Junior cycle Profile of Achievement (JCPA)

Other Areas of Learning

- ✓ Students involvement in other areas of learning outside the classroom will also be reported on within the new junior cycle.
- ✓ These can include sporting, musical, social, cultural, pastoral, scientific, entrepreneurial and other activities that they take part in during their time in Junior Cycle.



John Kelly

DOB: 21 June 2001

STATE CERTIFIED FINAL EXAMINATIONS

Examination number: 456085

English (O)	Distinction
Irish (O) ⁽²⁾	B
Mathematics (H)	B
History (H)	C
Geography (H)	D
French (O) ⁽²⁾	C
Business Studies (H)	B
Science (H)	B
Technology (H)	B
C.S.P.E. (C)	A
Religion (H)	A

Classroom-Based Assessments - English

Oral Communication	Exceptional
Collection of Texts	Exceptional

Classroom-Based Assessments - Short Courses

Coding	Above expectations
Physical Education	Exceptional

Other Areas of Learning



Principal

Ms Mary Ryan

Year Head

Mr. Jack Quigley

Roll Number: 60090Q

Anytown Secondary School
Anytown, Co. Anytown
V94 HXW5



Anytown Secondary School

Any Questions please do not hesitate to contact the Junior Cycle Coordinators

Ms. S. Mannix & Mr. P.O Sullivan at:

Juniorcycle@stciaranscs.ie