



CBA OPTIONAL SUBJECT BREAKDOWN



Subject	CBA 1	CBA 2	Assessment Task
Business	<p>BUSINESS IN ACTION GROUP PROJECT</p> <ul style="list-style-type: none"> In groups, over a four week period, students will take a practical approach to learning by conducting research and analysing this data in order to make key decisions in relation to one of 3 areas: <ul style="list-style-type: none"> Enterprise in Action Economics in Action Finance in Action 	<p>PRESENTATION</p> <ul style="list-style-type: none"> Students individually present their report on a business related topic of their choice. Students will engage in 3 areas of activity during the 3 week period: <ul style="list-style-type: none"> Investigating Reflecting on Learning Communicating 	<ul style="list-style-type: none"> Students will complete a specified written task. The Assessment Task will link to the Presentation (CBA 2). This is a reflective piece of work.
Geography	<p>GEOGRAPHY IN THE NEWS</p> <ul style="list-style-type: none"> Students will engage in a structured inquiry through a response to a recent geographical event(s). The response may be presented in a wide range of formats, and as an individual or in a group. 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>MY GEOGRAPHY</p> <ul style="list-style-type: none"> Students will conduct a structured inquiry into a geographical aspect(s) in a local area. This geographical investigation response may be presented in a wide range of formats, and as an individual or in a group. Students will, over a three-week period, investigate geographical aspects in a local area. 	<ul style="list-style-type: none"> Students will complete a specified written task. The Assessment Task will link to My Geography (CBA 2). This is a reflective piece of work.
Graphics	<p>COMMUNICATING THROUGH SKETCHING</p> <ul style="list-style-type: none"> Students will graphically communicate their ideas using 2D and 3D sketching techniques in response to a chosen stimulus theme. This will be done through 4 areas: <ul style="list-style-type: none"> Researching of Ideas Geometric Concepts Sketching Representation Students are encouraged to communicate their work through any appropriate media. 	<p>GRAPHICAL PRESENTATION SKILLS</p> <ul style="list-style-type: none"> Linked to the project. Students research and investigate the domain in which the project is situated. This will be done through 3 areas: <ul style="list-style-type: none"> research and analysis exploring concepts graphical presentation Students are encouraged to communicate their work through any appropriate media. 	<ul style="list-style-type: none"> Students will not complete an Assessment Task. The final The project, consisting of three outputs, is worth 30% of final assessment. The final examination consists of a project (30%) that consists of three outputs and a written examination (70%).
Home Economics	<p>CREATIVE TEXTILES</p> <ul style="list-style-type: none"> Students will produce evidence of the application of the design brief process to one of the following options: <ul style="list-style-type: none"> Make a creative textile item for an individual or the home. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Recycle or upcycle a creative textile item for an individual or the home. This is an individual submission. 	<p>FOOD LITERACY SKILLS BRIEF</p> <ul style="list-style-type: none"> 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. This is an individual submission. 	<ul style="list-style-type: none"> Students will not complete an Assessment Task. The final examination consists of a practical food skills examination (50%) and a written examination (50%).
MFL	<p>ORAL COMMUNICATION IN THE TARGET LANGUAGE</p> <ul style="list-style-type: none"> Students will conduct 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>STUDENT LANGUAGE PORTFOLIO</p> <ul style="list-style-type: none"> Students will select their three best pieces of work completed during 2nd & 3rd Year. <ul style="list-style-type: none"> At least one is an oral piece At least one shows awareness and/or knowledge of the country All three pieces are in the language the student is studying Students must write a Student Reflection Note for each piece that they select. 	<ul style="list-style-type: none"> Students will complete a specified written task. Questions and answers will be in English. The Assessment Task will be based on the Student Language Portfolio (CBA 2). This is a reflective piece of work.
Music	<p>COMPOSITION PORTFOLIO</p> <ul style="list-style-type: none"> Students will complete a two-piece composition portfolio, including any draft work relating to these artefacts. Selected pieces can be of any musical genre/style, and can be created using instruments or voice. Compositions may be performed solo or as a member of a group. Students will complete a reflective piece for each composition. 	<p>PROGRAMME NOTE</p> <ul style="list-style-type: none"> Students will prepare a programme note to inform an audience on the content of their upcoming performance which itself will comprise the practical examination. The structure of the programme note will be influenced by many factors, and students are offered the flexibility in allowing for different degrees of emphasis to be focused on different musical elements and features. 	<ul style="list-style-type: none"> Students will not complete an Assessment Task. The final examination consists of a practical examination (30%) and a written examination (70%).
Science	<p>EXTENDED EXPERIMENTAL INVESTIGATION (EEI)</p> <ul style="list-style-type: none"> Students will 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>SCIENCE IN SOCIETY INVESTIGATION (SSI)</p> <ul style="list-style-type: none"> Students will 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. 	<ul style="list-style-type: none"> Students will complete a specified written task. The Assessment Task will link to the Science in Society Investigation (CBA2). This is a reflective piece of work.
Visual Art	<p>FROM PROCESS TO REALISATION</p> <ul style="list-style-type: none"> Students will choose to work from one of a range of given themes to develop their ideas and create a realised work. This work will be created over a maximum of four months with support/guidance from the teacher. This can be either a group or individual project. 	<p>COMMUNICATE AND REFLECT</p> <ul style="list-style-type: none"> Students will choose one from a range of given themes and generate preparatory work which they present to their class for discussion and feedback. This is an individual project. It is prepared over a maximum of three months with support/guidance from the teacher. 	<ul style="list-style-type: none"> Students will not complete an Assessment Task. Students will present two artefacts accompanied by a reflective piece as their overall form of assessment.