



CBA SHORT COURSE BREAKDOWN



| Subject | CBA 1 | CBA 2 |
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| CSPE | <p>CITIZENSHIP ACTION</p> <ul style="list-style-type: none"> • Students complete at least three citizenship actions as part of their learning across the short course. • Actions can begin from 2nd year (actions completed in 1st year cannot be included for reporting). • Students should document and reflect on their individual contributions to each action throughout 2nd and 3rd year. | <p>CITIZENSHIP ACTION PROJECT</p> <ul style="list-style-type: none"> • Students create a Citizenship Action Record for one of the actions completed. • The Citizenship Action Record shows how a student has actively engaged in an issue or topic of interest, capturing the action undertaken and the students' reflections on it. • Students need to provide evidence (photos, video, scrapbook, etc.) of their plan, research, and implementation of the action. • The Citizenship Action Record can be produced in any format that is appropriate for the students' reflection. |
| SPHE | <p>PROJECT</p> <ul style="list-style-type: none"> • To be completed in 2nd or 3rd year. • The project can be based on any topic related to the course. • The topic should draw on learning from at least two strands of the SPHE short course. • Students complete the project in pairs/small groups. • Students' individual role/contribution is the focus of the assessment. | <p>INDIVIDUAL REFLECTION</p> <ul style="list-style-type: none"> • Students complete an individual reflection on the project they completed. • The reflection should include: <ul style="list-style-type: none"> ◦ Explanation about how they, individually and collectively, completed the project. ◦ Commentary about their learning from the project. ◦ Insights about the importance of the topic for young people's health and wellbeing. • The individual reflection can be produced in any format that is appropriate. |
| PE | <p>OPTION 1 STRAND 4: DANCE & GYMNASTICS</p> <ul style="list-style-type: none"> • Students are given 6 weeks in groups of no more than 4 to create a dance or gymnastics routine. • The students' performance should demonstrate the following: Skill, poise and confidence, Understanding of style/theme, Creative use of choreographic and compositional techniques, props and music, Contribution to overall group performance and Adherence to safety precautions. • The routine is recorded for purposes of assessment. • Students will then reflect on their performance. <p>OPTION 2 STRAND 3: INDIVIDUAL & TEAM CHALLENGES</p> <ul style="list-style-type: none"> • Students are assessed in one of the following physical activity areas: Orienteering and team challenges, Aquatics or Athletics. • Team Orienteering Event Students are assessed on their performance in a team orienteering event, which requires a range of map-reading skills, orienteering strategies and team work. • Performance Assessment in Aquatics Students are assessed on their ability to respond effectively and safely to a water safety scenario including, where appropriate, entry into water and survival swimming. • Performance Assessment in Athletics Students are assessed on their skill and technique in one athletic event. • Students will then reflect on their performance | <p>OPTION 1 STRAND 1: PHYSICAL ACTIVITY FOR HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> • Personal Physical Activity Programme: Students are assessed on their ability to plan for, implement and evaluate their personal physical activity programme, designed to meet their personal improvement goals over a focused period of time. • Students will be allocated 4-6 week to complete the task. • Students submit a diary/recording of their programme and improvements made. • Students will then reflect on their goals. <p>OPTION 2 STRAND 2: GAMES</p> <ul style="list-style-type: none"> • Performance Assessment in Games: Students are assessed on their ability to select and apply a wide range of movement skills and strategies creatively and effectively in an attacking and defending game scenario in one game. • This will be completed over 2/3 PE classes. • Working in teams of four/five students, each team is viewed over two five minute periods responding to the attacking and then a defending scenario. Each player is assessed individually in this context. Alternatively, students could be required to gather video evidence of their performance in these modified game scenarios. Students could then submit a short clip demonstrating their performance in both attacking and defending. • Students will then reflect on their performance. |