



Subject	Duration		Dates
Music	N/A	<b>Composition Portfolio:</b> Two pieces chosen from their portfolio. Compositions are produced over time with support and guidance from teacher.	
Maths	3 weeks	<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. 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.	Monday 9 <sup>th</sup> January – Friday 27 <sup>th</sup> January
Geography	3 weeks	<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. 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.	Monday 9 <sup>th</sup> January – Friday 27 <sup>th</sup> January
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 9 <sup>th</sup> January – Friday 31 <sup>st</sup> March
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 teacher.	Thursday 5 <sup>th</sup> January – Friday 12 <sup>th</sup> May
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 20 <sup>th</sup> February – Friday 10 <sup>th</sup> March

History	3 weeks	<b>The Past in My Place:</b> Display which can be completed by a group, pair or individual. During a maximum of 3 weeks with support/guidance from teacher.	Monday 20 <sup>th</sup> February – Friday 10 <sup>th</sup> March
Classics	3 Weeks	<b>Storytelling using myth:</b> Students have to retell a myth, reimagine a myth or create their own myth. Students explore the benefits and purposes of using myth as a form of storytelling. They examine the key features of a well-told myth and they develop a myth and prepare it for an audience. To complete the CBA they can present their myth a number of different ways. Here's a few examples. They can act out the myth they have written, adapt their own version of a classic myth, create their own myth, they can make it as a video, a cartoon or comic book. Or they can recreate/create a myth through the use of visuals	Monday 13 <sup>th</sup> March – Friday 31 <sup>st</sup> March
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 teacher.	Monday 27 <sup>th</sup> February - Monday 17 <sup>th</sup> March
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 17 <sup>th</sup> April - Monday 5 <sup>th</sup> May
MFL French Spanish German	3 weeks	<b>Oral Communication in the target language:</b> 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.	Monday 17 <sup>th</sup> April - Monday 5 <sup>th</sup> May
Gaeilge		CBA1 completed in 3 <sup>rd</sup> Year	
Social Personal Health Education	3 Weeks	The SPHE CBA includes a project and an individual reflection. The project can be based on any topic/s related to the course and should draw upon learning from at <b>least two</b> strands of the SPHE short course. By drawing on their learning in at least two strands, students can make important connections between the different aspects of their personal, social and health wellbeing. Students must complete the project in either a pair or group of three.	Monday 13 <sup>th</sup> March - Monday 5 <sup>th</sup> May