



General Information on Classroom Based Assessments (CBAs)

Classroom Based Assessments (CBAs) provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper examination, for example, their verbal communication and investigation skills. CBAs will be undertaken in all subjects and short courses and will be facilitated by the classroom teacher. CBAs will be undertaken during a defined time period (between 3 – 10 weeks) within normal class contact time and to a national timetable. The students' CBAs are graded to a national standard with teachers conducting Subject Learning and Assessment Reviews (SLARs) after each CBA. **Students will complete one CBA in Form 2 and one in Form 3 in most subjects.**

CBAs are reported on in the Junior Cycle Profile of Achievement (JCPA) using the following descriptors:

Exceptional
Above expectations
In line with expectations
Yet to meet expectations

CBAs in the different subjects

Below is some information on the structure of the CBAs in the different subjects.

Obligatory Junior Cycle Subjects

Irish

Duration: 3 weeks
Topic: *Punann teanga* (Language Portfolio)
Format: a wide range of formats including oral, audio-visual, written and multi-modal
Particulars: individual written reflection note on each of the 3 pieces of work to be submitted afterwards

Each student chooses three pieces of work from Second Year to demonstrate the development of their language skills. All students must include:

- ✓ at least one piece of recorded oral work and
- ✓ at least one piece for which literature was a stimulus.

Students may choose a variety of genres and styles including creative pieces (poems, songs, dramas, stories that the student composes themselves), projects, reflective pieces, blogs, recorded oral work, learning logs and responses to literary texts.

English

Duration: 3 weeks
Topic: Oral Communication
Format: Individual, pair or group communication

The CBA 1 *Oral Communication* has two priorities: the development of students' basic research skills and their communication.

Student(s) may choose to do:

- ✓ a performance: The student(s) may participate in a scripted or improvised performance, including drama, alone or with others.
- ✓ a presentation: The student(s) may speak with or without notes, and a reading of a prepared script is allowable.
- ✓ an interview: The student may respond to questions asked by the teacher and/or other students; the student may assume the role of interviewer as well as respondent in a dialogue setting.
- ✓ a response to stimulus material: Stimulus material - visuals, written text, aural text, and so on - may be used by the teacher and/or student/s to promote, prompt or guide oral communication.

Maths

Duration: 3 weeks
Topic: A Mathematical investigation
Format: Written record by individual student

A student will 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.



Geography

Duration: 3 weeks
Topic: Geography in the news
Format: Individual display

Students will select a recent geographical event of significance on a local, national or global scale, as reported in the media. Students will undertake a structured inquiry into their chosen geographical event and analyse the significance of this event through the lens of the elements: processes, patterns, systems and scale, geographical skills and sustainability.

History

Duration: 3 weeks
Topic: The Past in My Place
Format: Display by group, pair or individual
Particulars: individual written reflection note to be submitted afterwards

The CBA 1 *The Past in My Place* allows students to experience history at a personal level through the study of an issue, event, theme or person relating to their locality. Studying local history affords students the opportunity to see how the forces of change that they encounter in their classroom exploration of the past have immediacy in terms of how their own local environments experience change. It supports students' appreciation of their heritage and awareness of their cultural inheritance. It allows them to apply their growing conceptual and contextual understanding of history to their own local settings.

Modern Foreign Languages (French, German, Spanish): NB: New in 2025/26

Duration: ongoing, submission during a 3-week CBA window
Topic: Examples from my Student Language Portfolio
Format: a wide range of formats including oral, audio-visual, written and multi-modal
Particulars: An individual student reflection note must accompany each of the 3 chosen pieces of work

Each student chooses three pieces of work from their Student Language Portfolio (developed across First and Second Year) to demonstrate the development of their language skills. All students must include:

- ✓ at least one piece of recorded oral / audio visual work and
- ✓ at least one piece demonstrating socio-cultural knowledge and/or intercultural awareness.

Students may choose a variety of genres and styles including creative pieces (poems, songs, dramas, stories that the student composes themselves), projects, reflective pieces, blogs, recorded oral work, learning logs, and responses to authentic or adapted texts.

Science

Duration: 3 weeks
Topic: Extended Experimental Investigation (EEI)

Format: Students may collaborate, but an individual report in a wide range of formats must be submitted

The Extended Experimental Investigation (EEI) gives students an opportunity to research a question they have about some science-related phenomena they have come across in the course of their studies.

The EEI comprises of four areas of activity:

- ✓ questioning and predicting,
- ✓ planning and conducting,
- ✓ processing and analysing
- ✓ reflecting and reporting.

Optional Junior Cycle Subjects

Business Studies

Duration: 3 weeks
Topic: Business in action
Format: Group project
Particular: individual written reflection note to be submitted afterwards

The CBA *Business in Action* gives students an opportunity to actively engage in a practical and authentic learning experience that reflects activities undertaken regularly in the business environment. They will act as consumers, entrepreneurs, managers and decision-makers as they plan and conduct research, analyse data and information, problem-solve and make decisions, use digital technology to manage information, and take action. They will learn about, and make informed decisions about, their own resources and issues of social, cultural and global importance.



Graphics

Duration: 3 weeks
Topic: Communicating through sketching
Format: Students may collaborate, but each student must present an individual piece of work in a wide range of formats

The CBA1 *Communicating through Sketching* provides opportunities for students to engage in practical, authentic learning experiences giving them the opportunity to develop their skills to become competent in communicating through sketching.

Students will be asked to choose a stimulus theme to graphically communicate their ideas using two-dimensional and/or three-dimensional sketching techniques.

The students' response should be conducted through the lens of:

- ✓ researching of ideas
- ✓ geometric concepts
- ✓ sketching representation
- ✓ communicating their CBA

Home Economics

Duration: 10 weeks
Topic: Creative textiles
Format: Individual project
Particulars: individual written reflection note

In the Home Economics CBA, students will engage in a practical and creative way with the design brief process in creating a textile item for an individual or the home.

Students have two options to choose from:

- ✓ make a textile item for an individual or the home
- ✓ recycle or up-cycle a textile item for an individual or the home.

Students will undertake two areas of activity, which contribute to the generation of their evidence of learning and achievement:

1. Applying the design brief process
2. Demonstrating creative textile skills

Music

Duration: 3 weeks
Topic: Composition Portfolio
Format: Two pieces chosen by the pupil from his/her portfolio
Particulars: individual written reflection note to be submitted afterwards

The focus of this assessment activity is on the creation of a set of musical compositions, ideas or motifs, which might include the following options:

- ✓ responding to an auditory or visual stimulus
- ✓ arranging an existing piece of music
- ✓ creating an answering phrase to an existing phrase
- ✓ adding music to a text
- ✓ responding to a story or a literary text
- ✓ creating an advertisement jingle
- ✓ devising a piece of electro-acoustic music

- ✓ creating an anthem or a musical piece for a school event
- ✓ composing music in response to a personal experience.

Visual Art

Duration: 6 weeks
Topic: From Process to Realisation
Format: Individual or group
Visual Art Sketchpad & Work

The CBA 1 *From Process to Realisation* gives students an opportunity to experience an approach that reflects that of a practising artist/craftsperson/designer. Students are given three themes from which they choose one. Students must research, explore and develop ideas to create a realised work based on this theme. The themes for Classroom-Based Assessment 1 will change each year and will be reissued by the NCCA on the relevant page on www.curriculumonline.ie.

Based on the theme the students chose, they are requested to submit a Visual Art sketchpad that includes a record of their ideas, research, experimental, exploratory and developmental work and processes. Students will also submit their realised work.



Short Courses:

Civic, Social and Political Education (CSPE)

Duration: 6 weeks
Topic: Selected from 3 strands
Format: Three projects to be completed in groups of two or three.
Particulars: The official assessment is based on an action record (reflection) completed by the individual after each Action Project.

Students will complete an action project for each of the three strands of the CSPE short course:

- ✓ Strand 1: Rights and Responsibilities
- ✓ Strand 2: Global Citizenship
- ✓ Strand 3: Exploring Democracy

Students are expected to create an Action Record for each project and use one of these actions as their CBA.

Samples of action projects include the following:

- ✓ *Rights and Responsibilities*: Create a display showing situations or cases where human dignity is respected. Display finished work in school or online.
- ✓ *Global Citizenship*: Write a letter or an email to a politician or to the media about a local or global issue of concern.
- ✓ *Exploring Democracy*: Conduct a survey to find out what students think about decision-making processes in your school and how these might be improved; share the findings.

Physical Education (PE)

Duration: 6 weeks
Topic: Selected from 4 strands
Format: Written, audio and video format
Particulars: students may collaborate, but an individual written reflection note is to be submitted afterwards

The Classroom Based Assessment in PE aims to develop the students' knowledge and understanding across a wide range of psychomotor skills. Students are required to select their CBA from 1 or more strands of the PE course, i.e.

- ✓ Strand 1: Physical activity for health and wellbeing
- ✓ Strand 2: Games
- ✓ Strand 3: Individual and team challenges
- ✓ Strand 4: Dance and gymnastics.

Social, Personal and Health Education (SPHE)

Duration: 6 weeks
Topic: Project including two strands or more from the SPHE course
Format: Pairs/Small group project in written, digital, visual or audio form
Particulars: individual written reflection note to be submitted afterwards. The student's individual role or contribution to the work will be the focus of the assessment.

The project can be based on any topic related to the course and should draw upon learning from at least two strands of the SPHE short course, i.e.

- ✓ Strand 1: Who am I?
- ✓ Strand 2: Minding myself & others
- ✓ Strand 3: Team up
- ✓ Strand 4: My mental health.

Each project should include:

- ✓ evidence of a wide range of reliable background information about the topic including its relevance and importance to young people
- ✓ awareness of the audience where this is relevant to the project, e.g. an information pamphlet for parents.

Support

For further information on the Junior Cycle, please visit:

- ✓ www.curriculumonline.ie for subject specifications and information regarding assessment,
- ✓ www.jct.ie for teacher CPD information and general information regarding the Junior Cycle or
- ✓ contact Midleton College's Junior Cycle coordinators:
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