

Classroom-Based Assessment 2: Graphics

This Classroom-Based Assessment provides opportunities for students to develop and demonstrate skills in researching and investigating the domain in which the project will be situated and present their findings graphically through any appropriate graphic media.

For 2024/2025 third year students, the domain is: **The geometry of desktop items found in an office or study space.**

The student can graphically present the Classroom-Based Assessment through any appropriate media that captures and best communicates their response. To help structure their approach to the Classroom-Based Assessment, the students should focus their work through the lens of:

Research and analysis

An area of focus for completion of the Classroom-Based Assessment is developing a student's research skills on a prescribed area. Students should try to define their idea(s) such as brainstorming key words, phrases and other pieces of information that will assist their research. Each student will be required to gather data and information from different sources to research the domain of the project. Each individual student must conduct their own research using some field (primary) research and/or some desk (secondary) research. It is important that each student records the source(s) of all the information gathered in order to assess its reliability and quality, and to ensure that the sources used can be referenced in the task. They should be encouraged to search effectively, evaluate and analyse material.

Exploring concepts

After completing their initial research, students should be encouraged to identify and explore relevant concepts associated with the domain. These concepts can relate to the domain as a whole, or, to distinct aspects of the domain. Students can draw on existing knowledge but should support their work with research to enhance their knowledge of their identified concepts. By exploring concepts relevant to the domain, students should be able to show a genuine understanding of the domain and should consider what key information will be needed to accurately communicate their findings.

Graphical presentation

Each student will graphically present on what they have learned having completed the Classroom-Based Assessment. The information should present their own work to demonstrate personal understanding of the knowledge and ideas relevant to the project's domain. Students should be encouraged to identify which information best communicates their work and choose the most suitable medium in which to present it.

Measúnú Rangbhunaithe 2: Grafaic

Soláthraíonn Measúnú Rangbhunaithe seo deiseanna ar fáil don scoláire scileanna a fhorbairt agus a thaispeáint a bhaineann le taighde agus iniúchadh a dhéanamh ar an réimse ina mbeidh an tionscadal suite agus a dtorthaí a chur i láthair go grafach trí aon mheáin ghrafacha oiriúnacha.

Maidir le scoláirí 2024/2025, is é an réimse: **Céimseata na míreanna deisce a bhíonn ann in oifig nó i spás staidéir.**

Féadfaidh an scoláire an Measúnú Rangbhunaithe a chur i láthair go grafach trí aon mheáin oiriúnacha ar bith lena ndéantar a fhreagairt a thaifeadadh agus a chur in iúl ar an mbealach is fearr. Chun cuidiú lena chur chuige a struchtúru maidir leis an Measúnú Rangbhunaithe, ba cheart don scoláire a chuid oibre a dhíriú ar na bealaí seo a leanas:

Taighde agus anailís

Agus an Measúnú Rangbhunaithe á chur i gcrích, dírtear ar scileanna taighde an scoláire a fhorbairt i réimse dualgais. Ba cheart don scoláire a idé nó idéanna a shainiú trí thobsmainteoireacht a dhéanamh ar eochairfhocail, ar fhrásaí agus ar phíosaí faisnéise eile a bheidh ina gcuidiú lena chuid taighde. Beidh ar gach scoláire sonraí agus faisnéis a bhailiú ó fhoinsí difriúla ar mhaithe le taighde a dhéanamh ar réimse an tionscadail. Caithfidh gach scoláire aonair a thaighde allamuigh (taighde príomhúil) féin agus/nó roinnt taighde deisce (taighde tánaisteach) a dhéanamh. Tá sé tábhachtach do gach scoláire taifead a choinneáil ar fhoinsí/fhoinsí an eolais ar fad a bhaileofar lena chinntiú go bhféadfar a n-iontaofacht agus a gcáilíocht a mheas, agus gur féidir tagairt a dhéanamh do na foinsí sin sa tasc. Ba chóir é a spreagadh chun cuardach éifeachtach a dhéanamh ar ábhar, agus é a mheas agus a anailísiú.

Coincheapa a fhiosrú

Tar éis dó an taighde tosaigh a chur i gcrích, ba cheart go spreagfaí an scoláire le coincheapa ábhartha a bhaineann leis an téama a shainiú agus a fhiosrú. D'fhéadfadh go mbeadh ceangail ag na coincheapa sin leis an réimse ar an iomlán, nó le gnéithe sonracha den téama. Is féidir leis an scoláire leas a bhaint as eolas atá aige cheana ach ba cheart dó tacú lena chuid oibre le taighde chun a eolas faoina choincheapa sainaitheanta a threisiú. Trí choincheapa atá ábhartha don réimse a fhiosrú, ba cheart go mbeadh an scoláire in ann tuiscint cheart ar an réimse a léiriú agus ba cheart dó machnamh a dhéanamh ar an bhfaisnéis rithábhachtach a bheidh de dhíth chun a chuid torthaí a chur in iúl go cruinn.

Cur i láthair grafach

Déanfaidh gach scoláire cur i láthair grafach ar an méid a d'fhoghlaim sé i ndiaidh an Measúnú Rangbhunaithe a dhéanamh. Ba cheart go gcuirfí a chuid oibre féin i láthair leis an bhfaisnéis d'fhonn tuiscint phearsanta a léiriú ar an eolas agus ar na hidéanna atá ábhartha do réimse an tionscadail. Ba cheart go spreagfaí an scoláire an fhaisnéis a shainiú lena gcuirtear a chuid oibre in iúl ar an mbealach is fearr agus an meán is oiriúnaí trína gcuirfear i láthair í a roghnú.