

Harold's Cross ETSS
Second Year
Summer Assessment Overview 2022

Subject	Areas to Revise/Topic	Duration	Learning Intention
Irish	Mé féin (Myself) Mo theaghlach (my family) Mo theach (My house) Mo cheantar (My area) Mo scoil (My school) Mo chaithimh aimsire (My hobbies) Ceol (Music)	58 minutes	<p>1. Students (Ardleibhéal/Higher Level AND Gnáthleibhéal/Ordinary Level) will be asked to write a detailed aiste (essay) containing/describing the following information:</p> <ul style="list-style-type: none"> • Mé féin (myself) • Mo theaghlach (my family) • Mo theach (my house) • Mo cheantar (My area) • Mo scoil (my school) • Mo chaithimh aimsire (My hobbies) • Ceol (music) <p>2. Students from both levels will be examined on the following grammar:</p>



			<ul style="list-style-type: none">• Na réamhfhocail (Prepositions) “ar” agus “ag”, “le” agus “do”, “faoi” agus “ó”• An aidiacht shealbhach (possessive adjective)• An aimsir chaite, rialta & neamhrialta (Past tense, regular & irregular)• An aimsir láithreach , rialta & neamhrialta (Present tense, regular & irregular)• An aimsir fháistineach, rialta & neamhrialta (Future tense, regular & irregular) <p>3. Students from Higher Level Only will be examined, in the form of Freagra Pearsanta (personal response) on a selection of the following:</p> <ul style="list-style-type: none">• An dán (poem) “Stadeolaíocht”• An dán "An Ghealach”• An dráma “Gleann Álainn”• An scéal "Spás”
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English	Studied Poetry, studied novel(TKAM), Creative writing.	58 minutes.	<p>Poetry: engage effectively with a personal response question on a poem they have studied with an acknowledgement the effects that poetic devices and language choices have.</p> <p>At least three studied poems (their poets, their themes, and key quotes) The following terms and their possible effects:</p> <ul style="list-style-type: none">• Alliteration• Metaphor• Simile• Enjambment• Allegory• Imagery• Hyperbole• Allusion• Sibilance• Diction <p>Novel: analyse a character or theme in a novel they have been studying. Recognise plot, setting, characters and language as informative tools.</p> <ul style="list-style-type: none">• The novel's author• The cultural context of the novel: the time it was written and the time it was set. How might this affect the themes or our understanding of the novel?• Epigraph: do I know what an epigraph is? What does TKAM's epigraph tell us?• Themes: Do I know the themes of the novel? What does the book have to say about good vs evil? About loss of innocence/growing up? Prejudice (gender, social class, race)?
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			<ul style="list-style-type: none">• The protagonist: Who is the protagonist?• The narrator: Who is the narrator? Why this style of narration?• The genre: What is genre? What is a Bildungsroman? What are some features of this type of genre?• Foreshadowing: what it is, where it appears and why might an author use it.• Setting: Maycomb. How is it introduced? How does our understanding of the town change?• Circular plot: what is a circular plot? Why might Lee have used one?• Significant moments/quotes in the text:• Introduction of Maycomb. What do we know about the town?• Scout's first day of school.• Death of Tim Stephenson. This can symbolise/foreshadow a lot of different things.• Moments with Boo Radley: how he is introduced, the kids touching his house, gifts left in the tree, the blanket put over Scout during the fire. Scout's view of protecting him at the end of the novel. How Scout's opinion of him changes.• Significance of the mockingbird metaphor.• Introduction of Burris and Bob Ewell.• Quotes from the text that demonstrate or give insight to setting, characters, and themes. The best quotes are short. Focus on the language. A list of quotes is on Quizlet <p>Creative writing: write with the skills that have been practiced in class (appeals to the senses, narrative hooks etc.)</p> <ul style="list-style-type: none">• Write with a hook that engages my reader.
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			<ul style="list-style-type: none">• Use the senses to describe things.• Roughly follow a narrative structure. Essay skills <ul style="list-style-type: none">• Outline an argument in an introduction that answers the question.• Support the argument with relevant quotes and examples from the text.• Make it clear how the examples and analysis support the argument and answer the question.• Conclude the argument with a conclusion.• Divide the argument into paragraphs.
Maths-Higher Level- Please note that students have a more detailed checklist in their assessment folder on schoolwise	<ul style="list-style-type: none">• Patterns• Coordinate geometry• Algebraic expressions• Algebraic fractions• Factorising• Equations• Question posing and problem solving	58 mins	<ul style="list-style-type: none">• Patterns: Recognise patterns in number, shapes and pictures. Find d and T_n. Recognise and draw a linear sequence.• Coordinate geometry: Plotting points on the cartesian plane, using formulae to calculate length, mid-point, slope and equation.• Algebraic expressions: Like terms and expanding brackets.• Algebraic fractions: Adding and subtracting algebraic fractions.• Factorising: Part 1-Factorising by finding a common factor and by grouping together.• Equations: Solving equations with one unknown and changing the subject of an equation.



	<ul style="list-style-type: none"> • Simultaneous equations • Geometry 		<ul style="list-style-type: none"> • Applying the skills garnered from the CBA in relation to question posing and problem solving. • Solving a pair of simultaneous equations with two unknowns. • Revision of 1st year geometry-points, lines, line segments, rays, parallel and perpendicular lines and angles. • Polygons: Triangles-construction, different types, area and angles.
<p>Maths- Ordinary Level <i>Please note students will receive a more detailed checklist.</i></p>	<ul style="list-style-type: none"> - Patterns - Coordinate geometry - Area and perimeter - Financial mathematics - Question posing and problem solving 	<p>58 mins</p>	<p><u>Patterns:</u></p> <ul style="list-style-type: none"> - Extrapolate given patterns to identify terms - Write patterns given the general term - Identify the general term. - Graph patterns <p><u>Coordinate geometry:</u></p> <ul style="list-style-type: none"> - Plotting points on the cartesian plane, using formulae to calculate length, mid-point, slope, and equation. - Relate patterns and general term to equation of line. <p><u>Area and Perimeter:</u></p> <ul style="list-style-type: none"> - Calculate the area and perimeter of regular quadrilaterals. - Calculate the area and perimeter of triangles.



			<ul style="list-style-type: none"> - Calculate the area and circumference of circles. - Solve problems involving area and perimeter. <p><u>Financial mathematics:</u></p> <ul style="list-style-type: none"> - Solve problems involving percentage increase and decrease. - Solve problems involving profit and loss. - Solve problems involving interest and depreciation. - Solve problems involving VAT. <p><u>Question posing and problem solving:</u></p> <ul style="list-style-type: none"> - Applying the skills garnered from the CBA in relation to question posing and problem solving.
<p>Science-</p> <p>Please note that students have a more detailed checklist in</p>	<ul style="list-style-type: none"> • Motion • Forces • Density • Earth-sun-moon system • Energy • Static Electricity 	58 mins	<ul style="list-style-type: none"> • Select and use appropriate measuring instruments to identify and measure/calculate density, speed, acceleration, force, current, resistance, voltage (potential difference) and power. • Outline by modelling the lunar and solar eclipse. Understand why night and day occurs and the seasons. Recognise and draw lunar phases. • Define energy and state the different types of energy. Difference between renewable and non-renewable.



<p>their assessment folder on schoolwise</p>	<ul style="list-style-type: none">• Current Electricity and Electronics• Circulatory System• Human Reproduction		<ul style="list-style-type: none">• Recognise different energy conversions that happen in everyday life. Understand the concept of dissipation and efficiency by using Sankey diagrams.• Discuss the energy rating on devices and the BER rating on houses.• Describe a device you designed, built and tested (wind powered car for Engineering week)• Define static electricity, demonstrate in the lab and outline examples and uses.• Define current electricity and appreciate the differences between current and static electricity.• Design and build simple electronic circuits involving bulbs in parallel and in series, LEDs, LDRs and diodes.• Draw and label the heart. Outline the flow of blood through the heart. Different parts of the blood and functions of each part.• Reproduction: Label and explain the different parts of the female and male reproductive system. Define fertilisation, ovulation and implantation. Understand the menstrual cycle and the stages of pregnancy. Explain the term contraception and give two examples. Discuss a medical, ethical and societal issue that surrounds human reproduction
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Spanish	<p>Vocabulario:</p> <ul style="list-style-type: none">- El tiempo libre (free time)- Mi rutina diaria (daily routine)- La ciudad (city)- Mi barrio (town)- Mi casa (my house)- Las tareas domésticas (house chores)- La hora (time)- El desayuno (breakfast)- El tiempo (weather)- Las estaciones (seasons)- La ropa (clothes)- El restaurante- Los números 100 – 10000- Las preposiciones- Tapas <p>Gramática:</p> <ul style="list-style-type: none">- El presente de los verbos regulares- El verbo IR	58 minutes	<p>Can I...</p> <ol style="list-style-type: none">1. Talk about what I do in my free time2. Form the present tense of regular verbs3. Form a question in Spanish4. Talk about what I do on certain days of the week5. Talk about where I live6. Describe facilities in a city7. Describe my house8. Say what housework I do9. Say what time it is10. Talk about my daily routine11. Describe what I eat for breakfast12. Describe the weather13. Say what I do in different seasons14. State my favourite season and why15. Say what I wear16. Say what you like or do not like eating17. Say what your favourite dish is18. Count from 100 – 1000019. Describe what I am doing in the immediate present20. Describe what I am doing in the immediate present21. Order in a bar or restaurant22. Ask how much something costs23. Express prices
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	<ul style="list-style-type: none">- Los verbos irregulares en primera persona- Los verbos reflexivos- Los verbos con cambio vocálico- Present continuous- TENER expressions- ESTAR expressions		<p>24. Reserve a table in a restaurant</p> <p>25. Understand and write recipes</p>
Geography	<ul style="list-style-type: none">• The Sea• Glaciation• Weather	58 mins	<ul style="list-style-type: none">• Distinguish between constructive and destructive waves• Explain the processes of coastal erosion• Describe the formation of a feature of coastal erosion, deposition and transportation• Give two examples of how we protect our coastlines• Define the terms plucking and abrasion• Explain how an arete is formed• Explain how a drumlin is formed• Describe the positive and negative influences of glaciation• Recognise why our Earth is heated unevenly• Distinguish between warm and cold ocean currents (Name and explain)• Be able to describe what isobars/fronts/depressions and anticyclones are• Identify the three types of clouds• Explain the formation of one type of rainfall

			<ul style="list-style-type: none"> Name the instruments used to measure weather and the units of measurements they use
History	<p>Medieval Europe</p> <p>The Renaissance</p> <p>Age of Exploration</p> <p>The Reformation</p> <p>The French Revolution</p> <p>The Plantations</p> <p>The 1798 Rebellion</p> <p>Parliamentary Tradition</p>	58 mins	<ul style="list-style-type: none"> Describe life in Medieval Europe with reference to; the feudal system, healthcare, manor, castles, craftsmen, the black death and religion. Explain the significance of the Renaissance with reference to specific examples of advancements in the fields of the arts and science. Evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration. Explain the impact of the Reformation on Europe with reference to; Martin Luther, spread across Europe, the counter-reformation and the consequences. Examine the causes, course and consequences of the French Revolution. Recognise how the plantations of Ulster, Munster and Laois-Offaly influenced identity on the island of Ireland. Explain how the 1798 rebellion impacted on Irish politics. Understand the role and significance of two leaders involved in the parliamentary tradition in Irish politics.
Home Economics- Please note that students	<ul style="list-style-type: none"> Home baking Textiles and craft Special diets and diet related diseases 	58 mins	<ul style="list-style-type: none"> What is home baking and advantages/disadvantages. Describe different types of raising agents and the different methods used in bread and cake making. Advantages and disadvantages of commercial cake mixes.



<p>have a more detailed checklist in their assessment folder on schoolwise.</p>	<ul style="list-style-type: none">• The competent consumer		<ul style="list-style-type: none">• Outline the principals of design and the design brief process in the creation of the creative textile CBA and in the room makeover.• Use, care for and parts of the sewing machine.• Outline some basic hand sewing stitches.• Interpret care symbols on labels• Identify common diet related diseases and study them under causes, symptoms and treatment. (Remember the presentations you designed on your chosen area)• Outline the different types of vegetarianism and reasons why some people choose this diet.• Making decisions as a consumer and the factors that influence a decision. Online shopping and different payment methods.• Rights and responsibilities of a consumer.• How retailers use marketing and advertising to sell to a consumer.
Visual Art	CBA 1		<ul style="list-style-type: none">• Students (if not already finished) have the opportunity to work on their CBA 1. The grade descriptor from the CBA 1 will be their summer assessment mark.
Applied Technology	Energy	58 mins	Define what energy is. State the different forms of energy. State different energy conversions that happens in real life objects. Define what efficiency is. Compare renewable and non-renewable resources.



	Electricity	<p>Describe the different renewable resources and state their advantages and disadvantages.</p> <p>Describe the different non-renewable resources and state their advantages and disadvantages.</p> <p>State the energy conversion that take place in the generation of renewable resources.</p> <p>Explain how our high energy impacts the world we live in.</p> <p>Argue on how best to reduce our environmental impact in terms of waste, food and air pollution.</p> <p>State what electricity is.</p> <p>Define Voltage, Current and Resistance and state their units of measurement.</p> <p>Describe why we use Conductors, Insulators and Semiconductors.</p> <p>Describe 2 places we get electricity from every day.</p> <p>Identify and define a circuit</p> <p>Identify circuit diagrams</p> <p>Identify ways of connecting components in a circuit</p> <p>Identify bulbs in a circuit</p> <p>Use Ohm's law to calculate resistance, current & voltage</p>
	Electronic Circuits	



			<p>Measure resistance, current & voltage</p> <p>Calculate output voltage</p> <p>Identify LEDs in a circuit & how to wire them correctly</p> <p>Identify motors in a circuit & how to wire them correctly for different speeds & directions</p>
<p>Business Studies</p>	<ul style="list-style-type: none">• The Consumer• Globalisation• Financial Services• Savings & Investing• Borrowing		<ul style="list-style-type: none">• Define key terms from Consumer chapter• Outline & differentiate between two consumer protection legislations• Identify important information about products i.e. sell by dates• Calculate unit pricing• Discuss consumer responsibilities• Describe responsibilities of sellers (in relation to SG&SS 1980)• Differentiate between guarantees and warranties• Outline distance selling consumer rights• Write a complaint using the eight steps• Describe two consumer protection agencies • Define key terms from Globalisation chapter• Describe the impact of globalisation• Illustrate the reasons that cause globalisation• Illustrate the benefits of globalisation for Ireland



			<ul style="list-style-type: none">• Describe delivery systems and their dis/advantages• Describe, with examples, the positive and negative impact of TNCs• Discuss the positive and negative impacts of e-commerce • Define key terms from Saving & Investing chapter• Illustrate reasons for saving• Analyse factors to consider when saving• Categorise types of financial institutions• Classify types of deposit accounts• Calculate simple and compound interest• Explain investing as an alternative to saving • Define key terms from borrowing chapter• Consider sensible questions before borrowing• Outline reasons for borrowing• Utilise the matching principle to choose appropriate loans• Evaluate short-, medium and long-term sources of finance• Consider factors that determine creditworthiness• Calculate APR• Outline rights of a borrower
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			<ul style="list-style-type: none"> • Discuss risks of borrowing
Music	<ul style="list-style-type: none"> • Rhythm and Pulse • Note names and values • Time signatures • Graphic scores • Pitch and solfa • Notes of the treble and bass clef • Ledger lines • Expressive elements of music • Composing four-bar melodies • The Orchestra • Found Sounds • Key Signatures and Major Scales 	58mins	<ul style="list-style-type: none"> • Rhythm and Pulse: definition questions, aural identification • Note names and values: visual identification and labelling of different note names and values. Composition question. • Time signatures: definition question, composing using different time signatures • Graphic scores Definition question, visual representation, aural skills • Pitch and solfa: Definition question, aural skills and visual representation • Binary and ternary form: Definition question, aural identification • Notes of the treble and bass clef: Draw, label, identify and place notes correctly onto the staff. Draw treble and bass clef. Name lines and spaces. Identify keys on the piano. • Ledger lines: Add notes above of below the five lines of the staff and label correctly • Expressive elements of music: Definition question, aural skills, using elements in composition. Dynamics, Rhythm, Pitch, Structure, Melody, Mood, Instrumentation, Tempo, Timbre, Texture, Tonality, Harmony (DR. P. SMITH) • Composing: compose a four-bar melody on the treble clef staff, using time signatures, rhythms, pitch, solfa, elements of music. Follow I-IV-V-I structure.



	Orthographic Projection		Locate the centre of a circle by bisecting 2 chords. Construct a tangent from a given point on a circle's circumference. Construct a tangent from point P outside of a circle. Construct Orthographic views of a 3D solid. Explain what an Elevation, Plan and End-View is when looking at an object.
Coding	Make Code Arcade	N/A	Completing a game which incorporates this terms learning.
Artistic Performance	Music Video Analysis	N/A	<ul style="list-style-type: none">• Complete a project based on the topic of Music Video Analysis and present to the class.
CSPE			