

# Junior Cycle - Graphics - Classroom Based Assignments

## Exceptional [Click to see sample](#)

A piece of work that reflects these **Features to a very high standard**. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

## Above Expectations [Click to see sample](#)

A piece of work that reflects these **Features very well**. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole the work is of a high standard.

## In line with Expectations [Click to see sample](#)

A piece of work that **reflects most of these Features well**. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

## Yet to Meet Expectations

A piece of work **that falls somewhat short of the demands** of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

## Not Recorded

**No record of any material submitted at all.**

### Research & Analysis

The research method(s) chosen demonstrated a **comparison of a range of sources** which led to the production of a **comprehensive and detailed analysis** of the data/findings

### Comparing Concepts

The response was **critically developed** through the **comparisons** of alternative solutions/concepts in relation to the domain.

### Graphical Presentations

The presentation of the findings is of an excellent standard; using a highly effective media which allowed for a critical consideration of what information best communicates the Classroom-Based Assessment.

### Research & Analysis

The research method(s) chosen **was effective** for the domain and generated an **in-depth level of analysis of the data/findings**.

### Comparing Concepts

The response was **refined** after a **high level of consideration of alternative solutions/concepts** in relation to the domain.

### Graphical Presentations

The findings are **presented to a very high standard**, using an **effective media**, with **careful consideration** of what information **accurately communicates** the Classroom-Based Assessment.

### Research & Analysis

The research method(s) chosen was **appropriate** for their area of learning and generated a **suitable analysis**.

### Comparing Concepts

The response was developed with reference to **some alternative solutions/concepts** in relation to the domain.

### Graphical Presentations

The findings are **well presented**, using an **appropriate media**, with **careful consideration** of what information **bests communicates** the Classroom-Based Assessment.

### Research & Analysis

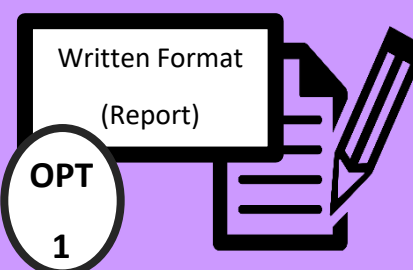
The research method(s) chosen for the domain was **ineffective** and the **analysis of the data/findings lacks depth**.

### Comparing Concepts

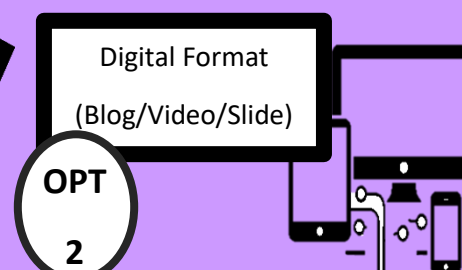
The response included **little or no reference to some alternative solutions/concepts** in relation to the domain.

### Graphical Presentations

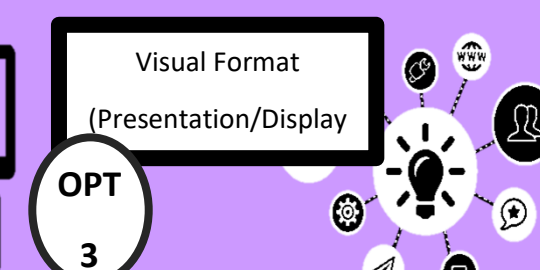
The findings are presented in an **unsuitable format** resulting in an **ineffective communication** of the Classroom-Based Assessment.



OPT  
1



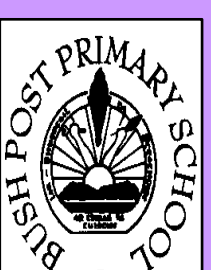
OPT  
2



OPT  
3



OPT  
4



Ar Thriail Na Tuiscine  
In search of Understanding

Option Formats for Submission - CBA's to commence over a Strict 3 Week Period