

Harold's Cross ETSS  
Second Year  
Winter Assessment Overview 2022

Subject	Areas to Revise/Topic	Duration	Relevant Learning Intentions
English	<p>Studied Film (Either <i>Into the Spiderverse</i> or <i>Sing Street</i>)</p> <p>Poetry</p> <p>Punctuation</p> <p>Film posters</p>	58 minutes	<p><b>Studied Film</b></p> <ol style="list-style-type: none"> <li>1. The director</li> <li>2. The plot</li> <li>3. The characters</li> <li>4. Themes and quotes to support these themes.</li> <li>5. Know two key stills from a film and analyse their personal and technique codes/comment on how they explore theme or characters.</li> <li>6. Know two key scenes from a film and analyse their personal and technique codes/comment on how they explore theme or characters.</li> <li>7. Key quotes and moments from Quizlet</li> <li>8. <b>General film studies</b></li> <li>9. Different shot types (close/mid/two/wide)</li> <li>10. Different camera movements (pan and tilt)</li> <li>11. What costume is and how it explores character</li> <li>12. Different lighting styles and their effects (high key/low key, chiaroscuro)</li> <li>13. How music effects the audience</li> <li>14. Camera angles (high, low, Dutch tilt) and their effects</li> <li>15. Proxemics, body language, facial expressions and how they contribute to a story.</li> <li>16. Know what editing is.</li> <li>17. Use Quizlet to revise these terms.</li> </ol> <p><b>Poetry</b></p> <ol style="list-style-type: none"> <li>1. At least three <b>studied</b> poems (their poets, their themes, and key quotes)</li> <li>2. The following terms and their possible effects.</li> <li>3. Alliteration</li> <li>4. Metaphor</li> <li>5. Simile</li> <li>6. Enjambment</li> <li>7. Allegory</li> <li>8. Imagery</li> <li>9. Hyperbole</li> <li>10. Allusion</li> </ol>



			<ol style="list-style-type: none"><li>11. Sibilance</li><li>12. Diction</li></ol> <p><b>Film posters</b></p> <ol style="list-style-type: none"><li>1. What a tagline is</li><li>2. What a demographic is.</li><li>3. Can use the terms background, foreground, and middle ground.</li><li>4. Explore how posters sell their film (celebrity appearances, naming the director, hints to the film's genre).</li></ol> <p><b>Punctuation</b></p> <ol style="list-style-type: none"><li>1. Use full stops consistently.</li><li>2. Use capital letters consistently.</li><li>3. Use apostrophes for contractions and to show possession.</li><li>4. Use commas (listing and linking)</li><li>5. Proofread my work (check for mistakes, COPS).</li></ol> <p>Study advice: read past paper questions, and make plans (mind map, bullet points) for how you would answer the question. You're expected to come up with ideas and plans quickly in an exam, so practice doing this.</p>
Irish	Spórt (TURAS 1) Sláinte agus bia (TURAS 1)  Mé féin (TURAS 2) Mo theaghlach (TURAS 2)	58 minutes	<p>Foclóir/scríobhneoireacht</p> <ul style="list-style-type: none"><li>• Cén spórt is fear leat?</li><li>• Treallamh agus áiseanna</li><li>• Lucht spóirt agus treithe spóirt</li><li>• Cluiche spóirt</li><li>• Bia agus sláinte</li><li>• An bhialann</li><li>• Cur síos orm féin</li><li>• Uimhreacha</li><li>• Áiseanna</li><li>• Mo theaghlach</li><li>• Ag cómhaireamh daoine</li><li>• Dátaí breithe</li></ul> <p>Gramadach</p> <ul style="list-style-type: none"><li>• Céimeanna comparáide na hAidiachta</li><li>• Briathra rialta agus neamhrialta san aimsir fháistineach</li><li>• Réamhfhocail "ar" agus "ag"</li><li>• An aidiacht shealbhach</li></ul>



<p><b>Maths</b></p> <p><b>Higher Level</b></p>	<p>Patterns</p> <p>Algebra</p> <p>Linear Equations</p> <p>Simultaneous Equations</p> <p>Factorising</p> <p>Indices</p>	<p>90 minutes</p>	<p>Recognise patterns, distinguish between linear and non-linear patterns.</p> <p>Finding the General Term of a linear pattern.</p> <p>Simplifying expressions</p> <p>Multiplying brackets</p> <p>Substitution</p> <p>Solving linear equations</p> <p>Solving simultaneous equations</p> <p>Factorising – HCF, Difference of two squares, grouping.</p> <p>Indices – Rules of Indices</p>
<p><b>Ordinary Level</b></p>	<p>Patterns</p> <p>Algebra</p> <p>Linear Equations</p> <p>Indices</p>	<p>58 minutes</p>	<p>Recognise patterns, distinguish between linear and non-linear patterns.</p> <p>Simplifying expressions</p> <p>Multiplying brackets</p> <p>Substitution</p> <p>Solving linear equations</p> <p>Indices – Rules of Indices</p>
<p><b>Spanish</b></p>	<p>My daily routine</p> <p>The time</p> <p>The weather</p> <p>Present tense verbs: reflexive, regular and boot leg</p>	<p>58 minutes</p>	<p>Mi rutina diaria: Chapter 10 Aprendemos 1</p> <ul style="list-style-type: none"> <li>• Que hora es</li> <li>• Los verbos reflexivos</li> <li>• Mi desayuno</li> <li>• Expresiones con tener</li> </ul> <p>El tiempo: Chapter 1 Aprendemos 2</p> <ul style="list-style-type: none"> <li>• El tiempo</li> <li>• Las estaciones</li> <li>• La ropa</li> <li>• Las tiendas</li> <li>• Las nacionalidades</li> </ul> <p>La gramatica:</p> <ul style="list-style-type: none"> <li>• Los verbos reflexivos</li> <li>• Los verbos que cambian</li> <li>• El presente</li> </ul> <p>La cultura:</p> <ul style="list-style-type: none"> <li>• El desayuno español</li> </ul>



Science	Students will use their assessment slot to prepare for their CBA. <b>No written exam at this time in science.</b> Report will be based on an average of class tests.	58 mins	N/A
History	<ol style="list-style-type: none"><li>1. The Renaissance</li><li>2. The Age of Exploration</li><li>3. The Reformation*</li></ol> <p>*up as far as Martin Luther</p>	58 minutes	<b>The Renaissance:</b> <ol style="list-style-type: none"><li>1. Explain what the Renaissance was and why it started</li><li>2. Understand and define the role of a patron</li><li>3. Identify at least one famous patron</li><li>4. Comment on the role of women in the Renaissance</li><li>5. Explain what "humanism" means in relation to the Renaissance</li><li>6. Outline the reasons that the Renaissance started in Italy</li><li>7. Outline at least two differences between the way Medieval and Renaissance people thought</li><li>8. Describe how painting changed during the Renaissance</li><li>9. Compare the features of Renaissance painting to those of Medieval painting</li><li>10. Discuss two great Renaissance artists and their achievements (Leonardo da Vinci and Michelangelo Buonarroti)</li><li>11. Identify some female Renaissance artists (Artemisia Gentileschi, Judith Leyster, Rachel Ruysch)</li><li>12. Describe how sculpture changed during the Renaissance</li><li>13. Compare the features of Renaissance sculpture with those of Medieval sculpture</li><li>14. Identify the key features of both Gothic (Medieval) and Romanesque (Renaissance) architecture</li><li>15. Discuss the invention of the Printing Press and the ways in which it changed the world</li><li>16. Explain how literature changed during the Renaissance</li><li>17. Discuss new ideas in medicine during the Renaissance</li><li>18. Discuss new ideas in astronomy during the Renaissance</li><li>19. Explain who Galileo was and describe his work</li><li>20. Assess the importance of the Renaissance</li><li>21. Define the key terms from this section (anatomy, fresco, nude, perspective, portrait, still life, sculptor, symmetry, asymmetry, canvas, oil paint, egg tempera paint, sfumato, visual arts, dome, spires, arches, pediments, columns, flying buttresses, literature, vernacular, printing press, moveable type, astronomy, bloodletting, leeching, blood circulation, pendulum clock, telescope) *</li></ol>

			<p><b>The Age of Exploration</b></p> <ol style="list-style-type: none"> <li>1. State the causes of the Age of Exploration</li> <li>2. Explain what the Silk Road was</li> <li>3. Explain why rulers provided financial support for voyages</li> <li>4. Explain how the Renaissance influenced the Age of Exploration</li> <li>5. Describe the improvements made in shipbuilding and navigation</li> <li>6. Explain how the new instruments of navigation were used</li> <li>7. Discuss life on board a ship and the main dangers crews faced</li> <li>8. Outline the main achievements of the Portuguese explorers (Bartolomeu Dias, Vasco da Gama)</li> <li>9. Discuss the impact of the Portuguese voyages</li> <li>10. Discuss the role that Spain played in the Age of Exploration</li> <li>11. Discuss the voyages of Christopher Columbus and their impact</li> <li>12. Explain the specific contribution of Ferdinand Magellan to the Age of Exploration</li> <li>13. Explain what the Treaty of Tordesillas was</li> <li>14. Describe how European countries created empires as a result of their discoveries</li> <li>15. Explain the impact The Age of Exploration had on Europe</li> <li>16. Discuss the exchange of goods between Europe and the New World</li> <li>17. Describe the impact of the arrival of the Europeans on the natives</li> <li>18. Describe the role of the conquistadors</li> <li>19. Explain why the Spanish and the Portuguese introduced slavery into the New World</li> <li>20. Define key terms in this section (spice trade, Silk Road, cartography, caravel, clinker-built, watertight, hull, lateen sails, navigation, latitude, astrolabe, quadrant, cross-staff, compass, hourglass, log and line, scurvy, dysentery, typhoid, hardtack, captain, first mate, portolan chart, Cape of Good Hope, conquest, Treaty of Tordesillas, New World, circumnavigate, log, strait, Enterprise of the Indies, colonisation, colony, conquistadors, Council of the Indies, Spanish Main, plantations, mita system, smallpox, slave trade, Aztec, Inca, Middle Passage) *</li> </ol> <p>*Lists of key terms to be provided in class</p>
Geography	<ul style="list-style-type: none"> <li>• Mass Movement</li> <li>• Weathering</li> <li>• Rivers</li> </ul>	58 minutes	<ul style="list-style-type: none"> <li>• Explain the factors that influence mass movement</li> <li>• Categorise the types of mass movement</li> <li>• Describe the effects of soil creep on the landscape (with a diagram)</li> <li>• Explain the three types of weathering</li> <li>• Explain how freeze thaw action occurs</li> <li>• Give the equation of carbonation</li> <li>• Explain the formation of surface and underground karst landscape features</li> </ul>

			<ul style="list-style-type: none"> <li>List the three stages of a river</li> <li>Describe the process of a river (erosion, transport and deposition)</li> <li>Explain the formation of one feature of erosion AND deposition</li> </ul>
Home Economics	<p>Designer in me</p> <p>Macronutrients and Micronutrients</p> <p>The diet lifecycle (babies – Elderly)</p> <p>Special diets</p>	58 minutes	<p><b>Designer in me:</b></p> <ul style="list-style-type: none"> <li>Define a home</li> <li>Identify different homes</li> <li>Discuss the Features of design</li> <li>Discuss the Principles of design</li> <li>Define Ergonomics</li> <li>Draw a work triangle in a kitchen floor plan</li> </ul> <p><b>Macronutrients:</b> Discuss Proteins, Carbohydrates and Fats under</p> <ul style="list-style-type: none"> <li>Types</li> <li>Sources</li> <li>Functions</li> <li>Building blocks</li> <li>Deficiency diseases</li> <li>Daily intake</li> </ul> <p><b>Micronutrients:</b> Discuss Vitamins, Minerals and water under</p> <ul style="list-style-type: none"> <li>Types</li> <li>Sources</li> <li>Functions</li> <li>Deficiency diseases</li> <li>Daily intake</li> </ul> <p><b>Lifecycle</b></p> <ul style="list-style-type: none"> <li>Discuss the nutrients and meal planning guidelines for babies, children, teens, adults, elderly.</li> </ul> <p><b>Special diets</b></p> <ul style="list-style-type: none"> <li>Definition</li> <li>Signs/ symptoms, causes, treatment</li> <li>Role of the diet in controlling the special diet</li> <li>The impact it has on the specific human system</li> </ul>
Visual Art	Portraiture, proportion and the Art Elements	58 minutes	<p>Can I?</p> <ol style="list-style-type: none"> <li>Observe and analyse my reference image and draw two eyes accurately?</li> </ol>



	Students will be required to draw two eyes based on an image I will provide.		<ol style="list-style-type: none"><li>2. Achieve correct proportion?</li><li>3. Capture the expression, if there is one?</li></ol> <p>Can I?</p> <ol style="list-style-type: none"><li>1. Accurately consider line by looking at the line quality that is, the thickness or thinness of the line or the absence of line altogether?</li><li>2. Accurately consider shape by observing the shapes and curves I see on the image and not what I think I see?</li><li>3. Accurately consider tone by analysing the tonal ranges on the image?</li></ol> <p>Can I?</p> <ol style="list-style-type: none"><li>1. Draw the correct shape of the reference's eyes, and the crease on the lid?</li><li>2. Represent light and dark through tone?</li><li>3. Use multiple tonal values (including highlights) to create form?</li></ol> <p>Can I?</p> <ol style="list-style-type: none"><li>1. Use the correct pencils for areas of light and dark?</li><li>2. Apply the correct pressure?</li><li>3. Blend the media with the correct tool?</li></ol>
Applied Technology	Energy Electricity Health and Safety Manufacturing	58 minutes	<p>Can I?</p> <ol style="list-style-type: none"><li>1. Define what energy is.</li><li>2. State the different forms of energy.</li><li>3. State different energy conversions that happen in real life objects.</li><li>4. Define what efficiency is.</li><li>5. Compare renewable and non-renewable resources.</li><li>6. Describe the different renewable resources and state their advantages and disadvantages.</li><li>7. Describe the different non-renewable resources and state their advantages and disadvantages.</li><li>8. State the energy conversion that take place in the generation of renewable resources.</li><li>9. Explain how our high energy impacts the world we live in.</li><li>10. Argue on how best to reduce our environmental impact in terms of waste, food and air pollution.</li><li>11. State what electricity is.</li><li>12. Define Voltage, Current and Resistance and state their units of measurement.</li><li>13. Describe why we use Conductors, Insulators and Semiconductors.</li><li>14. Describe 2 places we get electricity from every day.</li><li>15. Identify and define a circuit</li><li>16. Identify circuit diagrams</li></ol>

			<p>17. Identify ways of connecting components in a circuit</p> <p>18. Identify bulbs in a circuit</p> <p>19. Use Ohm's law to calculate resistance, current &amp; voltage</p> <p>20. Measure resistance, current &amp; voltage</p> <p>21. Calculate output voltage</p> <p>22. Identify LEDs in a circuit &amp; how to wire them correctly</p> <p>23. Identify motors in a circuit &amp; how to wire them correctly for different speeds &amp; directions</p> <p>24. State the safety precautions when using a drill, strip wire heater and bench tools.</p> <p>25. Describe the manufacturing sequence of a piece of work.</p>
Business Studies	<p>The Entrepreneur Enterprise</p> <p>Impact of Organisations</p> <p>Work, Employment &amp; Volunteerism</p>	58 minutes	<ul style="list-style-type: none"> <li>• Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society</li> <li>• Differentiate between employment, work and volunteerism, describing the features, benefits and rewards of each</li> <li>• Describe the skills and characteristics of being enterprising and demonstrate an understanding of the contribution that entrepreneurship makes to our economy and our society</li> <li>• Summarise and assess the impact on a local community of one enterprise from an economic, social and environmental perspective</li> </ul>
Music	<p>Rhythm in Music (note values, time signatures, composition, Graphic scores Chapters 1 - 3</p> <p>Melody in Music (pitch, binary/ternary forms, treble clef, elements of music, articulation) Chapters 4 - 8</p> <p>Instruments of The Orchestra Chapter 10</p>	58 minutes	<p><b>Can I?</b></p> <ol style="list-style-type: none"> <li>1. Define: Pulse, rhythm, body percussion, graphic scores, ostinato, time signature, score key, sound source?</li> <li>2. Identify different rhythms and time signatures with accuracy?</li> <li>3. Compose/analyse a graphic score? Compose a four-bar rhythm?</li> </ol> <p><b>Can I?</b></p> <ol style="list-style-type: none"> <li>1. Define: Pitch, melody, solfa, binary and ternary form, stave, articulation?</li> <li>2. Analyse a piece of music by referring to expressive elements of music (Dr. P. Smith)? Define the expressive elements discussed.</li> <li>3. Identify if a piece of music is in Binary or Ternary form?</li> <li>4. Input notes correctly on the treble clef stave?</li> <li>5. Define, and then compose, using staccato and legato articulation?</li> </ol> <p><b>Can I?</b></p> <ol style="list-style-type: none"> <li>1. Define: an orchestra, reed?</li> </ol>



	Eras in Music Chapter 11		<ol style="list-style-type: none"> <li>2. Successfully name/label/identify the four families of the orchestra and their associated instruments?</li> <li>3. Identify the role of the conductor?</li> <li>4. Aurally identify instruments of the orchestra?</li> </ol> <p><b>Can I?</b></p> <ol style="list-style-type: none"> <li>1. Name each musical era covered so far in this chapter?</li> <li>2. Give approx. Dates of each era?</li> <li>3. Name two composers from each era?</li> <li>4. List defining features of each era?</li> <li>5. Define: sacred and secular music, ornamentation, symphony, sonata.</li> </ol>
Graphics	Plane Figures: Polygons  Orthographic Projection  Freehand Sketching	58 minutes	<p>Students can:</p> <p><b>Polygons</b>            Distinguish between different types of Polygons            Define the angles in a Pentagon, Hexagon, Octagon.            Construct a hexagon with a given side length            Construct a hexagon within a circle.            Construct a pentagon with a given side length            Construct a pentagon within a circle.            Construct an Octagon with a given side length.            Construct an Octagon within a circle.            Construct an Octagon within a square.</p> <p><b>Orthographic Projection</b>            Label the plan, elevation and end view of an object.            Visualise the plan elevation and end view of an object.            Construct an orthographic drawing of a 3-Dimensional object.</p> <p><b>Freehand Sketching</b>            Define freehand sketching            Sketch straight lines and shapes            Use the upside-down sketching method            Create isometric sketches            Shade and render sketches.</p>

Learning in CSPE, SPHE, PE will be based on class participation, engagement and student work completed rather than a stand-alone assessment.