



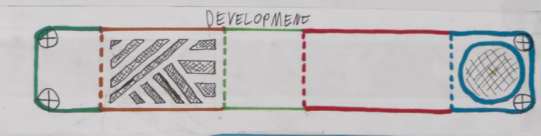
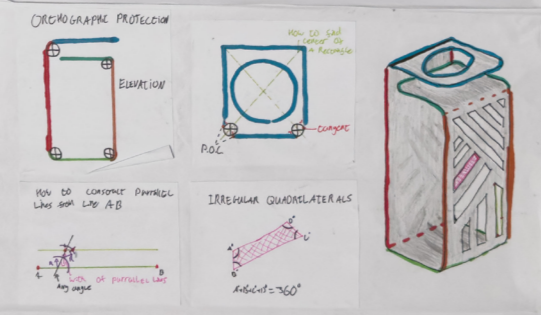
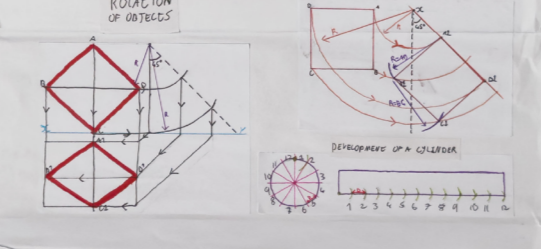
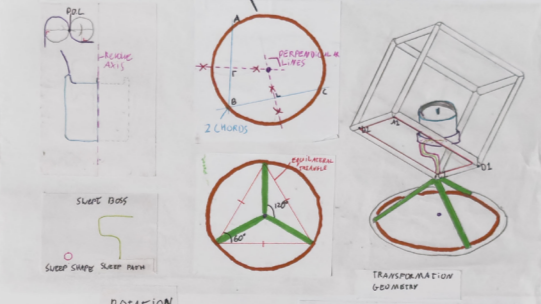
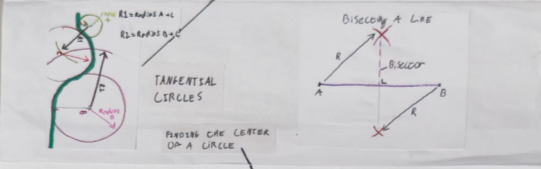
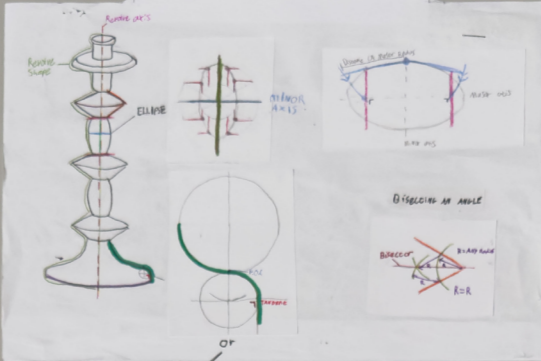
**NCCA**

An Chomhairle Náisiúnta  
Curaclaim agus Measúnachta  
National Council for  
Curriculum and Assessment

# Junior Cycle Graphics Classroom-Based Assessment 2: Example of Student Work 06

January 2024

# Graphics CBA 2



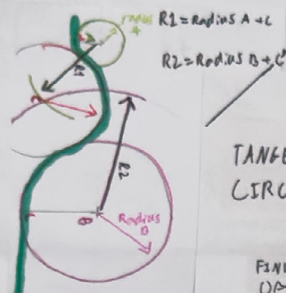
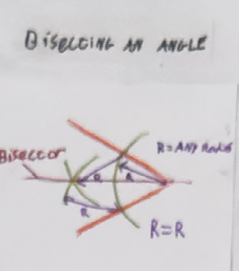
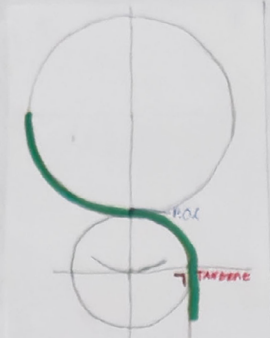
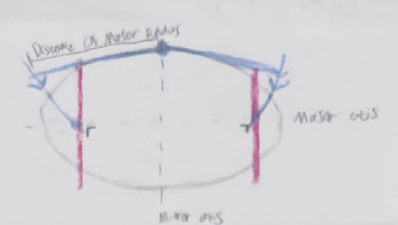
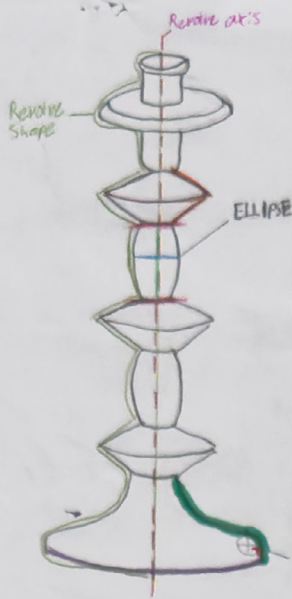
**Primary Research**

My Solid Works Drawing

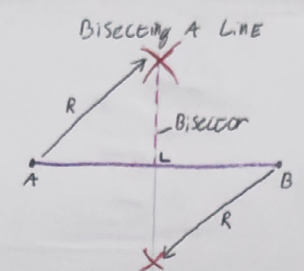
Picture of a Candle Holder at Home

**Secondary Research**

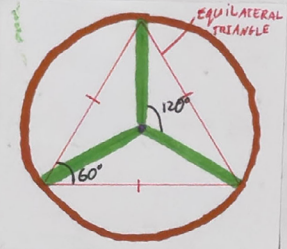
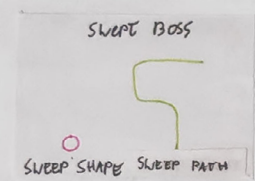
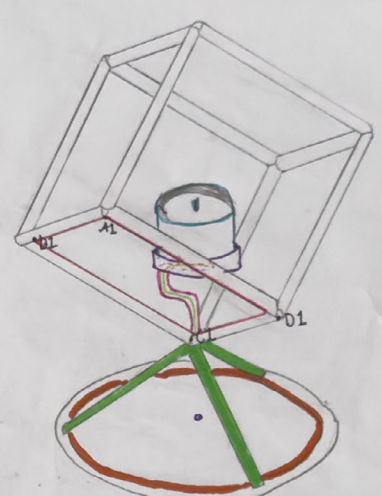
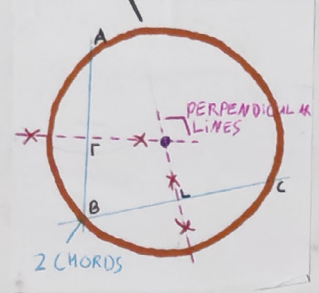
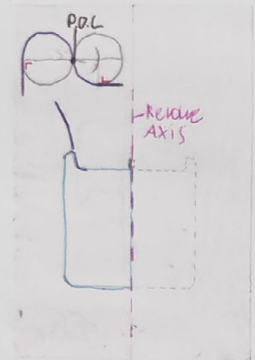
# Graphics CBA 2



TANGENTIAL CIRCLES

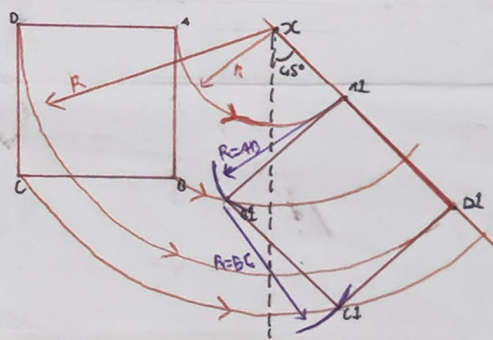
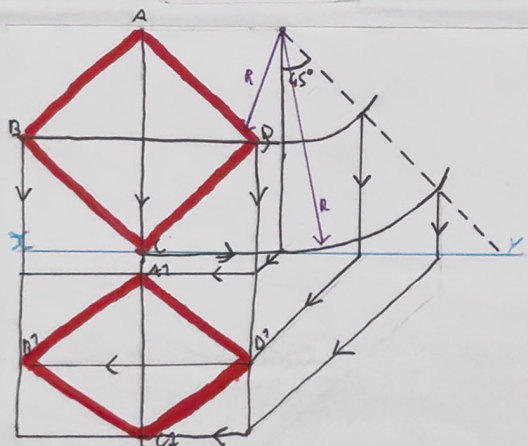


FINDING THE CENTER OF A CIRCLE

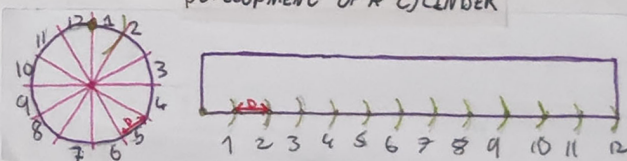


TRANSFORMATION GEOMETRY

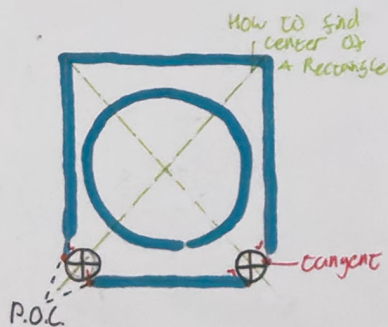
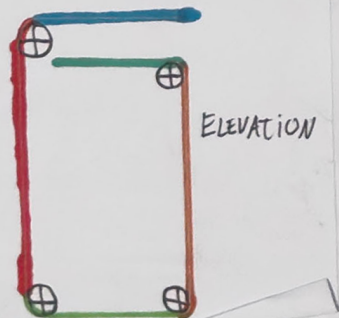
### ROTATION OF OBJECTS



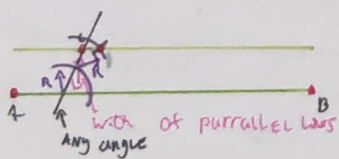
### DEVELOPMENT OF A CYLINDER



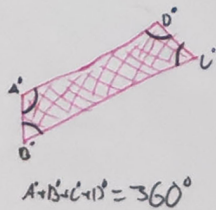
### ORTHOGRAPHIC PROJECTION



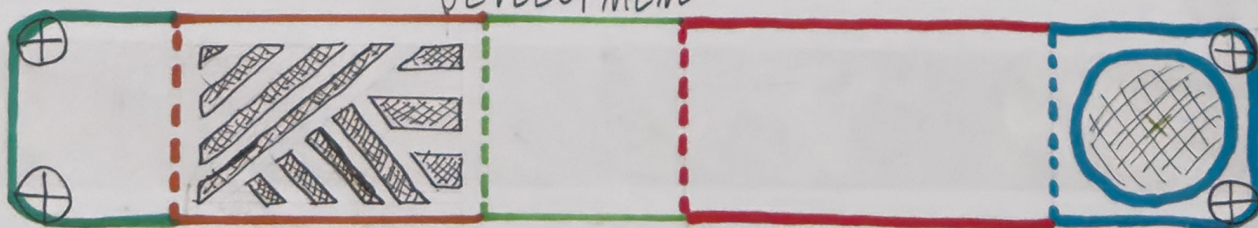
### HOW TO CONSTRUCT PARALLEL LINES FROM LINE AB



### IRREGULAR QUADRILATERALS

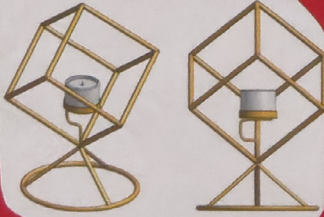


### DEVELOPMENT



## Primary Research

My Solid Works Drawing



Picture of a Candle Holder at Home



## Secondary Research



[https://www.lattnow.com/collections/fo-stack-candle-and-tealight-holders/type\\_candle-holder](https://www.lattnow.com/collections/fo-stack-candle-and-tealight-holders/type_candle-holder)



<https://www.shelbygriffin.com/product-page/kart-foldable-candle-holder>



<https://www.ikea.com/uk/en/p/rommetab-candlestick-candle-holder-oren-colour-90565178/>



<https://www.mantra.com/products/geometric-black-metal-round-glass-metal-tee-light-candle-holder/>



<https://www.allenburton.com/en/home/flowers/gold-metal-candle-holder-32334>



<https://www.10/products/ten-cottage-black-and-gold-large-candle-holder?title=78d45851a4f6025ca7a4d>



<https://www.mantra.com/products/concrete-candle-tealight-holder-hand-painted/>

## Teacher annotations using the Features of Quality

The annotations capture observations by the teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the NCCA, the Inspectorate, the State Examinations Commission and the Oide support service.

### Teacher annotations

#### Research and analysis:

The research method chosen was effective for the domain and generated an in-depth level of analysis of the data/findings. The student completed both primary (parametric CAD model) and secondary research and used this research as a foundation to explore the geometry of objects.

#### Exploring concepts:

The response demonstrated a high level of understanding of concepts relevant to the domain. Using neat sketches and annotations, the student presented a variety of geometric concepts and principles associated with each object. A more in-depth analysis could have been demonstrated in relation to some of the principles explored.

#### Graphical presentation:

The findings were presented in poster format and was very creative. The presentation of the findings was of a very high standard, using 2D and 3D rendered sketches and annotations. Colour was used very effectively to demonstrate an understanding of concepts. The student carefully considered what information best communicated their Classroom-Based Assessment.

Overall judgement:  Above Expectations