

Wicklow Local Studies Library

Teachers' Guide to the Junior Certificate History Class Based Assessment





Gerlanda Maniglia,
Local Studies Librarian
Salthouse Lane,
Wicklow Town, County Wicklow, A67 X504
Wicklowlocalstudies@wicklowcoco.ie
Phone: (087 2683724) (0404) 67025

Visit Wicklow Local Studies web pages at:
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INTRODUCTION

This guide is part of a series of documents, developed by Wicklow Local Studies Library, to support teachers and students as they complete their History Junior Cycle Class Based Assessments (CBAs). These are available to download from <https://www.wicklow.ie/Living/Services/Libraries/Local-Studies/Schools>.

This *'Teachers' Guide to the Junior Certificate History Class Based Assessment'* is a comprehensive guide written specifically for teachers. Based closely on the National Council for Curriculum and Assessment (NCCA) and the Junior Cycle for Teachers (JCT) guidance, it covers general guidelines on completing CBA1 and CBA2, the planning and development process and marking indicators.

	Format	Content
Teacher's and Student's Guide to the Local Studies Library	PDF & Print	A guide to the Local Studies Library and the resources available to help you complete your project
Teacher's Guide to the CBA	PDF	A guide of the processes and requirements for completing the CBA projects.
Student's Guide to CBA 1	PDF	Step by step guide to how to complete CBA1, with guidance, worksheets checklists
Student's Guide to CBA 2	PDF	Step by step guide to how to complete CBA2, with guidance, worksheets checklists
How to do Historical Research	PowerPoint	A presentation on how to approach historical research
Possible Research Topic Templates	PDF	A series of templates, on the most popular topics with an introduction, supporting images and a list of information sources
How to do Historical Research - Student Guide	PDF	Where to find information sources. How to carry out research, record your findings and correctly cite (credit) your information sources
CBA Worksheets	PDF	Worksheets for CBA 1 and CBA 2 to help you record your findings

1. CLASSROOM BASED ASSESSMENT – TEACHER'S GUIDE

1.1 Introduction

During the Junior Cycle history course, students complete two Classroom-Based Assessments (CBA). These are completed over a three week period in second and third year. CBA1, *The Past in my Place*, is delivered in display format while CBA2, *A Life in Time*, is delivered as written record. Both CBAs are completed during class time. The assessments for history and indicative timings are as shown below. For both CBAs, students are encouraged to use a variety of support materials and to present their work in a variety of formats. The range of themes and topics for the assessments can be determined independently by the school, teachers and students. Students may wish to start considering possible subjects for the CBAs shortly before the three-week period for work begins. CBA1 and CBA2 are assessed by the teacher. The final Assessment Task is based on CBA2 and is sent to the SEC for assessment.

Classroom-Based Assessments		Format	Student preparation	Completed
CBA1	The Past in My Place	Display Group, pair or individual	During a maximum of 3 weeks with support/guidance from teacher	November to May, Year 2
CBA2	A Life in Time	Written record Individual	During a maximum of 3 weeks, with support/guidance from teacher	Completed by April, Year 3
	Assessment Task	Written record based on a <i>pro-forma</i> booklet and submitted to the SEC	2 class period	

There are four levels of achievement as follows:

Exceptional	describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment 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	describes a piece of work that reflects the Features of Quality for the Classroom- Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher 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	describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment 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	describes a piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated Features of Quality. 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 shortcomings that need to be addressed.

Further breakdown of each level can be found in Assessment Guidelines. https://www.curriculumonline.ie/getmedia/adcacb84-1886-4ea2-9b0a-36063e84cedc/JC_History-Assessment_Guidelines.pdf

The remainder of this guide looks at each assessment task in detail.



2. CLASSROOM-BASED ASSESSMENT 1: *THE PAST IN MY PLACE*

The Past in My Place allows students to experience history at a personal level through the study of an issue, event, theme or person relating to their locality. For the purpose of this Classroom-Based Assessment, the term 'my place' can be interpreted in a broad fashion so as not to preclude students from researching areas of genuine interest. Thus, local history may relate to the student's home place (parish, local town/ village; county; province or region). Students born outside of Ireland, or whose families have origins outside of Ireland, may also pursue an aspect of the history of the place from which they or their families originate. This is also perfectly valid and may play a part in encouraging greater appreciation and understanding of difference and diversity in the classroom and in society. If CBA1 is completed on a project outside of Ireland, then CBA2 has to be completed on an Irish person.

Students who wish to research an aspect of their own family history may also do so.

Students will present their research in the form of *a display*, of the type that they may encounter in a museum, heritage centre or library. However, students should not confine themselves to simply presenting information. Rather, they are encouraged to use their research evidence to interpret the past and to display their understanding of the nature of history.

2.1 Display Formats

The *Past in My Place* is delivered in display format by Students. The format of the display may feature one or a combination of the following modes of presentation, for example, text, excerpts from primary and/or secondary sources, display folder or booklet, digital format(s), photographs, images, timelines, charts, graphs, audio or audio-visual recordings, model(s), artefact(s) etc.

2.2 Single/Group Project

Students may work on this Classroom-Based Assessment individually, in a pair or in a group. Where students work collaboratively, each student should participate in the research process and in creating the display. The number of students in a group should be such as to allow each group member to make a meaningful individual contribution. All students will complete a reflection note.

2.3 Learning Outcomes

The learning outcomes assessed will, to an extent, depend on the subject chosen. Some that may be particularly relevant are:

Make connections between local, personal or family history and wider national and/ or international personalities, issues and events (from Strand 2, the History of Ireland)

Strand 1	The Nature of History
Element	Developing historical consciousness
	<ol style="list-style-type: none"> 1. Develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context 2. Consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world 3. Appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated 4. Demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space
Element	Working with evidence
	<ol style="list-style-type: none"> 5. Investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence 6. Debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry 7. Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 8. Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition
Element	Acquiring 'the big picture'
	<ol style="list-style-type: none"> 9. Demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions 10. Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras 11. Make connections and comparisons between people, issues and events in different places and historical eras

Ref: NCCA guidelines

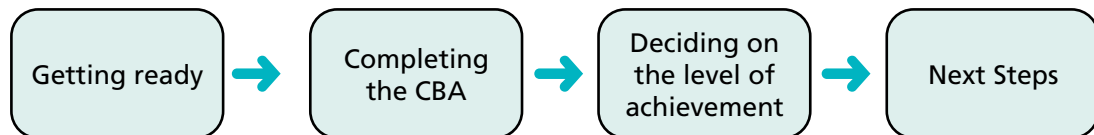


2.4 Guidelines for completion of the Classroom-Based Assessment:

The Past in My Place

Figure 1 below sets out the process for conducting Classroom Based Assessment 1. The aim of this process is to provide guidance for teachers as they support the students completing Classroom-Based Assessment 1.

Figure 1: Process for conducting Classroom-Based Assessment 1



2.5 Possible themes or subjects for local history research

Students are free to choose a theme for their research relating to the history of their place, in accordance with the advice laid down in the NCCA guidelines and under the supervision of their teacher. The rationale is that students can research subjects about which they have a genuine sense of curiosity and which can inspire them to generate an authentic, personal response.

Below is a list of possible subjects. It is not meant to be exhaustive, but rather to suggest that considerable variation in the research areas selected by students is to be expected:

- ▲ the contribution of a local person to an aspect of life in the locality, or to a specific episode or event or movement in the locality or elsewhere.
- ▲ a local manifestation of a national or international movement or phenomenon
- ▲ a local historical incident that was an important cause of change
- ▲ a study of an aspect of life in the locality at a given time in the past
- ▲ a survey of how life changed over time in a locality
- ▲ a study of a local place of historical interest, such as a church, school, factory, workhouse, place of work, stately home, round tower, monastery, abbey etc.
- ▲ a study of a monument, statue, memorial or other such site of historical interest
- ▲ a study of the historical origins of local place names
- ▲ a study inspired by an historically significant local artefact or archaeological discovery or site of interest
- ▲ the impact of a national or international event or issue on the locality

2.5.1 Family/ personal history

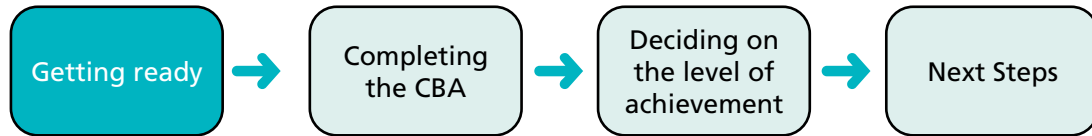
- ▲ investigation of a family member who is historically significant at local, national or international level
- ▲ a genealogical study

2.6 As part of Classroom-Based Assessment 1, students will:

- ▲ Choose a research idea in consultation with their teacher and peers and work individually, in pairs or in groups
- ▲ Consider an approach to conducting the research, including identifying key research questions; identifying possible sources of evidence/ information; and identifying where such evidence might be located
- ▲ Present their research findings in the format of a display, carefully selecting which research items and modes of presentation to include
- ▲ Reflect on the process undertaken and the conclusions reached about their subject and include some reflections in the final display.



3. GETTING READY: *THE PAST IN MY PLACE*



3.1 Student preparation

Students should have developed some knowledge, understanding and skills across the three strands of study in history (The Nature of History, the History of Ireland and the History of Europe and the wider world) before engaging with the first Classroom-Based Assessment, *The Past in My Place*. They should have had opportunities to develop some of the values, attitudes and dispositions that inform much of the learning outcomes in strand 1, The nature of History, to which this Classroom-Based Assessment particularly relates. As part of the ongoing teaching, learning and assessment of the learning outcomes across all three strands, students should have regular opportunities to develop and demonstrate skills that will help them to engage meaningfully with *The Past in My Place*.

Where opportunities arise, students should be encouraged to make connections between their local context and national or international contexts that they encounter in classwork. Such experiences will be of benefit to them as they engage with *The Past in My Place* at a level appropriate to their age and stage of learning.

Students should also have opportunities to evaluate their progress and learning from time to time throughout their work, for example, through personal annotations, reflective journals or classroom discussions with peers and the teacher. While the Classroom-Based Assessment is summative, it has a formative value and should be used as a tool to provide feedback to students, parents and teachers on student progress and learning. At an appropriate moment in their learning, students should be familiarised with the Features of Quality that will be used to judge the quality of their work.

3.2 Teacher preparation

To prepare for Classroom-Based Assessment 1, teachers should familiarise themselves with the following:

- ▲ Junior Cycle History Specification
- ▲ Junior cycle history: Guidelines for the Classroom-Based Assessments
- ▲ Assessment toolkit
- ▲ Annotated examples of student work. These can be found on the NCCA website. <https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History/Student-examples-of-work/>

3.3 Completing the CBA: *The Past in My Place*

The Past in My Place will be completed over a three-week period. Students will engage with their chosen subject across four stages of activity, which contribute to the generation of their evidence of learning and achievement. These four stages are laid out in below:

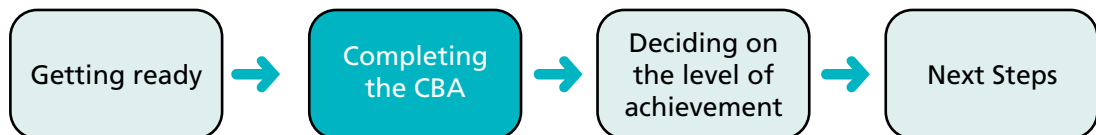


Figure 2: Student process for engaging with Classroom-Based Assessment 1: The Past in My Place

3.3.1 Investigating

In beginning their work, students should reflect upon which aspect of the past in their place excites their curiosity. They should discuss possible ideas with their peers, teacher and, if working in a pair/group, other group members. This project should also allow students to engage with older relatives or members of the community whose life experiences or memories of the past in the community may generate ideas for study. Older people, local libraries and local historians can also be valuable sources of information and provide rich oral evidence of the past. Having established a theme or subject, students can begin to formulate questions that will steer their investigation of the past and help to provide a structure for their work.

If working as part of a pair/group, each student's individual role and contribution to the work will be the focus of assessment. It is important that each student involved in the group notes accurately their own part in the process and their contribution to the group's work. Students will note their individual contribution both in the display (see below) and in their student reflection note.

3.3.2 Discovering

In moving into the discovering phase of the work, students will identify answers to the questions posed in the investigating phase. In engaging with the process of discovery, a number of methodologies might be employed, such as:

- ▲ To examine different types of sources that might be relevant to the subject such as photographs, letters, personal papers. It is expected that students use at least two sources.
- ▲ To examine relevant archival records, e.g. census records, birth/ baptismal records
- ▲ A visit to local heritage centre/ museum/ library or other repository of information
- ▲ A visit to a relevant site if the subject relates to one, e.g. building, site of event, memorial etc.
- ▲ To consult local history books/ journals/ periodicals/ newspapers or other such publications.
- ▲ To consult general history books to learn more about broader national or international context to the subject, if applicable. A student's history textbook is not considered adequate as a source being used as part of CBA
- ▲ To visit relevant websites or other electronic sources of information
- ▲ Interview local historian or other person with information or experiences of the subject of study
- ▲ Interview a local person with memories of aspects of the past in the locality.



3.3.3 Displaying

Students will present their findings in the form of *a display*. The format of the display may feature any combination of modes of presentation. For example, text, excerpts from primary and/or secondary sources, display folder or booklet, digital format(s), photographs, images, timelines, charts, graphs, audio or audio-visual recordings, model(s), artefact(s) etc.

It is recommended that students should carefully consider why they are using a particular mode of presentation and select modes which support them to display their research and their understanding of the nature of history. A student may present their display through a single mode (e.g. audio) *provided it includes a range of sources and offers interpretation of and reflection on the topic of research*.

When working in pairs/groups, each student should indicate (perhaps using a symbol or their initials) which part(s) of the display they contributed to so that the teacher can assess their contribution to the display. Where students work as part of a pair/group, each student's individual role and contribution to the display will be the focus of assessment.

3.3.4 Reflecting

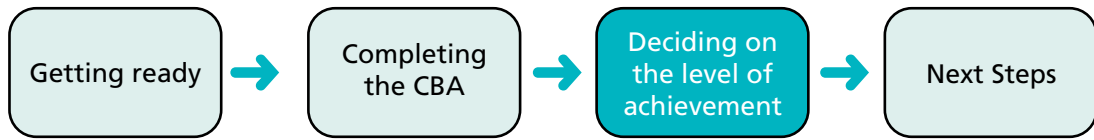
The reflection process is central to work on *The Past in My Place* so that the student can think about what learning has taken place, both about the subject and about the process undertaken. It is advised that students record observations or thoughts about the process and what they are learning as they engage with the subject over the three-week period. The student(s)' display should incorporate some of their reflections on the experience of conducting the research and the opportunities and challenges they faced in assuming the role of the historian.

All students will complete a reflection note. Completion of the note is the student's declaration of the part that he or she has played in the assessment. The note is submitted to the teacher. Students will record their own, personal contribution to the work to assist the teacher in identifying the student's individual contribution to the display where students worked in pairs/groups. A reflection note is included as an appendix to these guidelines.

3.3.5 Contributing to the historical record

This Classroom-Based Assessment offers students an opportunity to contribute to the historical record. Following the subject learning and assessment review meeting, students may, if they wish, donate or loan their display to a local library or museum or present it to a local historical society or group. Students may also donate their display to the school.

4. DECIDING ON THE LEVEL OF ACHIEVEMENT: *THE PAST IN MY PLACE*



4.4 Features of Quality

Key Features of Quality in support of student and teacher judgement in *The Past in My Place* are described here. The Features of Quality below are the criteria used to assess the student work as best fitting the descriptors. The Features of Quality are designed with reference to the learning outcomes on which *The Past in My Place* is based and focus in particular on strand 1 The Nature of History.

Features of Quality: History- The Past in my Place	
Exceptional	
<p>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.</p> <p>Suggestions for improvement are easily addressable by the student.</p>	<p>The display reveals a highly developed sense of historical consciousness and is shaped to a very clear purpose</p> <p>The display shows exceptional understanding of the role of evidence in making historical judgements</p> <p>The display is compelling in connecting the local with a 'big picture' of the past, showing some originality.</p>
Above expectations	
<p>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.</p>	<p>The display reveals a strong sense of historical consciousness and is shaped to a clear purpose</p> <p>The display shows very good understanding of the role of evidence in making historical judgements</p> <p>The display clearly connects the local with a 'big picture' of the past in a very interesting way.</p>
In line with expectations	
<p>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.</p>	<p>The display shows some sense of historical consciousness and is shaped to a purpose, though this purpose is not always clear</p> <p>The display shows some understanding of the role of evidence in making historical judgements</p> <p>The display makes some connections between the local and a 'big picture' of the past.</p>



Features of Quality: History- The Past in my Place

Yet to meet expectations

A piece of work that falls some way 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.

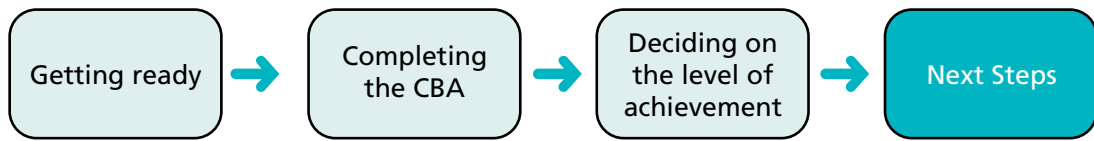
The display shows little to no sense of historical consciousness and is not shaped in a purposeful way

The display shows little or no understanding of the role of evidence in making historical judgements

The display makes little or no connection between the local and a 'big picture' of the past.

Ref: NCCA guidelines

5. NEXT STEPS: *THE PAST IN MY PLACE*



5.1 Subject Learning Assessment and Review meeting

Shared understanding of standards within junior cycle will arise through professional discussion in Subject Learning and Assessment Review meetings. Participating teachers bring their own examples of student work and compare their judgements with other colleagues, along with the annotated examples of student work and specifications provided by the NCCA. This process over time will help develop a greater understanding of standards and ensure consistency of judgement about student performance.

All schools or individual subject departments will retain a small sample from the body of submitted work in support of the process of Subject Learning Assessment Review. Teachers will retain samples of *The Past in My Place* work that they will use for discussions at the Subject Learning and Assessment Review meetings. An example at each of the four level descriptors, where feasible, will be needed for this purpose.

While this process can be organised more easily within a school where there is more than one history teacher, it is recommended that, in a school with one history teacher, the teacher should discuss the assessment arrangements with their school facilitator/ management with a view to contacting and coordinating with teachers from nearby schools. The teacher along with their colleagues can plan and agree a date for the Subject Learning and Assessment Review, implementation and reviewing of the Classroom-Based Assessment. Teachers will again retain samples of the work from *The Past in My Place* for discussion at the Subject Learning Assessment Review meetings. An example at each of the four descriptor levels, where feasible, will be needed for this purpose.

Further details on managing and participating in the Subject Learning Assessment Review meeting are included in the Appendix and are available online at <http://www.ncca.ie/en/junior-cycle/assessment-and-reporting/slar-meetings>.

5.2 Using feedback

Providing effective feedback is a crucial step in using *The Past in My Place* to support learning throughout history. Students will be informed of the descriptor they have been awarded once the Subject Learning and Assessment Review meeting has taken place and its outcomes have been processed.

However, effective feedback goes beyond the naming of the descriptor awarded. Feedback on the strengths of students' work, and on areas for improvement can be used to support their future learning. Further information on the use of feedback is available at <https://www.ncca.ie/en/juniorcycle/assessment-and-reporting/focus-on-learning>

5.3 Querying a result

Queries in relation to the descriptors awarded to *The Past in My Place*, where they arise, will be dealt with by the school.



6. CLASSROOM-BASED ASSESSMENT 2: *A LIFE IN TIME*

The study of history is based on an interrogation of evidence relating to human affairs in the past. As such, it centres on exploring the human condition and seeks to understand the impact of human actions through examining the motivations that led to such actions. A major feature of historical enquiry is the biography, where significant figures from the past are assessed in a comprehensive fashion, and where related evidence is explored and discussed.

In this context, *A Life in Time* gives students an opportunity to research a figure from the past that is of interest to them and to write an historical assessment of this person, or an aspect of this person's life or career. Depending on the figure, it should be focused on an area of the person's life. For example, doing a study on Eamon De Valera's political role in Ireland is too broad a topic. A more focused topic would be Eamon De Valera's role in the Treaty negotiations. The rationale is that students can research subjects about which they have a genuine sense of curiosity and which can inspire them to generate an authentic, personal response as they deepen their understanding of the past.

For the purpose of this classroom-based assessment, as in Classroom-Based Assessment 1, *students have autonomy in selecting the subject of study*. There are no date parameters or restrictions in terms of place, time or area of human endeavour in which the chosen subject is engaged. This allows students to research a person about whom they have genuine historical interest. The suitability of the subject chosen can be measured in terms of the person's significance to our historical understanding, or in relation to how the person's actions or ideas affected some aspect of global change. The subject chosen should be agreed in consultation with the teacher, who may be able to advise on the appropriateness for research of the person selected.

6.1 Report Format

A Life in Time is delivered in written format by Students. Students may choose from a variety of formats to present the written record, such as, an article, essay, blog, script for a broadcast, address to an audience, letter to a journal or newspaper, obituary, speech etc.

Note: Students are free to choose any historical topic they wish as the subject of their project. Students will also reflect on the research process and the subject by completing a reflection note. The Reflection note can be found in the NCCA Assessment Guidelines

The subject of *The Past in My Place*, if it relates to a person, may not be the subject of *A Life in Time*. In cases where the subject of a student's work in Classroom-Based Assessment 1 related to a place outside of Ireland, the person who is selected for *A Life in Time* should relate to the history of Ireland. In this way, all students who engage with the two Classroom-Based Assessments will engage with the history of Ireland and the history of Europe and the wider world.

The Assessment Task will relate to the student's work in Classroom-Based Assessment 2 *A Life in Time*.

6.2 Learning Outcomes

The importance of students acquiring the disciplinary understanding of history that enables them to make sense of the historical contexts that they encounter is emphasised, such that *Strand 1: The nature of history* is of particular importance to *A Life in Time*. The learning outcomes assessed will, to an extent, depend on the subject chosen. Some that may be relevant are:

Strand 1	The Nature of History
Element	Developing historical consciousness
	<ol style="list-style-type: none"> 1. Develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context 2. Consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world 3. Appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated 4. Demonstrate awareness of historical concepts, such as <i>source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space</i>
Element	Working with evidence
	<ol style="list-style-type: none"> 5. Investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence 6. Debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry 7. Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 8. Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition
Element	Acquiring 'the big picture'
	<ol style="list-style-type: none"> 9. Demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions 10. Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras 11. Make connections and comparisons between people, issues and events in different places and historical eras

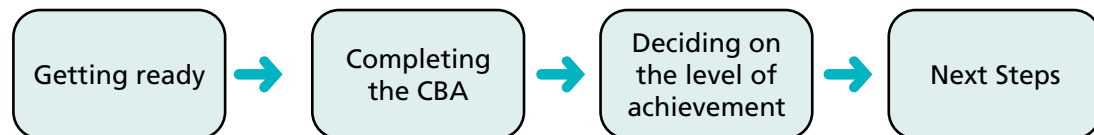
Ref: NCCA guidelines



7. GUIDELINES FOR COMPLETION OF THE CLASSROOM-BASED ASSESSMENT: *A LIFE IN TIME*

Figure 3 below sets out the process for conducting CBA2. The aim of this process is to provide guidance for teachers as they support students completing Classroom-Based Assessment 2.

Figure 3: Process for conducting Classroom-Based Assessment 2



7.1 Possible subjects for research

A Life in Time is designed to help students widen their understanding of the human condition and the motivations underpinning the achievements and shortcomings of humankind that have shaped the world they live in. The following represent some ideas for research that could be chosen:

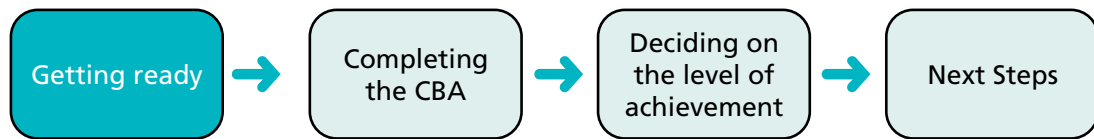
- ▲ the contribution of the subject to an aspect of significant historical change
- ▲ an examination of an aspect of the subject's life or career (e.g., the subject's early life, or a particular phase or episode relating to the subject's life or career)
- ▲ an investigation of what might have influenced the subject's beliefs/ actions
- ▲ a study of an important relationship in the subject's life/ career

Students are encouraged to consider a wide variety of possible subjects and are not restricted to researching a person who features largely in their classroom studies. If the chosen person is one whose career is covered elsewhere in the student's course, then the focus could be on a particular, more in-depth aspect of that person's life. Some JC textbooks offer suggestions of people to use for CBA2 at the end of their chapters. Therefore, if a student found a chapter particularly interesting and wanted to find out more about that time, place, etc., then they could choose one of the people or search for a person of interest themselves. The **Guide to the Local History Library** also contains a list of possible topics on Wicklow history.

7.2 As part of Classroom-Based Assessment 2, students will:

- ▲ Choose a research idea in consultation with their teacher and peers (*while each student will have a distinctive subject, it is possible for students to collaborate and share experiences during the research process*)
- ▲ Consider an approach to conducting the research, including identifying key research questions; identifying possible sources of evidence; and identifying where such evidence might be located. See **Student's Guide to Research**, which is one of the support documents in this project.
- ▲ Present their research findings in the form of a written record, chosen from a variety of formats
- ▲ Reflect on the process undertaken and the conclusions reached about their subject

8. GETTING READY: A LIFE IN TIME



8.1 Student preparation

Students should have developed some knowledge, understanding and skills across the three strands of study in history (The Nature of History, the History of Ireland and the History of Europe and the wider world) before engaging with the first Classroom-Based Assessment, *The Past in My Place*. They should also have had opportunities to reflect on the values, attitudes and dispositions that influence the learning outcomes in Strand 1, The nature of History, to which the CBAs particularly relate. As part of the ongoing teaching, learning and assessment of the learning outcomes across all three strands, students should have regular opportunities to develop and demonstrate skills that will help them to engage meaningfully with *A Life in Time* at a level appropriate to their age and stage of learning. Given the focus of the work in this CBA, the experience of exploring how significant figures in the past affected change will be of particular value in supporting students' research for this CBA.

Students should also have opportunities to evaluate their progress and learning from time to time throughout their work, for example, through personal annotations, reflective journals or classroom discussions with peers or with the teacher. While the CBA is summative, it has a formative value and should be used as a tool to provide feedback to students, parents and teachers on student progress and learning. At an appropriate moment in their learning, students should be familiarised with the Features of Quality that will be used to judge the quality of their work.

8.2 Teacher preparation

To prepare for CBA 2, teachers should familiarise themselves with the following documentation:

- ▲ Junior Cycle History Specification
- ▲ Junior cycle history: Guidelines for the Classroom-Based Assessments
- ▲ Assessment toolkit
- ▲ Annotated examples of student work. Available on the NCCA website. <https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History/Student-examples-of-work/>

9. COMPLETING THE CBA: A LIFE IN TIME

A Life in Time will be completed over a three-week period. Students will engage with their chosen subject across four stages of activity, which contribute to the generation of their evidence of learning and achievement. These four stages are laid out in Figure 4 below:

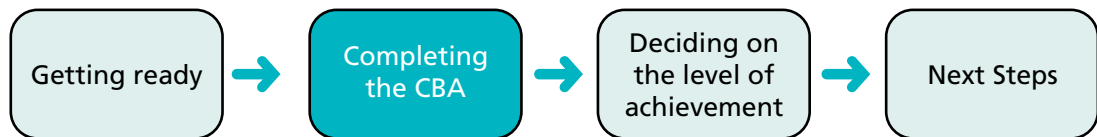


Figure 4: Student process for engaging with CBA 2: *A Life in Time*

9.1 Scoping

9.1.6 The following points should be considered:

In keeping with the emphasis on enquiry that underpins historical research and study, students are encouraged to refine the subject of their study by designing questions that refer to an aspect of the life or career of their chosen person. When deciding on the aspect of the person's life for study, students must not be too vague, and must ensure that there are relevant sources available for their topic of study. Questions that might help to inform the scoping out of a subject include, but are not limited to:

- ▲ Why is the person that I have chosen worth researching? What do I know about him/her already? What do I want to find out?
- ▲ What questions would help focus my project and address the issues I would like to see answered?
- ▲ What background information do I have about the wider context of my subject?
- ▲ How will I narrow the focus of my study? Is there a specific aspect of the life/ experience/ career of my subject that I will explore? Can I refine my study by inserting date parameters? Is there a particular episode or event that I can focus on?

9.2 Researching

The process of locating relevant sources and finding information from them is a valuable learning experience. Among the questions that students might consider are:

- ▲ What sources will I use? How will I access these sources? Library visit? Websites? Other sources?
- ▲ Is there anybody I can speak to who might have information about my subject?
- ▲ How will I find information about my subject from books that I have located? Contents page? Index?
- ▲ How will I keep note of new information that I discover? Keep a folder? Keeping a diary is encouraged by some teachers also. At the end of each class, students may be given a few minutes, or asked to do it for homework - reflect on their progress that day (challenges, source evaluation, etc.)

It is not necessary for students to read large texts or whole volumes. However, considering different sources allows for the evaluation. It enhances skills to compare and contrast information from a number of sources.

See the [Student's Guide on How to Research](#) for more information.

9.3 Creating a written record

Students should aim to answer their research questions and present their historical judgements in the form of a coherent piece of writing in a chosen written format, using evidence from their sources to support their conclusions. The sources used should be cited in a bibliography at the end of the record. Students should consult a variety of sources during their research; at a minimum at least two sources should be consulted.

Students may choose from a variety of formats to present the written record, such as, an article, essay, blog, script for a broadcast, address to an audience, letter to a journal or newspaper, obituary, speech etc.

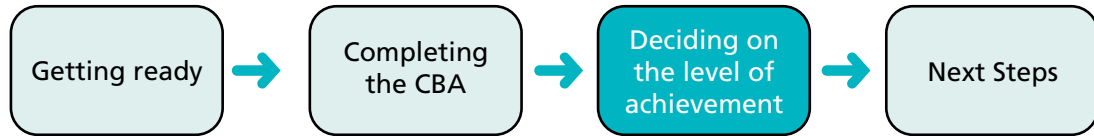
Exploring different formats of written record in deciding which is most suited to their approach will help students to understand the diverse range of written sources of evidence that historians engage with.

9.4 Reflecting

As in CBA 1, the process undertaken by the student should be the subject of some reflection- both in terms of what was learned about the subject and the experience of being a historian. Students will complete a reflection note which is included as an appendix to these guidelines. Students are not expected to show their reflections about the process and the subject in the written record itself, as the format chosen will be shaped to the purpose of writing historically about the chosen person.



10. DECIDING ON THE LEVEL OF ACHIEVEMENT: A LIFE IN TIME



10.1 Features of Quality

Key Features of Quality in support of student and teacher judgement in *A Life in Time* are described next. The Features of Quality are the criteria used to assess the student work as best fitting the descriptors. The Features of Quality are designed with reference to the learning outcomes on which *A Life in Time* is based and focus in particular on Strand 1 The Nature of History.

Features of Quality: History- A Life in Time

Exceptional

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.

The written record reveals a highly developed sense of historical consciousness, with remarkable coherence of content, approach and structure

The written record displays exceptional research and understanding of the role of evidence in forming judgements and drawing conclusions

The written record makes compelling connections between the subject and a 'big picture' of the past, showing some originality.

Above expectations

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.

The written record reveals a strong sense of historical consciousness, with commendable coherence of content, approach and structure

The written record displays very good research and understanding of the role of historical sources in forming judgements and drawing conclusions

The written record makes clear connections between the subject and a 'big picture' of the past in a very interesting way.

In line with expectations

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.

The written record reveals some sense of historical consciousness, with content and approach presented in a reasonably well-structured manner

The written record displays good research and some understanding of the role of historical sources in forming judgements and drawing conclusions

The written record makes some connections between the subject and a 'big picture' of the past.

Features of Quality: History- A Life in Time

Yet to meet expectations

A piece of work that falls some way 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.

The written record reveals little or no sense of historical consciousness, with significant lapses in content, approach and structure

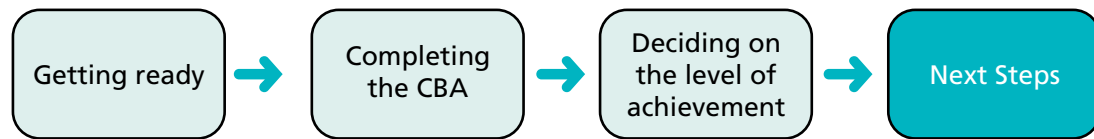
The written record displays limited research and little or no understanding of the role of historical sources in forming judgements and drawing conclusions

The written record shows little or no sense of 'big picture' and connections between it and the subject are haphazard and/or poorly sustained.

Ref: NCCA guidelines



11. NEXT STEPS: *A LIFE IN TIME*



11.1 The Assessment Task

Students undertake a written Assessment Task to be submitted to the State Examinations Commission (SEC) for marking as part of the state-certified examination for History. The Assessment Task will be allocated 10% of the marks used to determine the overall grade.

The Assessment Task is directly related to the second Classroom-Based Assessment, *A Life in Time*.

The Assessment Task is offered at a common level and the questions posed will take into account the broad cohort of students taking the assessment. The Assessment Task consists of two stages: firstly, engaging with a piece of stimulus material to prepare for the written task; and secondly, reflecting upon and writing about their experience in completing *A Life in Time*.

The Assessment Task will comprise of *some or all* of the following:

- ▲ Engagement with *a short stimulus* in visual, written, audio or audio-visual format to prepare for the written task.
- ▲ *A written task* that tests the students in one or more of the following:
 - ▶ their ability to demonstrate their understanding of historical concepts by applying their historical thinking to researching the life of a person in history in *A Life in Time*
 - ▶ their ability to evaluate new knowledge or understanding that has emerged through their experience of *A Life in Time*
 - ▶ their capacity to reflect on the process of research, of forming historical judgements based on evidence and other skills demonstrated while working on *A Life in Time*
 - ▶ their reflections on how their experience of *A Life in Time* has influenced their attitudes and values
 - ▶ their general appreciation of the nature of history.

Including the experience of the stimulus material, the Assessment Task takes a double class period or two single class periods (i.e. a minimum of 80 minutes) to complete. The first class period should be given over to engagement with stimulus material made available by the NCCA, and to student reflection on their experience of *A Life in Time* in preparation for completion of the answer booklet. The completion of the answer booklet will take place in the second period. The student response is written into a *pro-forma* booklet and the school forwards the completed student booklets for the Assessment Task along with the final examination scripts in accordance with arrangements set out by the SEC.

The Assessment Task will be undertaken following the completion of the second Classroom-Based Assessment *A Life in Time*. Schools will have some flexibility in choosing the two class periods for completion, with a period of one week, decided by the NCCA or the SEC, being identified during which the Assessment Task must be undertaken by students.

Where a student is absent for the completion of all or part of the Assessment Task, schools should make local arrangements in the school to allow the student to complete the task as close as possible to the scheduled time-frame.

The mark awarded for the Assessment Task will be aggregated by the SEC with the mark awarded for the examination to determine the overall grade for the state-certified final examination in History.

Examples of Assessment Tasks, stimulus materials and guidelines on how to organise and manage the Assessment Task across two class periods are available at www.curriculumonline.ie.



Gerlanda Maniglia,
Local Studies Librarian, Salthouse Lane,
Wicklow Town, County Wicklow, A67 X504
Wicklowlocalstudies@wicklowcoco.ie
Phone: (087 2683724) (0404) 67025

Visit Wicklow Local Studies web pages at:
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