

History CBA ‘The Past in my Place’ Questions and Answers

1. What is a CBA?

CBA stands for classroom-based assessment. It’s a new initiative being implemented by the Department of Education and Skills. It’s being introduced to all subject across the junior cycle program.

2. When and how long does this CBA have to be completed by?

Students will be completing this CBA in a three-week block between January 6th and 18th May, 2020.

3. Does my child have to complete it?

Under the rules of the Department of Education and Skills every Junior Cycle has to complete this form of assessment.

4. What must be completed?

We understand that students have different strengths and weaknesses in creating content in the form of assessment. Therefore, there will be choice given to the student’s preferred way of completing the assessment. This will be in the form of either one of the following:

- a) PowerPoint Presentation (10-15 slides max).
- b) Poster (A2 size).
- c) Display Folder (15-20 pages max).

5. What are the requirements for the completion of the history CBA?

Students will have to pick a topic in relation to the CBA title ‘The Past in my Place’. This means that the student will be focusing on a building/premises/a element in the community or a personality that has had a significant historical importance in the surrounding area of the locality in the 20th century. Students must examine **one** Primary Source (which is an original document/other material that has not been changed overtime. It is a reliable first-hand account usually written at or near the time the event occurred. An example of this would be a letter, photograph, diary entry, artefact created at the time.) and **two** Secondary Sources (which is secondary information taken from a later date from the past event. Examples of this would be a history book, television documentary or a biography written about someone’s life by someone else. These sources must be demonstrated throughout the student’s work. Whatever method the student chooses to do they must present their findings to the teacher and to their fellow class students in a short presentation.

Students must complete a daily reflection at the end of each class which will help them to complete their overall reflection at the end of the CBA in history.

6. What stages are student's going through while doing the CBA?

The student's will be going through four main stages throughout the journey of the CBA. Stage one is investigating the topic the student has chosen; Stage two is the discovering the information they have uncovered which is related to the topic; Stage three is displaying their findings to the rest of the class and the significant relevance of the discover and the final stage is reflecting on the work they have achieved by completing this CBA1 for history.

7. Do the students work alone, together or both?

The student's will complete their CBA project on their own. However, there will be times when the students will work together to help each other such as peer evaluating each other's work at different over the three-week block.

8. Will the work be done all in the classroom?

No, students will attend two workshops one :n the school given by the local newspaper company and in the other the students will have to attend the local library. These workshops will help students gain the knowledge and skills they need to complete the assessment. Students will also spend a few classes in the computer room researching and developing their projects.

9. How is the CBA graded by the end?

The overall grading structure is broken into four categories as stated by the National Council for Curriculum Assessment:

- **Exceptional:** describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard.
- **Above expectations:** describes a piece of work that reflects the Features of Quality for the Classroom Based Assessment very well.
- **In line with expectations:** describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well.
- **Yet to meet expectations:** describes a piece of work that falls someway short of the demands of the Classroom-Based Assessment and its associated Features of Quality.

10. How does the teacher differentiate the marks?

Exceptional:

- The display reveals a highly developed sense of historical consciousness and is shaped to a very clear purpose.
- The display shows exceptional understanding of the role of evidence in making historical judgements.
- The display is compelling in connecting the local with a 'big picture' of the past, showing some originality.

Above expectations:

- The display reveals a strong sense of historical consciousness and is shaped to a clear purpose.
- The display shows very good understanding of the role of evidence in making historical judgements.
- The display clearly connects the local with a ‘big picture’ of the past in a very interesting way.

In line with expectations:

- The display shows some sense of historical consciousness and is shaped to a purpose, though this purpose is not always clear.
- The display shows some understanding of the role of evidence in making historical judgements.
- The display makes some connections between the local and a ‘big picture’ of the past.

Yet to meet expectations:

- 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.

11. How should I go about chosen a topic for this CBA?

Student’s should pick their topic based on the historical significance behind the idea. To help decide this, students should think about the five ‘R’s they need to ask themselves in relation to the topic:

- Was it **remarkable**? (the event/development remarked upon by the people at the time and/or since its occurrence).
- Was it **remembered**? (the event/development was important at some stage in history within the collective memory of a group or community of people).
- Did it **resonant** with people at the time? (People like to make analogies or stories about it, it is possible to connect it with experiences, beliefs or situations across time and space).
- Did it **result** in change? (it had consequences for the future in the locality).
- Did it **reveal** some other aspect of the past? (there are other connections that can be made of the event).

All these aspects are worth considering when deciding on the topic.

12. Can the student do it based on an area outside of Ireland?

Yes of course and this may benefit students who were not born in Ireland or who have only recently moved here. 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.¹ However, if they do decide to do their second year CBA outside of Ireland then their third year CBA must be done within an Irish context/element. The same requirements and conditions apply to all students. One primary source and two secondary sources must be used, and findings must be presented in the different formats as mentioned in the previous questions.

13. So overall what do students have to have done by the end of the three-week block on CBA 1?

They must have chosen a research topic in consultation with the teacher of the class and work alongside their classmates to complete the task.

They must consider an approach to conducting their research, including identifying research questions, possible sources of evidence/information and identifying where such evidence might be located.

They must present their research findings in the format of a display, (which has been discussed above) carefully selecting which research items and modes of presentation to include.

Finally, students will reflect on the process they undertook, and the conclusions reached about their subjects and include some reflections in the final display.²