

Possible Questions to support formative assessment during History Classroom-Based Assessment 1 (CBA): The Past in My place

Junior Cycle History - Questions that may support a focus on formative feedback during the Process for CBA1

Relevance of questions is dependent on the theme or subject chosen for CBA 1: The Past in My Place

Introduction:

The following questions may be of use to teachers when providing formative feedback to their students throughout the 3-week window for the completion of History CBA 1. As is proposed in the History Assessment Guidelines (page 13), “that considerable variation in the research areas selected by students is to be expected”, not all questions will be applicable to all themes or subjects chosen by students. The questions are based upon the Learning Outcomes from Strand 1: The Nature of History as they are identified as being “particularly relevant” and inform the Features of Quality which will be used to assess the displays created by the students.

How to use these questions:

The Reflecting Phase of CBA 1 in the Assessment Guidelines (page 17) references; “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 consideration of the questions below may support the student in incorporating their reflections into their displays. It is not envisaged that each question would be relevant to each student as it is dependent on the local or family history theme or subject chosen for their investigation.

Investigating phase of the process for completion of CBA1				
A sense of historical consciousness	Understanding the role of evidence	Connecting the local/family with a ‘big picture’ of the past		
<u>How will investigating the theme or subject you have chosen;</u>	<u>How will investigating the theme or subject you have chosen;</u>	<u>How will investigating the theme or subject you have chosen;</u>		
<ul style="list-style-type: none"> develop your ability to understand (empathise with) people, issues and events involved in their historical context? give you an opportunity to consider your theme/subject from more than one point of view (perspective)? identify and deal with contentious or controversial issues related to your theme/subject? enhance your understanding of your cultural inheritance and why it is commemorated or should be remembered? develop your awareness of: <i>source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space?</i> 	<ul style="list-style-type: none"> develop your historian skills? reveal the usefulness and limitations of the different types of primary and secondary sources of historical evidence you may find? be supported by archaeology and/or new technology? identify evidence to help you make historical judgements? 	<ul style="list-style-type: none"> connect with an aspect/dimension of the history of Ireland, such as: political, social, economic, religious, cultural and or scientific? And why? reveal potential connections and or comparisons between people, issues and events in different places or different historical eras? investigate potential connections and/or comparisons between people, issues and events in the theme or subject you have chosen? 		
Discovering phase of the process for completion of CBA1				
A sense of historical consciousness	Understanding the role of evidence	Connecting the local/family with a ‘big picture’ of the past		
<u>How do your discoveries about your theme or chosen subject;</u>	<u>How do your discoveries about your theme or chosen subject;</u>	<u>How do your discoveries about your theme or chosen subject;</u>		
<ul style="list-style-type: none"> develop your ability to understand (empathise with) people, issues and events involved in their historical context? enable you to consider it from more than one point of view (perspective)? explain any contentious or controversial issues or themes about your subject? inform your understanding of your cultural inheritance and why it is commemorated or should be remembered? 	<ul style="list-style-type: none"> reveal sources of evidence that informed your historical judgements? help you make your historical judgements? rely on archaeology and or new technologies? show its/their historical significance on a local or international level? 	<ul style="list-style-type: none"> show a connection to the dimension (aspect) of the history of Ireland you identified? make any connections and or comparisons between people, issues and events in different historical eras or different places? 		
Displaying phase of the process for completion of CBA1				
A sense of historical consciousness	Understanding the role of evidence	Connecting the local/family with a ‘big picture’ of the past		
<u>How will your display about your theme or subject show;</u>	<u>How will your display about your theme or subject show;</u>	<u>How will your display about your theme or subject show;</u>		
<ul style="list-style-type: none"> your discoveries about the historical context? your consideration from more than one point of view (perspective)? any contentious or controversial issues you discovered? any connections to a contemporary issue or theme? a contribution to your cultural inheritance? any commemorations or the reasons why it/they should be remembered? 	<ul style="list-style-type: none"> the development of your historian skills? the sources of evidence you discovered. the usefulness and limitations of the different types of primary and secondary sources of historical evidence you discovered? your historical judgements and the evidence to support your judgements? 	<ul style="list-style-type: none"> how it is historically significant on a local or international level? your chronological awareness of your theme or subject? How would a timeline support this? connections and comparisons between people, issues and events in different places and or different historical eras? 		
Vocabulary to build/historical concepts to develop:				
historical empathy	historical context	contentious issues	controversial issues	historical roots
contemporary world	cultural inheritance	historically significant	commemorate	historical concepts
historical consciousness	dimensions	political	social	economic
religious	cultural	scientific	timeframe	historical era
connections & comparisons	different places	different eras	display	chronological awareness