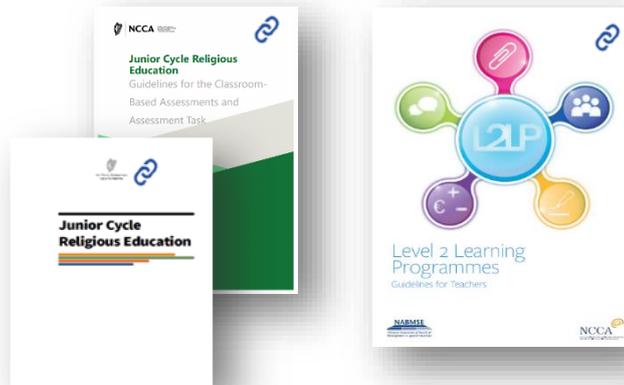


L2LP Project Work Parallel to Religious Education CBA2



Introduction

The purpose of this interactive document is to support teachers in the planning for the inclusion of students following the Level 2 Programme. Students who partake in mainstream L3 classes during the three weeks when their peers are participating in CBA2: The Human Search for Meaning

Note:  Where you see this symbol a hyperlink to the item is provided.

Existing supports

Subject teams in JCT have prepared a planning document of Level 2 PLUs which teachers may find align to Learning Outcomes in that subject. The Religious Education document can be accessed [here](#)  under the *Level 2 Planning* dropdown.

It is not expected that this document is followed rigidly but rather act as a resource whereby teachers may draw on when planning their units of learning, over the course of the three years. The PLU elements identified in the planning document serve as guidance to offer opportunities for teachers to adapt the learning for students participating in the L2LP programme within a classroom at Level 3.

CBAs in Religious Education

There are two scheduled CBAs undertaken by student in Religious Education.

- CBA 1, **A Person of Commitment**, is completed during a three-week window in 2nd year. With the support/guidance of their teacher, students will research and report on a person who, because of their religious beliefs or worldview, has had a positive impact on the world, past or present.

• CBA 2, **The Human Search for Meaning**, is completed during a three-week window in 3rd y. With the support/guidance of their teacher, students will explore artistic or architectural or archaeological evidence that shows ways that people have engaged in religious belief/the human search for meaning and purpose of life.

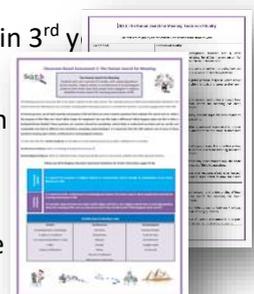
- On completion of the second Classroom-Based Assessment, students will undertake Task which will be marked by the State Examinations Commission and allocated 10% of the marks.

'...focused attention on the issue of equality and entitlement for students with special educational needs.'

 [L2LP Guidelines](#), page 6

'...designed to meet the needs of the student to support their inclusion and meaningful participation in their school and community...'

 [L2LP Guidelines](#), page 12



Classroom Based Assessment 2: The Human Search for Meaning



The Human Search for Meaning

Students will, over a period of 3 weeks, with support/guidance by the teacher, explore artistic or architectural or archaeological evidence that shows ways that people have engaged in religious belief/the human search for meaning and purpose of life.



The learning outcomes assessed will, to an extent, depend on the topic chosen. The Learning Outcomes that may be particularly relevant to *The Human Search for Meaning* are set out below. Teaching these learning outcomes is essential for students' successful engagement in this CBA.

As human persons, we all seek meaning and purpose in life and there are some common questions that underpin this search such as: what is the purpose of life? Why am I here? What makes for happiness? Can one life make a difference? What happens when we die? Is there a God/gods/Divine Reality? These questions are common (shared by everybody); central (help us understand ourselves and our world); and contestable (can lead to different and sometimes competing understandings). It is important that this CBA explores one or more of these questions drawing upon artistic, architectural, or archaeological evidence.

For this CBA, the term **artistic evidence** can be taken to mean work produced by an artist, craftsperson, or musician.

Architectural evidence refers to buildings and physical structures.

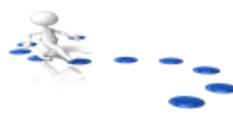
Archaeological evidence refers to material remains of past human life (such as monuments, artefacts, and other physical remains).

(Please see *NCCA Religious Education Assessment Guidelines* for further information, pages 23-36)

Expressing Beliefs	1.5 explore the presence of religious themes in contemporary culture through an examination of art, music, literature, or film
Exploring Questions	2.1 research artistic, architectural, or archaeological evidence that shows ways in which people have searched for meaning and purpose in life 2.2 consider responses from one major world religion and from a non-religious world-view to some big questions about the meaning of life, such as, why are we here? How should we live? What happens when we die?

Possible ways of selecting a topic

Artistic	Architectural	Archaeological
A painting/series of paintings	Cemetery	Ancient temples
A statue or sculpture	Gravestones	A sacred river
A musical composition or song	Mosque	A burial tomb
A film	Temple	A pilgrim path
A piece of literature	Shrine	A holy well
	Church or Cathedral	
	Memorial or monument	



Possible L2LP PLU [Links](#)

Communicating and literacy	Numeracy	Personal care	Living in a community	Preparing for work
<p>1.15 Find key information from different forms of writing, e.g. locate factual information in forms/bills, times and dates of appointments, menus, timetables, newspapers</p> <p>1.22 Participate in a performance or a presentation</p> <p>1.23 Create a range of images using a variety of materials</p> <p>1.24 Produce a piece of work for display</p> <p>1.30 Use a new piece of ICT equipment</p> <p>1.34 Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely</p> <p>1.35 Access a range of websites on the internet e.g., Scoilnet, websites of personal interest to the student</p> <p>1.36 Find information for a project on the web</p>	<p>2.33. Use a simple map to find a given location</p> <p>2.34. Draw a simple map to give directions</p> <p>2.53. Find a specified day or date on a calendar or timetable, e.g. <i>my birthday</i></p>	<p>3.41 list the main values in the student's life</p> <p>3.42 describe how values are linked to making decisions in a range of scenarios, e.g. consider peer pressure, possible consequences, having reliable information, physical/emotional state, social expectations</p> <p>3.43 make a list of what and who can influence decision-making</p> <p>3.44 identify the choices and consequences involved in an imminent short-term decision</p> <p>3.45 explore the consequences of decisions made, both while implementing and on conclusion, e.g. stopping smoking, losing weight, saving money</p>	<p>4.6 Participate co-operatively in a group situation</p> <p>4.10 Demonstrate an ability to negotiate with peers, e.g. in the sharing of equipment</p> <p>4.21 Describe how to contact a range of people or organisation in their local area that can provide help and advice, e.g. local Garda station</p>	<p>5.1 Set learning goals, e.g. by the end of this week I will finish my book</p> <p>5.2 Create a learning plan which includes the necessary steps and timeframe to complete it. Link the plan to an IEP, e.g. each night I am going to read a page of my book</p> <p>5.3 Implement the plan, e.g. for a week</p> <p>5.4 Express opinions on how performance could be improved, e.g. next time I will give myself more time to reach the target</p> <p>5.16 Keep a record of tasks completed in a journal, e.g. start and finish times for a task, describe what the steps are in the task</p>

<https://jct.ie/perch/resources/l2lps/l2lps-plu-learning-outcomes-poster-2020.pdf>

These suggested PLUs and Learning Outcomes are neither exhaustive nor prescriptive. Teachers are free to plan for the learning needs of their individual student(s) that follow the L2LP/L1LP in a way that is clear, consistent and accessible. This ensures that each student has an opportunity to showcase their strengths, skills and talents.

Choice and flexibility

Programmes are flexible by nature and reflect the reality of the range of contexts and settings involved.

As far as possible student choice is facilitated. Choice should be embedded into learning and teaching in terms of how students engage with and demonstrate their learning.

CBA2 L2LP Planning Template

Name:	Class:	Teacher:
PLUs		
Project Title		
Project Description		
Assessment Activity		
Success Criteria		
Collected Evidence		
Observations		
Next Steps (Feedback)		

Signed: _____

Date: _____

These suggested links are neither exhaustive nor prescriptive. Teachers are free to plan for the learning needs of their individual student(s) that follow the L2LP/L1LP in a way that is clear, consistent and accessible.

This ensures that each student has an opportunity to showcase their strengths, skills and talents.

Developing Good Research Skills

Time Keeping Know how much time you have to complete your research
Write up a list of the key questions you want to explore
Allow time to get an overview of what material is out there.

Allow reading time



select only relevant material

Time to take notes



start putting information together

Time to reread your notes.



clear up points raised from feedback/your first draft

- Online**
- Spend some time searching for keywords related to your topic
 - Look carefully at the web address, is it an official site, can I trust the information?
 - Is there another website with the similar information, facts etc.?
 - Keep a record of the webpages you used (for referencing).

**Books /
Magazines etc.**

Note down anything that sounds relevant to your research

Make a list of the ones you want to look at in more detail

Look at the writer of the article, are they well regarded, have they won awards?

**Have a research
question in mind**

It can be easy to go off topic, this keeps you focused on the task

Don't read too much background material, some is necessary, but too much will just waste your researching time

One or two good sources are usually enough

Stay focused on getting answers, not collecting as much information as possible.

Note taking

You need to create your own system. Everyone thinks and plans differently

Make a list of questions that come to mind when you are reading

How do you want to collect the information? (notes, bullets points, mindmap

Etc) Reference any quotes or interesting facts you find (book, page)

Ask for help

Classmates often have good ideas or may have something to say about your topic

Check in with your teacher, they can point you in the right direction

School & Local libraries have free membership, many have free access to eBooks

Process and Presentation of Research and Work

*Guiding
Questions*

Preparations

Research

*Presentation of
Learning*