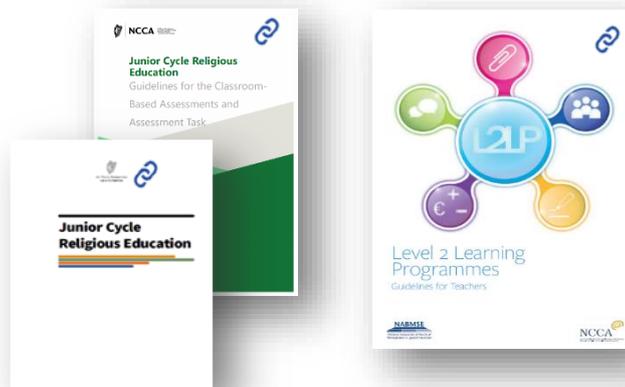


L2 Project work parallel to Religious Education CBA1



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 L3 CBAs; A Person of Commitment & their 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 L2 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 L2 students within a L3 classroom.

CBAs in Religious Education

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

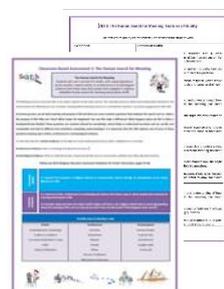
- CBA 1, **A Person of Commitment**, is completed during a three week window in 2nd year. With the support/guidance of their teacher, students will research and report on a person who, because of their religious beliefs or worldview, has had a positive impact on the world, past or present.
- CBA 2, **The Human Search for Meaning**, is completed during a three week window in 3rd year. 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 an Assessment 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 1: A Person of Commitment



A Person of Commitment

During a period of 3 weeks, with support/guidance by the 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.



This CBA is designed to facilitate students in undertaking an investigation into a person of personal interest

- who has shown personal commitment to a particular religious belief or a non-religious worldview
- who is recognised as having made a positive impact on the life of others/the world, either past or present
- whose religious beliefs or worldview has directly influenced how or why they have had a positive impact on the world.

This CBA invites students to consider the role that commitment to beliefs (whether religious or non-religious) can play in a person's life and to examine how people live out of their beliefs.

Students have autonomy in selecting a person of commitment for their study. There are no parameters or restrictions in terms of place or time when s/he lived. The chosen person should be agreed in consultation with the teacher, who will be able to advise on the appropriateness for research of the person selected, in the context of the aim of junior cycle Religious Education. The suitability of the person chosen can be judged in terms of whether the person's actions or ideas made a positive contribution to the world.

Importantly, the student must be able to find evidence to demonstrate a link between the person's faith/belief/worldview and their actions.

Each student or group of students will identify one person. In general, subjects chosen may range from a person living today to a person living in the past, and from a person who is well known to a person who may not be well known.

Teacher professional judgment and guidance for students is important in helping students identify persons of commitment who are compatible with the aims of this CBA and clearly align with the learning outcomes in the RE specification.

Exploring Questions	2.8 present stories of individuals or of groups in the history of two major world religions what have had a positive impact on the lives of people because of their commitment to living out of their beliefs
Living our Values	3.1 examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others

Possible ways of selecting a 'Person of Commitment'

A person known to the student who is living a life of commitment and making a positive difference in the world at a local, national, or international level.	The founder or member of an organisation or of a community committed to helping others.	A religious leader or world leader who has made a positive impact on the world.	A person of faith associated with one of the five major religions studied in the specification or belonging to another major world religion.	A person who does not associate him/herself with any religion yet demonstrates commitment to a worldview and set of values that have impacted positively on the world at a local, national, or international level.
--	---	---	--	---

Possible L2 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>1.24 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, <i>e.g. 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>

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.

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 - If it's a person you can usually skim through the bibliography/articles
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 - Class mates 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*