

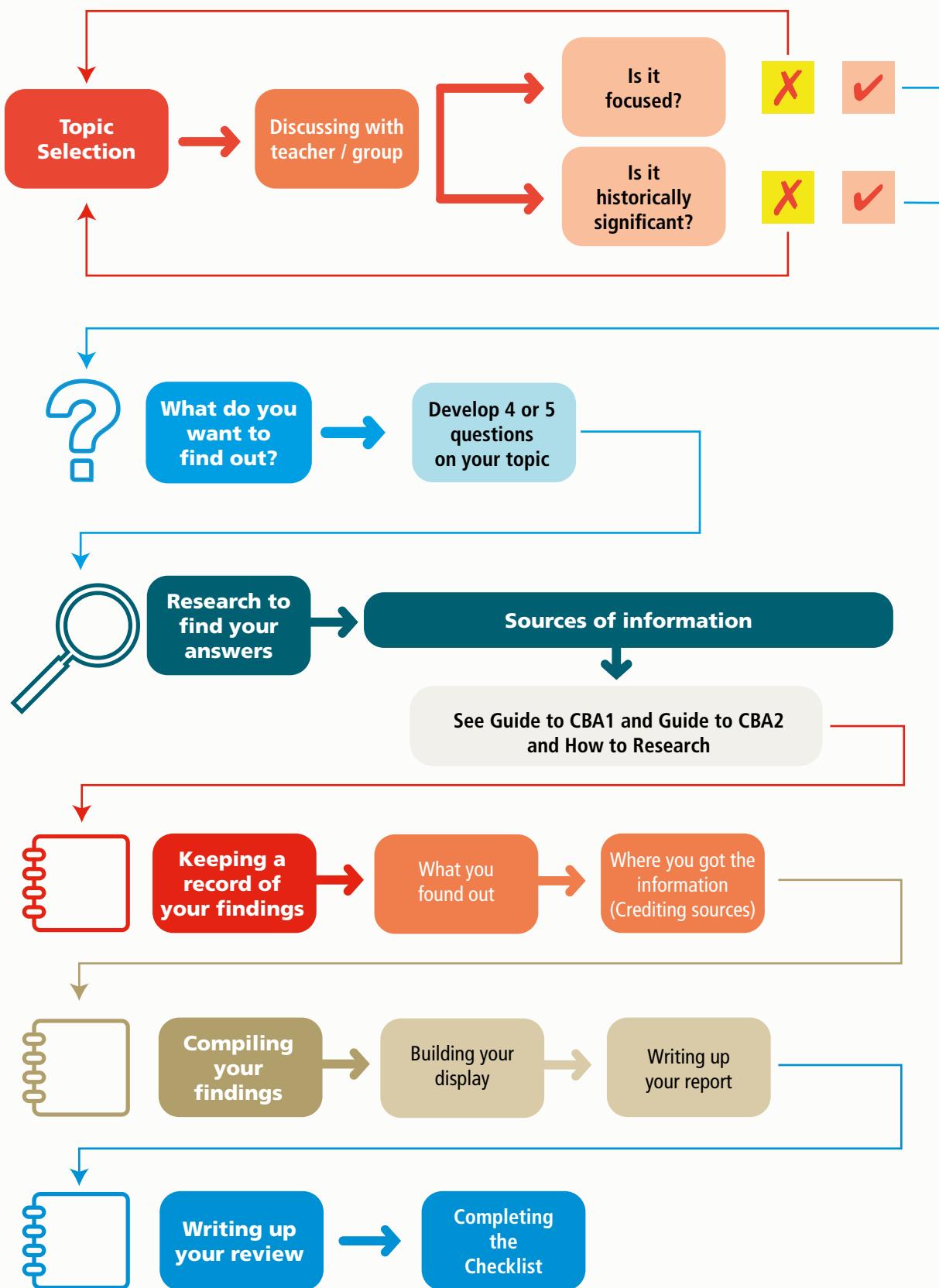
# **Junior Certificate History Class Based Assessment**

**Student's Guide to CBA1 -  
The Past in my Place**

Wicklow Local Studies Library



## COMPLETING THE CBA - PROCESS





## HISTORY CLASS BASED ASSESSMENTS

There are two Class Based Assessments (CBAs) in Junior Certificate History. CBA1 is completed in second year and CBA2 in third year. Both are completed over a three week period during class time.

This guide is for CBA1, *The Past in my Place*, provides students with a step-by-step guide to completing their CBA project from the initial topic selection to the final review process.

**In addition to this guide, the following information is available to download from our website at <https://www.wicklow.ie/Living/Services/Libraries/Local-Studies/Schools>.**

	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.
<b>Student's Guide to CBA 1</b>	<b>PDF</b>	<b>Step by step guide to how to complete CBA1, with guidance, worksheets checklists</b>
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

This Guide



## STEP-BY-STEP GUIDE TO CBA 1

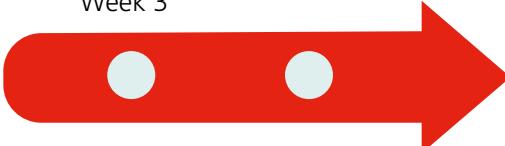
### Investigating

Week 1



### Displaying

Week 3



### Discovering

Week 2

### Reflecting

Week 3



The first part of CBA1 involves discussing possible topic ideas with your teacher and, if you're working in a pair or group, other group members.

### Step 1: Selecting a topic to research

#### Possible Research Areas:

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 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

An investigation of a family member who is historically significant at local, national or international level

A genealogical study



## A focused topic

In order to limit the amount of work you have to do you should make your topic focused on a specific issue. The following shows the difference between a general and focused topic:

General	Focused
<b>The 1798 Rebellion</b>	South or West Wicklow and the 1798 Rebellion
<b>The Great Famine</b>	The Coolattin Estate during the Famine
	The Poor Law and the Shillelagh Workhouse
	Death and Emigration from Wicklow during the Famine
<b>Ireland and World War I</b>	Wicklow women in WWI
	WWI impact on Wicklow
	Wicklow men in the great War
	Kynoch Munitions, Arklow and WWI
<b>Wicklow Women</b>	Jennie Wyse Power - Women's right activist 1858 - 1941
	Anna Parnell - Ladies Land League
	Teresa Dargan - Poor Law Union and Rathdrum Rural District Council

(See next page Selecting a Topic)

## WORKSHEET 1: SELECTING A TOPIC

Are you interested? Y/N	Research Areas	Possible Topic in Locality
	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 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	
	An investigation of a family member who is historically significant at local, national or international level	
	A genealogical study	



## Step 2: Understanding the historical significance of the topic

When you've selected a topic, consider the following prompts and questions. This will help you show how the topic is historically significant.

The 5 Rs	
1	<b>Remarkable</b>
	Was the event/person remarked upon at the time or since? Were people talking about it? Are people still talking about it? Is it an important event/person that is known nationally and/or internationally? Did this event/person impact their world?
2	<b>Remembered</b>
	Is it collectively remembered? Are there commemorations to celebrate this person/event? Is it remembered locally/nationally/internationally? Do we still speak about this event/person regularly?
3	<b>Resonant</b>
	Does the event have significance since the time it occurred? Does the event/person still have a link to modern issues/events/people? How? Has the event/person been significant consistently since that time? Did this event/person influence the beliefs or actions of other people at the time or later in history?
4	<b>Resulting in Change</b>
	Did it have consequences for the future? Did the event/persons actions change the course of history? How? Did the course of the event change an aspect of culture/society/politics? Did the actions of the person influence modern life?
5	<b>Revealing</b>
	Does it reveal something about another time in the past? Does the event/person reveal more information about a specific period in the past? Are we able to draw comparisons and connections between the past and now because of this event/person? What can we learn from the event/person that may influence our actions and beliefs now?



**Note:** Your topic should be able relate to at least one of the above 5R's.

(See next page: Recording the Historical Significance of your topic)

## WORKSHEET: WHY IS MY TOPIC HISTORICALLY SIGNIFICANT?

Topic

Reason I selected this topic

Which of the 5R's (remembered, remarkable, resulting in change, revealing) is relevant to this topic? Why?

Complete

I have selected my topic and shown that it is historically significant



Come up with **four or five** questions that you would like to answer during your research.

### Step 3: Creating questions

You've chosen your topic and the next step is to come up with four or five questions that you want to find answers to about the event/person/issue. It is important that the topic for research is specific, if it is too broad then there will be an endless number of questions to answer, and a lot of research to do when answering those questions!

There are two types of questions, and there should be at least one question from each. Think about creating questions that will show off your skills acquired in History.

Factual Questions:	Analytical Questions:
They ask you to research specific information	To answer analytical questions that you have posed, you must go through the sources.
Type of Questions:	Type of Questions:
Who? What? When? Where? Why? How?	Why is something historically significant? Comparing events/people/issues. Finding the cause of events/issues. Assessing the impact or consequences of a person's actions/event.
Generally, this type of question will have one definite answer.	Answers are not given in all the research, instead you must come to your own conclusion.

For example:

Factual Questions	Analytical Questions
Where were the Kynoch munitions works in Ireland?	Why were the Kynoch works an important during the WWI?
When did Robert Barton die?	What was Robert Barton important in the Treaty negotiations?
When did Charles Stewart Parnell live in my local area?	What impact did Charles Stewart Parnell have on my place?

(See next page My Questions)



## WORKSHEET: MY QUESTIONS

My Topic:

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Why did I select this topic:

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Questions I would like to find the answers to:

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2	<hr/> <hr/>
3	<hr/> <hr/>
4	<hr/> <hr/>

Complete

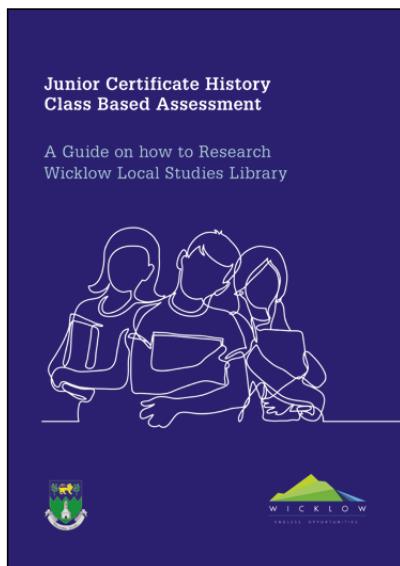
I have created the questions on my topic. I aim to answer these questions as part of my research process.

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## Step 4: Finding Sources

The best place to start is by talking to your teacher, your family and your neighbours. If it is a topic you know something about that's great, you might know where to start. If you are unsure about where to start talk to somebody who may be able to point you in the right direction. Before you start your research, you should read the **How to do Historical Research** at <https://www.wicklow.ie/Living/Services/Libraries/Local-Studies/Schools> to find out how to approach researching your topic.



**Where do we find sources?** One of the main locations is historical repositories – these are libraries, archives, and museums. You may go in looking for one source, but the librarians, archivists and historians may be able to point you in the direction of more sources and information. **A lot of repositories can now be accessed online.**

The most common sources used are books, websites, artefacts, documentaries, interviews, diaries, letters, maps and photographs. The **Guide to Wicklow Local History Library** at <https://www.wicklow.ie/Living/Services/Libraries/Local-Studies/Schools> has great information on sources of local and international history.

Tick the type of sources you hope to use below:

<b>Photographs</b>	<input type="checkbox"/>	<b>Maps</b>	<input type="checkbox"/>	<b>Paintings &amp; Drawings</b>	<input type="checkbox"/>
<b>Newspapers</b>	<input type="checkbox"/>	<b>Websites</b>	<input type="checkbox"/>	<b>Books</b>	<input type="checkbox"/>
<b>Visit to Library</b>	<input type="checkbox"/>	<b>Visit to Heritage Centre</b>	<input type="checkbox"/>	<b>Visit to Local History Library</b>	<input type="checkbox"/>
<b>Local History Journal</b>	<input type="checkbox"/>	<b>Interview</b>	<input type="checkbox"/>	<b>Visit to a Museum</b>	<input type="checkbox"/>
<b>Other</b>					

## Step 5: Information Gathered

When you have found your sources, it is important to keep a record of the name, author, what type of source it is, and the information that you got from the source. Remember – if you are reading a book or looking at a website, see if there are any other recommended books, websites, articles, etc., to read on the topic. **(See: Information Gathered on next two pages)**

## Step 6: Crediting (Citing) my Sources

You should keep a record of all the sources used, it is important to cite (credit) where you got your information from.

Type of Source	How to reference this source:
<b>Book</b>	Title, Author, Publisher, Place and Year of Publication
<b>History Journal</b>	Title of Article, Author, Title of Local History Journal, Volume Number, Year
<b>Visit</b>	Name of Location Visited, Date Visited
<b>Website</b>	Webpage Title, URL, Author (if stated on website), Date Accessed
<b>Interview</b>	Name of Interviewee, Subject of the Interview, Interviewed By, Recorded Using, Location, Date of Interview
<b>Newspaper Article</b>	Title of Article, Author, Name of Newspaper, Date Published, Page Number
<b>TV or Radio Documentary</b>	Title, Year, Channel, Writer/Director, Presenter/Narrator, URL, Date Accessed



# WORKSHEET: INFORMATION GATHERED

## **Books, History Journals, Newspapers, Websites**

<b>Title</b>					
<b>Author</b>					
<b>Publisher</b>					
<b>Place &amp; Date / Year of Publication</b>				<b>Page/s:</b>	
<b>Website</b>					
<b>Date Accessed</b>					
<b>Type of source</b>	Primary <input type="checkbox"/>			Secondary <input type="checkbox"/>	
	Written <input type="checkbox"/>	Visual <input type="checkbox"/>	Oral <input type="checkbox"/>	Aural <input type="checkbox"/>	Tactile <input type="checkbox"/>

## Information Gathered / Notes Taken:

**Note:** You may need more than one worksheet, if you have more than one source of this kind.

## WORKSHEET: INFORMATION GATHERED

### TV or Radio Documentary, Podcast

<b>Title</b>					
<b>Year</b>					
<b>Channel</b>					
<b>Writer / Director Presenter / Narrator</b>					
<b>Date Accessed</b>					
<b>Type of source</b>	Primary <input type="checkbox"/>		Secondary <input type="checkbox"/>		
	Written <input type="checkbox"/>	Visual <input type="checkbox"/>	Oral <input type="checkbox"/>	Aural <input type="checkbox"/>	Tactile <input type="checkbox"/>
<b>Information Gathered / Notes Taken:</b>					

**Note:** You may need more than one worksheet, if you have more than one source of this kind.



## WORKSHEET: ACCESSING SOURCES

Was it easy or difficult to find sources on your topic? How?

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What challenges did you face when using your sources?

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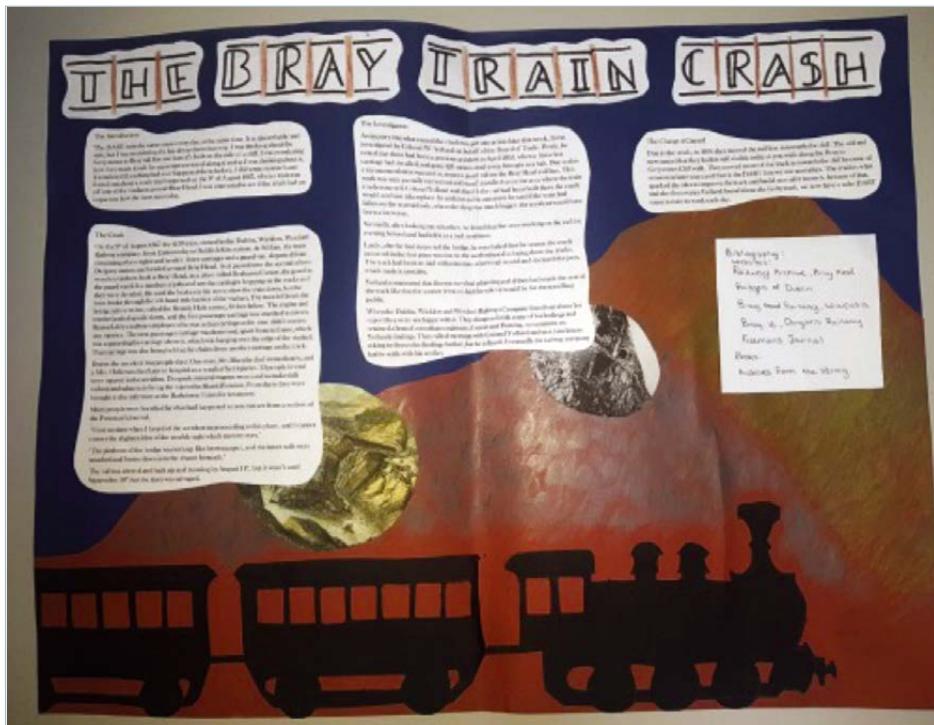
## W3 Displaying

This is the main part of your CBA – how the information gathered will be presented. You will need to decide on your form of presentation, and then present all the information and answers to your questions.

### Step 7: Preparing your Display

Now that you have gathered information on your topic, you should be able to answer the questions you came up with during the ‘Investigation’ stage.

You should present some background information on your topic, as well as your answer to the questions on your display. Your display could be like what may be found in the library, a museum or the local heritage centre.



The above, and other examples can be found on the Curriculum Online website at the link below  
<https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History/Student-examples-of-work/CBA-1-The-Past-in-My-Place/>

### Step 8: Tips for your Display

Your display should include the following information:

- ▲ Title of the CBA
- ▲ Images/Drawings/Maps/Photographs/Graphs (with captions) of the CBA topic researched
- ▲ The historical significance of the CBA topic
- ▲ The connection between the CBA and my locality/local area
- ▲ The questions posed at the beginning, and the answers I discovered during my CBA research
- ▲ Cited my sources and any visuals used
- ▲ Include the reflection sheet



## WORKSHEET: CHECKLIST FOR DISPLAY - THE PAST IN MY PLACE

	Checklist for Display	Complete
1	<b>Title</b>  1. I have clearly stated the title of my CBA as part of my display.	<input type="checkbox"/>
2	<b>Information Included</b>  1. I have stated why I chose to research this topic.  2. I have explained what the connection is with this topic and my local area.  3. I understand and have explained how my topic is considered historically important.  4. I have presented background information on my topic.  5. I have come up with several questions to be answered as part of my research.  6. I have presented the answers to all of my questions and included evidence from the sources that I used.  7. I have included a selection of relevant pictures, maps, drawings, graphs, etc., as part of my CBA.  8. I have referenced all of my sources as part of my CBA display.  9. I have linked some of the evidence from my research into my display and presented this as part of my findings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	<b>Spelling, Grammar and Punctuation</b>  1. I have checked over my work for any spelling mistakes.  2. I have asked a parent/guardian/friend to read my work and make sure there are no mistakes.	<input type="checkbox"/> <input type="checkbox"/>
4	<b>Reflection</b>  1. I have included my reflection sheet as part of my CBA1.  2. I was honest in all parts of my reflection on my experience engaging with the CBA.	<input type="checkbox"/> <input type="checkbox"/>



**W3 Reflecting**

**Step 9:**

The final step as part of the CBA, is to reflect on the process. This will be submitted to your teacher as part of the CBA1 process, you should be as honest and detailed as possible in answering the questions:

- ▲ What were the most positive things in my experience of working on this CBA?
- ▲ What were the main challenges I faced?
- ▲ What aspects of my learning about my subject did I find most significant?
- ▲ What did I learn about the role of the historian in conducting and presenting research?

**(See next page Reflection Note)**

## WORKSHEET: REFLECTION NOTE

Name:

CBA:

CBA Title:

**What were the most positive things in my experience of working on this CBA?**

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**What were the main challenges I faced?**

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**What aspects of my learning about my subject did I find most significant/interesting?**

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**What did I learn about the role of the historian in conducting and presenting research?**

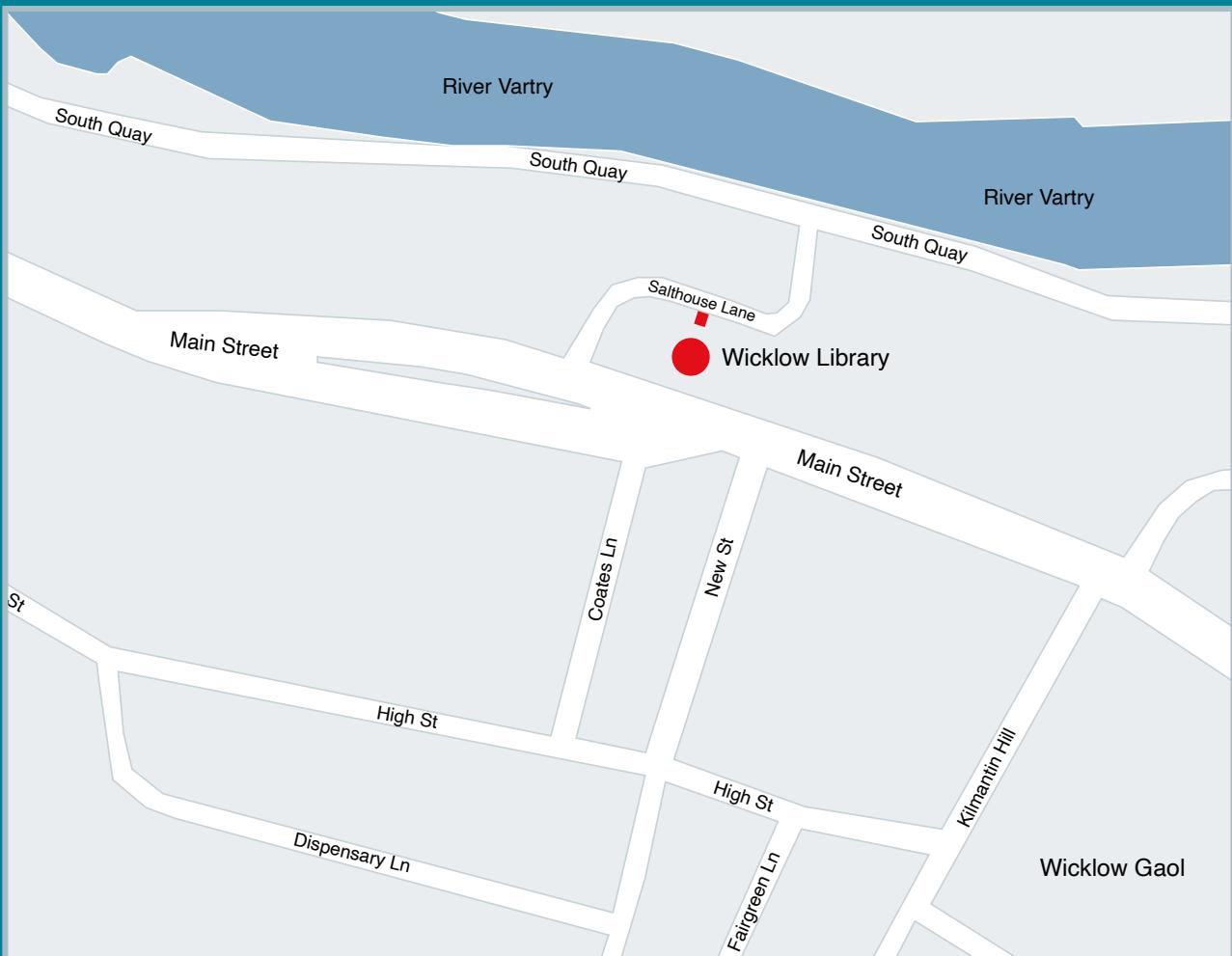
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Gerlanda Maniglia,  
Local Studies Librarian  
Salthouse Lane,  
Wicklow Town, County Wicklow, A67 X504  
[Wicklowlocalstudies@wicklowcoco.ie](mailto:Wicklowlocalstudies@wicklowcoco.ie)  
Phone: (087 2683724) (0404) 67025

Visit Wicklow Local Studies web pages at:  
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