

History

How to Succeed in your Junior Cycle

History CBA



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Laura O'Brien is a teacher of Junior Cycle History. Here she shares her tips and hints for the Junior Cycle History CBA.



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Introduction

In the Junior Cycle History CBA you are being asked to find out about someone or something in history that you will not be taught in class.

You will do one CBA in 2nd year called **'The Past in My Place'** and one CBA in 3rd year called **'A Life in Time'**. These will involve conducting your own research on an event, person or place and creating a report based on your findings.

Like a detective, you are required to find clues and evidence on your own and report on what you found out! This research must be original, meaning it cannot simply be copied from Wikipedia.

You must do one CBA based on Ireland and one on the Wider World. Generally, CBA1 will lend itself more naturally to being based on Ireland. Either way, you cannot do both CBAs on either Ireland or the Wider World.

Students completing the History CBA will be asked to take into account:

- The creativity they have demonstrated
- The content they have included
- Their spelling and grammar
- The credits they have given for their sources
- The allocation of work in their group (if applicable)
- The reflection they have provided

Levels of Achievement

- **Exceptional** describes a piece of work that discusses all of the Features of Quality for the C.B.A. to a very high standard. Your C.B.A. does not need to be perfect, but the strengths of the work far outweigh its weaknesses, which are minor. You suggest improvements clearly.
- **Above expectations** describes a piece of work that discusses the Features of Quality for the C.B.A. very well. You would have shown a clear understanding of how to complete each area of the investigation, and your work would contain a lot of detail. Feedback from your teacher would include comments on small sections of your report that need further attention or polishing, but, on the whole your work is of a high standard.
- **In line with expectations** describes a piece of work that reflects most of the Features of Quality for the C.B.A. well. You would have shown a good understanding of the task and your report would have been free from significant error. Feedback from your teacher would include comments on sections of your report that need further attention or correction, but your work is generally competent and accurate.
- **Yet to meet expectations** describes a piece of work that falls short of the demands of the C.B.A. and its Features of Quality. You would have made a good attempt, but you might not have grasped the task clearly or have left out large sections of the report. Feedback from your teacher would include comments on the fundamental errors that need to be addressed.

CBA1: The Past in My Place

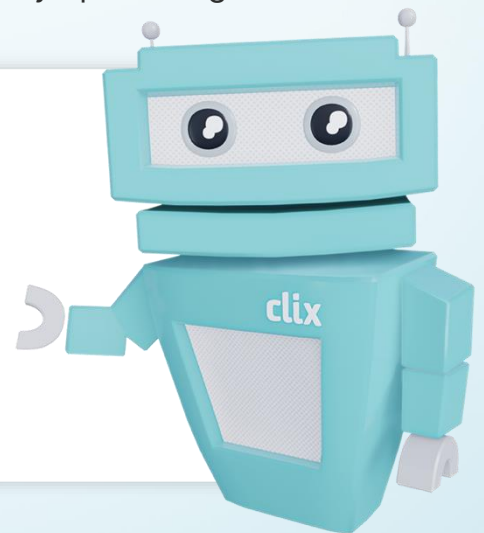
This involves you researching something in “your place”: this could be your town, county, country of origin, where you’ve spent lots of summers etc. You could also focus on your personal family history. This CBA focuses upon something from your “world” that is personal to your life or locality. This may include a castle, or the site of a battle, a monument etc. The possibilities are endless!

Research

Once you have chosen your topic, you will begin your research. You could start by asking family members or neighbours if they have any information that they could share with you (this would be a fantastic oral source). You could visit your library and see what relevant books or documents they have available. You could visit the historical site and take some photos or videos. And of course, the internet is an option, however it is recommended that you don’t over-rely upon Google.

Tip

In order to focus your research it is recommended that create a list of questions about your topic that you hope to answer. Your CBA should present narrow and specific information.



For example, there may be a castle or the remains of a castle in your county. You might ask yourself:

- Why was this built? When?
- What materials were used to build it?
- As buildings can change over time, what did it look like when it was originally built?
- What was it used for? Did it change ownership at any point in its history?
- What impact does it have on the area that it is in now?

Reflective Element

The CBA features a **reflective element** at the end of the project. This means it is important to keep a good account of your research process and sources.

You will be asked about how you have improved as a historian throughout the project, so it is advised that you keep a journal documenting which aspects you enjoyed or found difficult. If working in a group or pair make sure to take note of aspects that **you** have completed.

Final Product

While you will often hear the terms “report” or “display”, your final product may take the form of a PowerPoint, a large poster, a timeline, a newspaper report, a video, a model, a family tree, a booklet etc.

This ‘display’ should be well labelled, clear, have plenty of detail both on your topic and on your research as well as a piece of reflection.

CBA2: The Life in Time

This CBA will follow the exact same format and layout as CBA1. The main differences are:

- If CBA1 is based on an Irish topic, CBA2 must be from outside Ireland.
- It needs to be based on a person of historical significance.

Once you have selected the person of historical significance that interests you, you will research him/her using the same methods as in CBA1 and then create a “display” based on your findings!



Best of luck in the
exam! 😊