



An Roinn Oideachais
agus Scileanna

Junior Cycle History

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Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place, and by offering experiences that are engaging and enjoyable for them, and are relevant to their lives. These experiences are of a high quality: they contribute directly to the physical, mental and social wellbeing of learners; and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The junior cycle programme builds on students' learning to date and actively supports their progress; it enables them to develop the learning skills that will assist them in meeting the challenges of life beyond school.

Rationale

The study of history is about exploring human experience over time and how that experience has shaped the world we live in today. By asking questions of available evidence, students of history can make rational, informed judgements about human actions in the past and examine why people were motivated to act as they did and the effects of these actions. Studying history develops our historical consciousness, enabling us to orient ourselves in time and to place our experiences in a broader framework of human experience. Being historically conscious transforms the way that we perceive the world and our place in it, and informs how we see the future development of the world.

Having a 'big picture' of the past helps to develop our historical consciousness. It allows us to see major patterns of change and gives us a framework to understand and put into context the knowledge that we gain about the actions of people that came before us. Investigating evidence to identify moments or patterns of change in the human experience, and to make judgements on the significance of such change, is the key practice of the historian. This study of change relates to the fullness of human experience over time, from the initial emergence of humans to the more recent past. The study of the past allows us to examine the impact of human actions in a wide variety of dimensions, including politics, government, law, society, economics, culture, beliefs and ideas.

When we learn about the past, it is important also that we understand the nature of history as a discipline that allows us to make sense of what has happened in our world over time. This involves understanding such concepts as: continuity and change; time and space; how evidence allows us to make judgements about the past and how such judgements may need to be changed if new evidence emerges; awareness of the usefulness and limitations of different forms of evidence and the importance of being objective and fair when investigating the actions of people in the past, and taking care not to let opinions or prejudices affect our judgements; how human actions in the past have different levels of significance; that we see people in the past and their actions in the context of the time in which they lived.

Understanding the actions of people in the past and understanding how we come to know about these actions helps us to develop positive values about history. These include a respect for truth and evidence, a commitment to being open to seeing the past from different perspectives and a

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Junior Cycle History

Rationale

regard for the integrity of the past. This way of seeing the world deepens our understanding of the relationship between past and current events and the forces that drive change; helps us to appreciate how diverse values, beliefs and traditions have contributed to the culture in which we live; and enables us to value our local, national and international heritage. The ability to construct and communicate coherent, logical arguments on matters of historical significance, and in so doing utilise skills such as thinking critically, working collaboratively and utilising digital media effectively, is also enhanced by the study of history.

Studying history helps us also to develop a historical sensibility that leads to an appreciation of the cultural achievements and accomplishments of previous generations, and to derive pleasure and enjoyment from learning about the richness and diversity of human experience in the past, and how this has impacted on and shaped our own identity and experience of the world.

Aim

The study of history at junior cycle aims to enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate the actions of people in the past and to come to a deeper understanding of the human condition. Students also come to see the world, and their place in it, from a historical perspective; and understand how the people and events of the past have shaped the contemporary world.

By exploring the past from a historical perspective, students also develop an interest and enthusiasm for history and acquire values and attitudes that shape their view of people in the past, including a regard for heritage and their cultural inheritance, and a sense of historical empathy, where people are judged in the context and values of the time in which they lived.

The study of history instils in students a respect for integrity, objectivity and looking at issues from different perspectives. This capacity for critical thinking helps them to interrogate sources of evidence and make judgements about the viewpoint expressed, including the capacity to identify propaganda.

Hearing and telling the stories of people who lived in the past helps students to understand more about how people live today; and can help students to learn from the past when thinking about how to address the problems of today.

Overview: Links

The tables on the following pages show how history is linked to central features of learning and teaching outlined in the *Framework for Junior Cycle 2015*.

Table 1: Links between Junior Cycle History and the statements of learning

STATEMENTS OF LEARNING

The statement	Examples of relevant learning
SOL 3: The student creates, appreciates and critically interprets a wide range of texts.	Students will interrogate a range of primary and secondary historical sources and will use their historical knowledge and conceptual understanding to produce their own texts using a variety of formats.
SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.	Students will learn about the roots of their historical inheritance through exploring aspects of the history of their own locality, such as interviewing older people about religious practices and traditions.
SOL 7: The student values what it means to be an active citizen, with rights and responsibilities to local and wider contexts.	Students will explore how the role of the individual in society evolved over time, including an exploration of the concept of rights and citizenship, by exploring how ordinary people lived under different systems of government, such as Nazi Germany or the Soviet Union.
SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.	Students will explore why certain historical events are commemorated, such as the Holocaust; they will investigate the historical roots of a contemporary issue or theme, and examine how, for example, the Crusades have impacted on the modern world.
SOL 9: The student understands the origins and impact of social, economic and environmental aspects of the world around him/her.	The student will explore social change by looking at causes and consequences of migration patterns or population change, such as those caused by the Black Death or by exploring how migration and settlement affected identity on the island of Ireland.
SOL 18: The student observes and evaluates empirical events and processes and draws valid conclusions and deductions.	Students will explore the discipline of history, including working with evidence and making historical judgements based on an interrogation of evidence; for example, exploring how the 1916 Rising influenced the events that led to the Anglo-Irish Treaty in 1921.
SOL 24: The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.	Students will engage with and critically evaluate ICT when locating historical sources and evidence and in the creation of responses to questions about the past.

Key skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. Figure 1 below illustrates the key skills of junior cycle. There are opportunities to support all key skills in this course but some are particularly significant.

Figure 1: The elements of the eight key skills of junior cycle



Table 2 identifies some of the elements that are related to learning activities in history. Teachers can also build many of the other elements of particular key skills into their classroom planning.

Figure 1: Key skills of junior cycle

Table 2 identifies some of the elements that are related to learning activities in music. Teachers can also build many of the other elements of particular key skills into their classroom planning.

Table 2: Examples of links between Junior Cycle History and key skills

Key skill	Key skill element	Student learning activity
Being numerate	Gathering, interpreting and representing data Seeing patterns, trends and relationships	Students create timelines to show understanding of chronology and the 'big picture'. They analyse sources showing numerical data, such as census records.
Being literate	Expressing ideas clearly and accurately Writing for different purposes	Students learn to construct historical arguments, showing awareness of such concepts as <i>source and evidence</i> and <i>cause and consequence</i> in their writing.
Managing myself	Being able to reflect on my own thinking	Students keep a journal where they reflect on their learning and on how their study of history develops their understanding of the world.
Managing information and thinking	Using ICT and digital media to access, manage and share content	Students use websites or online resources to gather evidence about an aspect of the past for a research project. They maintain electronic files of their work and create a digital presentation to show their findings.
Being creative	Thinking creatively	Students use the available evidence and their imagination to reflect upon the lives of people in the past and represent their thinking in a diary entry or letter. Students make models or other representations of sites of historical interest, such as castles, round towers or memorial sites.
Communicating	Listening and expressing myself	Students interview people in their family or community to gather memories or stories. Students collaborate on group projects or presentations.
Working with others	Contributing to making the world a better place	Students develop their appreciation of diversity and difference (gender, culture etc.) through their encounters with different people, issues and events in the past.
Staying well	Being responsible, safe and ethical in using digital technology	Students evaluate the objectivity and fairness of online historical sources/evidence.

Overview: Course

The specification for Junior Cycle History provides a framework for students to acquire the historical skills, conceptual understanding and substantive knowledge that lead to a sense of historical consciousness, whereby students can see the world and their place in it from a historical perspective. It has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle.

The specification has three interconnected strands, each with a set of related elements:

Strand 1: The nature of history; Strand 2: The history of Ireland; Strand 3: The history of Europe and the wider world.

Strand 1: The nature of history

This unifying strand focuses on the nature of history as a discipline. The strand emphasises the skills, concepts, values and attitudes that inform the learning of history. It helps to form students as historians.

There are three interrelated elements to strand 1:

- Developing historical consciousness
- Working with evidence
- Acquiring the 'big picture'.

Each element is associated with a range of learning outcomes that set out what the student should know or be able to do, following their engagement with the strand.

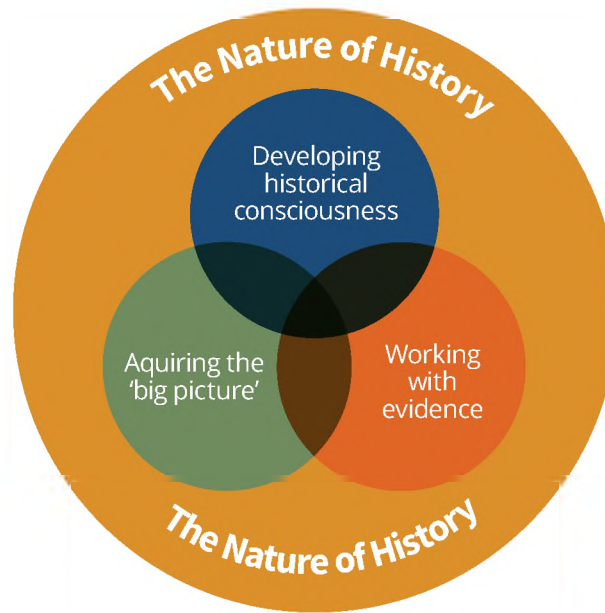
As strand 1 is the unifying strand, it is intended that its learning outcomes should inform students' engagement with strands 2 and 3, which are contextual strands. The skills, concepts, values and attitudes that are central to the work of the historian should inform and underpin engagement with the historical personalities, issues and events that students will encounter in strands 2 and 3.

NB: Therefore, while the learning outcomes in strand 1 can of course be addressed discretely and prior to engaging with strands 2 and 3, they should also permeate the learning when students are engaging with substantive historical context in strands 2 and 3.

A sense of chronological awareness and appreciation of date patterns should be a strong focus of this integration of learning across all three strands. Developing and maintaining timelines is a means of allowing students to engage meaningfully with this aim.

This structure is consistent with a non-linear approach to engaging with learning outcomes. Strands 2 and 3 provide the context for students to deepen their understanding of the nature of history as a discipline. Therefore, the learning outcomes in strand 1 will be integrated with those in strands 2 and 3. This does not preclude teachers from engaging separately with learning outcomes in strand 1. For example, teachers may work with students on acquiring a 'big picture' in terms of an overarching framework of the past before looking more specifically at learning outcomes in strands 2 and 3, or may explore concepts such as 'cause and consequence'.

Figure 2: The elements of strand 1: The nature of history (unifying strand)



Overview of student learning

STRAND 1: THE NATURE OF HISTORY (UNIFYING STRAND)

Element: Developing historical consciousness

Being historically conscious means that students acquire a distinctive way of seeing the world and their place in it from a historical perspective. They are aware of the impact of change, both short-term and long-term, on the human condition and in different spatial and temporal contexts. They also have a sense of historical empathy or regard for the motivations and actions of people in the past, in the context of their time. They can make judgements about the significance of events in the past, and appreciate the need to examine controversial or contested issues from more than one perspective. Historically-conscious students are mindful of how their environment has been shaped by people and events in the past and bring this historical sensibility to bear in their appreciation of human achievement. Concepts such as viewpoint and objectivity, and cause and consequence, are also considered in this strand element.

Element: Working with evidence

This element relates to the fundamental role of evidence in enabling students to understand the past. Students explore the nature of source and evidence and make judgements about the usefulness and limitations of different types of evidence. Students appreciate the provisional nature of historical judgements and that such judgements may need to be revised in the light of new evidence. Students explore different types of repositories of historical evidence. Students explore how archaeology and new technology assist historians in forming judgements about the past.

Element: Acquiring the 'big picture'

The notion of the 'big picture' relates to the idea of a usable historical framework that allows students to see the past in a broad global context. A 'big picture' framework helps students to see significant patterns of change over time. As students learn, they can place their new knowledge and understanding in this framework, extending it and deepening it as they continue to ask questions of the past and acquire new knowledge and understanding. The 'big picture' also allows for students to deepen their chronological understanding and to appreciate how history is characterised by 'eras' or 'ages' of change. A rapidly-taught 'big picture' of the past can be revisited and developed regularly over the three years of students' learning in junior cycle.

STRANDS 2 AND 3: THE CONTEXTUAL STRANDS

Strands 2 and 3 relate to the historical context in terms of personalities, issues and events to which students apply the conceptual understanding and learning gained through strand 1. Strand 2 relates to the history of Ireland while strand 3 relates to the history of Europe and the wider world.

Figure 3: The elements of strands 2 and 3: The history of Ireland and The history of Europe and the wider world



There are three interrelated elements to strands 2 and 3:

- Recognising key change
- Exploring people, culture and ideas
- Applying historical thinking.

STRANDS 2 AND 3: THE HISTORY OF IRELAND AND THE HISTORY OF EUROPE AND THE WIDER WORLD

Elements

Overview of student learning

Recognising key change

This element relates to key developments in Ireland and in Europe and the wider world in the areas of identity, nation-building, politics and international relations.

- Key changes/developments in the domains of politics and international relations
- Important related concepts, including, for example, nationalism, sovereignty, power, authority, ethnicity, conquest, colonisation and identity
- Nature and impact of distinct civilisations in history
- Impact of settlement and land ownership on ideas of identity
- Role of significant individuals as agents of change
- Impact of war, conflict, revolution and parliamentary democracy in shaping history

Exploring people, culture and ideas

This element relates to the impact of ideas and beliefs about the nature of the human condition, including religious beliefs; ideology; social, economic and cultural ideas.

- How religious beliefs and practices influenced historical change
- Impact of new and changing ideas about how people should live and be governed
- Nature and impact of totalitarian ideologies
- Impact of such factors as population change, migration, famine, genocide on the lives of ordinary people
- Role of social, cultural, sporting movements or organisations
- How women's lives changed over time

Applying historical thinking

This element allows students to critically apply their understanding and knowledge to different historical enquiries.

- Connections between people, events and places in the past
- Application of research skills
- Ideas around democracy, human rights, equality, peace and justice
- Sense of historical empathy in exploring people in the past
- Local, personal or family history
- Identifying patterns or trends of change over time
- Concepts such as *culture and civilisation* and *power and authority*

Figure 4: Overview of Junior Cycle History: The interaction between strands 1, 2 and 3 Progression from primary to senior cycle



Progression from primary to senior cycle

PRIMARY SCHOOL CURRICULUM

Primary school history is one of three subjects (along with geography and science) framed within the Social, Environmental and Scientific Education (SESE) curriculum area. SESE has a strong focus on 'environment', which denotes the surroundings or external conditions with which an individual (human or other living organism) or community interacts. In this context, history focuses on how the activity of people has shaped human, built and cultural environments. The acquisition of knowledge, values and skills in a context of exploration and investigation is highlighted. The lives of people in the past, national and international history, local studies and the work of the historian are studied in a child-centred curriculum. The Junior Cycle History specification provides clear opportunities to progress the related learning that has taken place at primary level throughout the three years of junior cycle.

SENIOR CYCLE

The Junior Cycle History specification aligns with key features of the Leaving Certificate History syllabus. The unifying strand seeks to develop an awareness of the discipline of history that informs students' meaningful engagement with historical contexts and allows for progression to more detailed interrogation of the past in the topics for study at senior cycle. This strand also helps students to acquire the skills and dispositions to engage in research and working with documents—both key features of senior cycle history.

The twin focus on Ireland and on Europe and the wider world at junior cycle aligns with the syllabus arrangement at Leaving Certificate level. The elements in the contextual strands at junior cycle are also similar in focus to the perspectives that shape content specification in the Leaving Certificate syllabus. The broad survey nature of the junior cycle experience is intended to provide an authentic foundation for progression to senior cycle history.

Expectations for Students

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work in the subject or short course specification. When teachers, students or parents looking at the online specification scroll through the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers. The examples will include work that is:

- Exceptional
- Above expectations
- In line with expectations.

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised in actual cases. Annotated examples of student work judged by teachers will be included alongside the specification.

Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied Junior Cycle History. The learning outcomes set out in the following tables apply to all students. As set out here they represent outcomes for students at the end of their three years of study. The specification stresses that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning in history up to the end of junior cycle.

To support the exploration of the learning outcomes by teachers, parents and students, a glossary of the action verbs used in the specification is included in Appendix A. The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves, nor does it suggest an order to which the learning outcomes should be developed in class. Junior Cycle History is offered at a common level. The examples of student work linked to learning outcomes will offer commentary and insights that support differentiation and inclusive classroom practices.

Strand one: The nature of history

Strand 1 is a formational strand, supporting students to explore the concepts, practise the skills and consider the values and attitudes that inform the discipline of history and the work of the historian. Strand 1 will help students to acquire a 'big picture' of the past and an understanding of the importance of evidence that will enhance their historical consciousness. Therefore, discrete time can be dedicated to realising learning outcomes.

Strand 1 is also a unifying strand, whereby the learning outcomes can be achieved through engaging with the context provided in strands 2 and 3 in relation to personalities, issues and events.

It should be noted that strand 1 does not equate to a first-year course – the learning outcomes will be realised while engaging with the historical context of strands 2 and 3 over three years.

Elements	Students should be able to:
Developing historical consciousness	<p>1.1 develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context</p> <p>1.2 consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world</p> <p>1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</p> <p>1.4 demonstrate awareness of historical concepts, such as <i>source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space</i></p>
Working with evidence	<p>1.5 investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence</p> <p>1.6 debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry</p> <p>1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p>
Acquiring the 'big picture'	<p>1.9 demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions</p> <p>1.10 demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p> <p>1.11 make connections and comparisons between people, issues and events in different places and historical eras</p>

Strand two: The history of Ireland

Strand 2 is a contextual strand, where students will apply their conceptual understanding and historical skills to an exploration of key personalities, issues and events in Irish history, including local history.

Elements	Students should be able to:
Recognising key change	<p>2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation</p> <p>2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics</p> <p>2.3 explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion</p> <p>2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923</p> <p>2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations</p>
Exploring people, culture and ideas	<p>2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period</p> <p>2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora</p> <p>2.8 describe the impact of war on the lives of Irish people, referring to either World War One or World War Two</p> <p>2.9 explain how the experience of women in Irish society changed during the twentieth century</p> <p>2.10 examine how one sporting, cultural or social movement impacted on Irish life</p>
Applying historical thinking	<p>2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events</p> <p>2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events</p> <p>2.13 analyse the evolution and development of Ireland's links with Europe</p>

Strand three: The history of Europe and the wider world

Strand 3 is a contextual strand, where students will apply their conceptual understanding and historical skills to an exploration of key personalities, issues and events in the history of Europe and the wider world.

Elements	Students should be able to:
Recognising key change	<p>3.1 investigate the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world</p> <p>3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration</p> <p>3.3 examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world</p> <p>3.4 discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations</p> <p>3.5 recognise the importance of the Cold War in international relations in the twentieth-century world</p>
Exploring people, culture and ideas	<p>3.6 explore life and death in medieval times</p> <p>3.7 appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance</p> <p>3.8 consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer</p> <p>3.9 examine life in one fascist country and one communist country in the twentieth century</p> <p>3.10 explore the significance of genocide, including the causes, course and consequences of the Holocaust</p>
Applying historical thinking	<p>3.11 explore the contribution of technological developments and innovation to historical change</p> <p>3.12 evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights</p> <p>3.13 debate the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events</p> <p>3.14 illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, <i>Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine</i>)</p>

Assessment and Reporting

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to record and report achievement, to determine appropriate routes for learners to take through a differentiated curriculum, or to identify specific areas of difficulty or strength for a given learner. While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning. To do this it must fully reflect the aim of the curriculum.

The junior cycle places a strong emphasis on assessment as part of the learning process. This requires a more varied approach to assessment in ensuring that the assessment method or methods chosen are fit for purpose, timely and relevant to the students. Assessment in Junior Cycle History will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This rests upon the provision for learners of opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and upon the quality of the focused feedback they get in support of their learning.

Providing focused feedback to students on their learning is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning. This approach will ensure that assessment takes place as close as possible to the point of learning. Final assessment still has a role to play, but is only one element of a broader approach to assessment.

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Parents/guardians should be given a comprehensive picture of student learning. Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child's learning journey over the three years of junior cycle.

To support this, teachers and schools have access to an Assessment Toolkit. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, the toolkit includes learning, teaching and assessment support material, including:

- formative assessment
- planning for and designing assessment
- ongoing assessments for classroom use
- judging student work – looking at expectations for students and features of quality
- reporting to parents and students
- thinking about assessment: ideas, research and reflections
- an assessment glossary.

The contents of the toolkit include the range of assessment supports, advice and guidelines that enable schools and teachers to engage with the new assessment system and reporting arrangements in an informed way, with confidence and clarity.

Assessment for the Junior Cycle Profile of Achievement

The assessment of history for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments: The past in my place and A life in time. Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking along with the final examination for history. It is allocated 10% of the marks used to determine the grade awarded by the State Examinations Commission. The Assessment Task is specified by the NCCA and related to the learning outcomes on which the second Classroom-Based Assessment is based.

Rationale for the Classroom-Based Assessments in history

Classroom-Based Assessments are the occasions when the teacher assesses students in the specific assessments that are set out in the specification. Classroom-Based Assessments are similar to the formative assessment that occurs every day in every class. However, in the case of the Classroom-Based Assessments, the teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students.

Over the three years of junior cycle, students will be provided with opportunities to stimulate their interest in discovering the experience of people in the past. It is envisaged that through the Classroom-Based Assessments students will actively engage in practical and authentic learning experiences that will enable them to meaningfully engage with learning outcomes.

The Classroom-Based Assessments will provide an opportunity for students to:

- engage with areas of personal historical interest
- work with evidence and research information using a range of methods
- analyse data and evidence to make informed value judgements and decisions
- organise information and plan logically
- communicate clearly and effectively
- develop their historical consciousness
- collaborate with others on tasks
- reflect on their own learning.

Through these Classroom-Based Assessments students will develop their knowledge, understanding, skills, and values, thereby achieving the learning outcomes across the strands.

Classroom-Based Assessment 1: The past in my place

CBA The past in my place	Format	Student preparation	Completion of assessment	SLAR meeting
Structured, evidence-based enquiry into a historical aspect or theme relating to the locality, place or personal/family history of the	Report that may be presented in a wide range of formats	Students will, over a specified time, report on a project related to an aspect of the history of their locality or place, to include personal/family history, as appropriate	Towards the end of second year	One review meeting

Classroom-Based Assessment 2: A life in time

CBA A life in time	Format	Student preparation	Completion of assessment	SLAR meeting
Structured, evidence-based enquiry into the historical life and experiences of a person of interest	Report that may be presented in a wide range of formats	Students will, over a specified time, report on a project where they research the life and experiences of a person of historical interest	Term two in third year	One review meeting

Assessing the Classroom-Based Assessments

More detailed material on assessment for reporting in Junior Cycle History, setting out details of the practical arrangements related to assessment of the Classroom-Based Assessments, will be available in the Assessment Guidelines for History. This will include, for example, the suggested content and formats for student work and support in using 'on-balance' judgement in relation to the features of quality. The NCCA's Assessment Toolkit also includes substantial resource material for use in ongoing classroom assessment of Junior Cycle History as well as providing a detailed account of the Subject Learning and Assessment Review process.

Features of quality

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the student work. The features of quality will be available in Assessment Guidelines for History. All students will complete both Classroom-Based Assessments.

Assessment Task

On completion of the Classroom-Based Assessments, students will undertake an Assessment Task. This will be completed after the second Classroom-Based Assessment and will be marked by the State Examinations Commission.

The Assessment Task will assess students in respect of their learning including:

- their ability to demonstrate their understanding of historical concepts by applying their historical thinking to researching the life of a person in history
- their ability to evaluate new knowledge or understanding that has emerged through their experience of the Classroom-Based Assessment
- their capacity to reflect on the process of research and forming historical judgements based on evidence
- their reflections on how their experience of conducting research has influenced their attitudes and values.

Final examination

There will be one examination paper at a common level. This paper will be set and marked by the State Examinations Commission. The examination will be of two hours' duration and will take place at the end of third year. In any one year, the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes.

Inclusive assessment practices

This specification allows for inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. The accommodations, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Appendix A: Glossary of action verbs

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

Action verbs	Students should be able to
Appreciate	acknowledge and reflect upon the value or merit of something
Adapt	make something suitable for new condition, use or purpose
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appraise	evaluate, judge or consider a piece of work
Associate	to connect or bring into relation; to fit together and cause to correspond
Argue	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
Classify	group things based on common characteristics
Comment	give an opinion based on a given statement or the result of a calculation
Compare	give an account of the similarities or differences between two (or more) items or situations, referring to both (all) of them throughout
Consider	Reflect upon the significance of something
Create	to bring something into existence; to cause something to happen as a result of one's actions
Critique	state, giving reasons, the positive and negative aspects of, for example, an idea, artefact or artistic process
Debate	Argue viewpoint or opinion, supporting stance with evidence
Define	give the precise meaning of a word, phrase, concept
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Describe	tell or depict in written or spoken words; to represent or delineate by a picture or other figure
Design	do or plan something with a specific purpose in mind
Develop	bring to a later or more advanced stage; to elaborate or work out in detail
Devise	plan, elaborate or invent something from existing principles or ideas

Action verbs	Students should be able to
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
Distinguish	make the differences between two or more concepts or items clear
Evaluate (information)	collect and examine information to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of information in conclusions; make judgments about ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods
Examine	consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction
Experiment	to try and test, in order to discover something new or to prove something
Explain	give a detailed account including reasons or causes
Explore	systematically look into something closely; to scrutinise or probe
Find	a general term that may variously be interpreted as calculate, measure, determine, etc.
Group	identify objects according to characteristics
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Illustrate	use drawings or examples to describe something
Indicate	to point out or point to; to direct attention to
Infer	use the results of an investigation based on a premise; read beyond what has been literally expressed
investigate	analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Justify	give valid reasons or evidence to support an answer or conclusion
Make connections	identify links or points of similarity between people, issues, themes or events
List	provide a number of points, with no elaboration
Outline	give the main points; restrict to essentials
Present	to bring, offer or give in a formal way; to bring before or introduce to a public forum
Propose	offer or suggest for consideration, acceptance or action

Action verbs	Students should be able to
Provide evidence	provide data, work and documentation that support inferences or conclusions
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Suggest	propose a solution, hypothesis or other possible answer
Synthesise	combine different ideas in order to create new understanding
Use	apply knowledge, skills or rules to put them into practice
Verify	give evidence to support the truth of a statement

Appendix B: Glossary of history terms

This glossary has been added to explain the meaning of history terms as they appear in this specification to help with understanding when reading.

Term	Interpretation
Artefact	A human-made article of historical interest, including as a source of evidence.
Authority	Relates to power or rule, e.g. government.
Civilisation	A people or nation in the past that was socially and politically organised.
Colonisation	Process where a country takes over another country, establishes its authority and settles its people there.
Commemoration	Public act of remembrance of historically significant event or person.
Contentious	An issue that is disputed or not agreed on by different parties.
Conquest	Where a people or country takes control of another people or country by military force.
Diaspora	Where people of an ethnic group are dispersed around the world through emigration.
Empathy	Understanding the motivations, actions, values and beliefs of human beings in the context of the time in which they lived.
Historical consciousness	Seeing the world historically, informed by an awareness of historical concepts, showing awareness of 'big picture' and of time and place.
Historical perspective	Related to historical consciousness, being aware of the impact of passing of time on people, issues and events.
Identity	How a group of people are bound together by nationality, ethnicity, religion or other social or cultural connections.
Including	As used in learning outcomes, indicates material that must be a focus of learning.
Local	Referring to the history of the place in which they live, to include their personal/family history.
Migration	Movement of people from one place to another, especially in a different country.
Orient	Determining how a person sees himself or herself from a historical perspective, showing awareness of the nature of change in time and space.

Term	Interpretation
Plantation	Sixteenth and seventeenth-century English government policy of granting land in Ireland to English and Scottish settlers as part of plan to establish English authority.
Significant	Person, issue or event in history that is considered important in effecting historical change.
Such as	As used in learning outcomes, indicates material that might be focus of learning.

