

# Classroom Based Assessment 2: A Life In Time



# CBA 2: A Life in Time

Headings	Notes
What is CBA 2?	<ul style="list-style-type: none"><li>• CBA 2 takes place in <b>Third Year</b>.</li><li>• CBA 2 is a <b>written record</b> – for example, a news article, an essay, a blog, a script for a podcast, a letter to a journal or newspaper, an obituary, a speech, etc.</li><li>• For CBA 2, you will be researching <b>the life of a person in history</b>. You can look at the life of anyone who has made a significant contribution to history, giving you the freedom to research the life of someone you are interested in from a part of history you like.</li></ul>
A Life In Time	<ul style="list-style-type: none"><li>• In this CBA, you will be researching <b>the life of a person in history</b>.</li><li>• You can look at the life of anyone who has made a <i>significant contribution</i> to human history.</li><li>• This gives you great freedom to research the life of someone that you are interested in from a part of history you like. It does not have to be someone you have looked at in class, nor do they have to be from a topic you have studied as part of the Junior Cycle.</li></ul> <p style="text-align: center;"><b>Remember: if you did an Irish history topic in CBA 1, you have to look at someone from outside Ireland in CBA 2 – and vice versa.</b></p> <ul style="list-style-type: none"><li>• When you have picked someone to write about, you need to consider how you are going to approach writing about their life.</li><li>• This CBA is <b>not designed</b> to be a summary of the person's life such as you would find on the internet. Instead, you are expected to focus on, and write in detail, <b>an aspect of the person's life</b>. For example, you could:<ul style="list-style-type: none"><li>• Look at their contribution to some significant historical change</li><li>• Look at an aspect of their life or career</li><li>• Look at their influences or important relationship in their life</li></ul></li></ul>
Selecting your topic Five Rs for thinking about historical significance	<ul style="list-style-type: none"><li>• <b>Remarkable</b> – the event or development was remarked upon by people at the time and/or since</li><li>• <b>Remembered</b> – the event or development was important at some stage in history within the collective memory of a group or groups.</li><li>• <b>Resonant</b> – people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time and space.</li><li>• <b>Resulting in change</b> – it had consequences.</li><li>• <b>Revealing</b> – of some other aspect of the past.</li></ul>
Selecting your topic	<ul style="list-style-type: none"><li>• There are a few things to consider, when deciding your CBA 2 topic:<ul style="list-style-type: none"><li>• <b>Are you interested in the topic?</b></li><li>• <b>Can you get more than one good source for this topic?</b></li><li>• <b>Can you gather a lot of information about your topic?</b></li><li>• <b>Does your topic connect to the history of Ireland and/or the wider world?</b></li></ul></li></ul>

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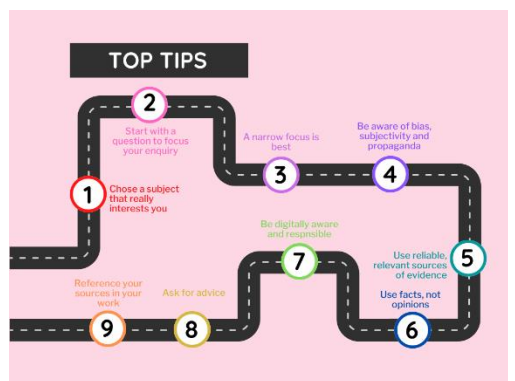
Headings	Notes
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<p><b>Sources</b></p>	<ul style="list-style-type: none"> <li>• Once you have selected your topic, you then need to identify your <b>sources</b> for the CBA. The sources used must be cited in a <b>bibliography</b> at the end of the CBA. You should try to get at least <b>two different sources</b> (for example, a book (written) and a documentary (visual)).</li> <li>• When finding sources, ask yourself <b>what question you are trying to answer</b> and consider <b>what question you are trying to answer</b> and consider <b>what source might be suitable</b>.</li> <li>• For example:               <ul style="list-style-type: none"> <li>• If you are researching what life looked like during a certain time, photographs give great visual detail.</li> <li>• If you are looking into local placenames, old maps would be useful.</li> <li>• If you are looking into family history, interviewing a family member would be useful.</li> <li>• You must be careful to make sure your information is reliable and that you have cross-checked it with another source.</li> </ul> </li> </ul>
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<p><b>Bibliography</b></p>	<ul style="list-style-type: none"> <li>• A bibliography is a list of all the sources you used, whether you referenced them directly or not, when carrying out research. <a href="https://educateplus.ie/go/harvard-guide">https://educateplus.ie/go/harvard-guide</a></li> </ul>
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Source Type	In-text citation	Bibliography
Book	(Ferriter, 2005, p. XX)	Ferriter, D. (2005) <i>The Transformation of Ireland 1900 – 2000</i> . London: Profile Books.
Newspaper Article	(O’Shannon, 1963)	O’Shannon, C. (1963). ‘President visits a divided Berlin’, <i>The Irish Times</i> , 27 June, p. 1.
Online article	(McCaffrey, 2004, p. XX)	McCaffrey, L. (2004) ‘Ireland and Irish America: Connections and Disconnections’, <i>U.S. Catholic Historian</i> vol. 22, no. 3 [online]. Available at <a href="https://www.jstor.org/stable/25254917">https://www.jstor.org/stable/25254917</a> (accessed 07/11/2021)
Online film/ documentary	(Century Ireland, 2013)	<i>The Battle for Suffrage</i> (2013). Century Ireland [Documentary film] Available at: <a href="https://www.youtube.com/watch?v=kRGKdmbYqYI&amp;t=1s">https://www.youtube.com/watch?v=kRGKdmbYqYI&amp;t=1s</a> (accessed: 07/11/2021)

- When you have finished your research, you will then write up your findings and present them in the form of a written record.
- Your written record may be presented as:
- A news article, an essay, a blog, a script for a podcast, a letter to a journal or newspaper, an obituary, a speech, etc.



# CBA 2: A Life In Time

**Name:**

**Name of person being researched:**

**Historical importance:**

*(Why are you researching this person? What is their importance to history?)*

**Previous knowledge:**

*(What do you know about them already? What do you want to find out?)*

**Aspect of person's life being researched:**

*(Early life, relationships, influences, career, major life events)*

**Date range:**

*(Can I refine my study by using a date range? Is there a particular episode or event that I can focus on?)*

**What questions would you like to answer during your research?**

*(Figuring out the questions you would like to answer about this person, or about the event they were involved in, will help you figure out the sources you will need to investigate)*

# CBA 2: A Life In Time

## What sources are you using?

Provide as much detail as possible about each source. If you are using a book, give the exact title and the author's name. If you are using an online source, give the full URL (just writing 'Google' or 'Wikipedia' is not enough). If you are using a documentary or video, give the title of the programme, who made it and where you saw it.

Source	Type of source (primary or secondary)	Details

Do you have any visual sources for your project? Give details about them in the space below.

Visual source	Details
Photographs Yes/No?	
Diagrams Yes/No?	
Artwork Yes/No?	
Other	

# CBA 2: A Life In Time

## Record of findings/research

Use this space to record your findings and research as you gather evidence from your sources.

# CBA 2: A Life In Time

## Record of observations or thoughts

Use the following space to record any observations or thoughts you have while completing your research and creating your written record. Statements such as these might be helpful to consider:

I was surprised by... I was interested in... What I found difficult was ... A skill I used was ... One thing I am not sure about is ... The main thing I want to find out more about is ...


## Summary

Write a paragraph summarising what you know so far about your chosen family member.


# CBA 2: A Life In Time

## Creating your written record

Use the following space to plan how you will organise your written record.

- Consider what written format you will use: an article, essay, blog, script for a broadcast, address to an audience, letter to a journal or newspaper, obituary, speech, and so on.
- Consider how you will use evidence from your sources to support your conclusions. Remember that the sources used should be cited in a bibliography at the end of the record.
- Remember you should consult a variety of sources during your research; at a minimum, at least two sources should be consulted.



# CBA 2: A Life In Time

You will complete a reflection note for CBA 2. You are not expected to submit your reflections on the process. This is for your own personal learning (although you may want to keep it for your Assessment Task).

Below is a sample reflection note template like the one you might fill in. You can use this to practise on.

<b>Reflection Note</b>		
<b>CBA 2: A Life in Time</b>	<b>Title:</b>	
<b>What were the most positive aspects of my experience of working on this CBA?</b>		
<b>What were the main challenges I faced?</b>		
<b>What aspect of my learning did I find most significant?</b>		
<b>What did I learn about the role of the historian in conducting and presenting my research?</b>		
<b>Student Signature:</b>	<b>Teacher Signature:</b>	<b>Date:</b>

# CBA 2: A Life In Time

## Teacher feedback on CBA1

What Went Well (WWW)	Even Better If (EBI)	
Descriptor received	Teacher signature	Date

# CBA 2: A Life In Time

## Success Criteria

### Historical Consciousness

Content: Text

Criteria	Exceptional	Above expectations	In line with expectations	Yet to meet expectations
<b>Is the background to the CBA fully explained?</b>	Detailed background information given that is all relevant to the topic and clearly links in with later sections and places the topic in its historical context	Very good background information, clearly explains the important information needed to understand the topic	Background information that introduces the topic clearly	Little or no background information, does not put the topic in its historical context
<b>Main account: how well does the written text cover the topic?</b>	Detailed, well written, clear account of the topic that covers all aspects of the topic in an interesting and engaging way	Detailed account of the topic, making good use of information	Account that covers all the main aspects of the topic but lacks detail in places	Lacks detail in several places, poorly written
<b>Presentation: Is the CBA well laid out, easy to follow and well presented</b>	Very well laid out and structured; text is easy to follow, with headings, sub-headings, use of coloured text	Well laid out and structured	Headings and paragraphs used to break up the text	Poorly laid out, with few or no headings

# CBA 2: A Life In Time

Content: Images

Criteria	Exceptional	Above expectations	In line with expectations	Yet to meet expectations
<b>Number and type of images</b>	A lot of images, of various different types	A lot of images, of various different types	Several images, largely photographs	Only one or two images
<b>Captions on images</b>	All images clearly labelled with information to explain their importance to the topic	All images clearly labelled	Only some images labelled	No captions
<b>Relation to the topic</b>	Images are well integrated into the CBA, their importance clear and central	All images help deepen the understanding of the topic	Images are well used	Images add little to the understanding of the topic

# CBA 2: A Life In Time

## Working with Evidence

### Sources and evidence

Criteria	Exceptional	Above expectations	In line with expectations	Yet to meet expectations
How many sources used?	More than three	Three	Two	One
All sources listed at the end?	Yes, with all relevant information	Yes, with all relevant information	Yes	No
Are the sources mentioned/referenced in the text?	References integrated into the text	References given at the end of each paragraph or section	A few references to sources in the text	No
Are the sources quoted directly in the text?	Multiple quotations used throughout the text, properly referenced	Several quotations	A few quotations in the text	No

# CBA 2: A Life In Time

## The Big Picture

Criteria	Exceptional	Above expectations	In line with expectations	Yet to meet expectations
<b>Is the topic connected into the wider history of your local area, Ireland or the rest of the world?</b>	Connection is explained throughout the CBA	Connection is well explained in separate section in the CBA	Some attempt made	No attempt to make the historical connection
<b>Is the topic historically important?</b>	Explanation of why each aspect of the topic is important	Detailed explanation that puts the topic into the wider historical context	Brief explanation	No attempt to explain the historical importance

## Student Reflection Task

Criteria	Exceptional	Above expectations	In line with expectations	Yet to meet expectations
<b>How well were the questions on the reflection answered?</b>	Evidence of real reflection, detailed answers, examples from the CBA, analysis of historical methods	Detailed answers to questions, examples from the CBA used	Some attempt made to show what the student learned from the process	Answers were very short, did not really reflect on the process