



## What happens over the three years of Junior Cycle History?

### Where can I get more information?

- [www.jct.ie](http://www.jct.ie) – The Junior Cycle for Teachers website aims to support schools in their implementation of the Framework for Junior Cycle and provides information for teachers and general information regarding the new Junior Cycle.

There is a History specific section on this website.

- [www.curriculumonline.ie](http://www.curriculumonline.ie) – The National Council for Curriculum and Assessment (NCCA) website is where you will find key documents such as the specification for History, Guidelines for the Classroom-Based Assessments and the Assessment Task.

You can contact us by email: [History@jct.ie](mailto:History@jct.ie)

 Follow us on Twitter [@jcthistory](https://twitter.com/jcthistory)



### First Year

Students engage with the three strands of the History specification.  
Learning is supported by formative assessment.  
Students start to develop the skills of the historian.

### Second Year

Students continue to engage with the three strands of the History specification.  
Learning is supported by formative assessment.  
Students complete the first classroom-based assessment (CBA):  
'The Past in my Place'.  
Teachers engage in a subject learning and assessment review (SLAR) Meeting.

### Third Year

Students continue to engage with the three strands of the History specification.  
Learning is supported by formative assessment.  
Students complete second classroom-based assessment (CBA) :  
'A Life in Time'.  
Teachers engage in a subject learning and assessment review (SLAR) Meeting.  
Students undertake the Assessment Task and sit the Final Examination.

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers

Junior  
Cycle  
Information  
on  
History



## Junior Cycle History

Junior Cycle History places the student at the centre of the learning process. It allows for new ways of learning about History and a broader range of historical skills to be assessed. The study of History at Junior Cycle aims to enable students to see the relevance of the past in the modern world, allowing them to engage more meaningfully in current local, national and international issues. Students also enjoy learning about interesting human experiences in the past and how they have impacted on and shaped the world we live in today.

### Structure of the History Course

Students studying History will follow a new subject specification. The new specification has a greater focus on developing skills needed for life beyond the classroom and teachers will encourage students' enjoyment of History as they follow three strands of learning:

**Strand 1:** The Nature of History

**Strand 2:** The History of Ireland

**Strand 3:** The History of Europe and the Wider World

Strand 1 focuses on History as a discipline. It helps to develop historical skills and form students as historians. Strands 2 and 3 enable students to engage with these skills through the study of historical personalities, issues and events from both Ireland and the wider world.



## What changes in the classroom?

Student engagement in the History classroom will focus on their development as historians. It will also further their historical knowledge by introducing them to interesting historical topics and time periods, providing students with a 'big picture' vision of the past.

Junior Cycle History asks students to:

- consider contentious or controversial issues
- appreciate their cultural inheritance
- develop historical judgements based on evidence
- investigate a museum, library, heritage centre, digital or other archive or exhibition
- identify the causes, course and consequences of the Northern Ireland Troubles
- examine the significance of the Irish Diaspora
- explain how the experience of women in Irish society changed during the twentieth century
- make connections between local or family history and national and international events
- debate the idea that the 1960s was an important decade on the island of Ireland and in the wider
- evaluate the impact of conquest and colonisation on people
- explore the significance of genocide, and of the Holocaust
- explore the contribution of technology and innovation to historical change

These are extracts from some of the 38 learning outcomes contained in the History specification. For the full text of the learning outcomes please visit: [www.curriculumonline.ie](http://www.curriculumonline.ie)

## How will student achievement in History be assessed?

The purpose of assessment and reporting in Junior Cycle History is to support learning. Assessment is part of the learning process and should optimise opportunities for students to become reflective and active participants in their learning, supported by their teachers.

Students will complete one Classroom Based Assessment (CBA) **'The Past in my Place'** towards the end of second year and another CBA **'A Life in Time'** in the second term of third year. Once the second CBA is completed, students will complete a written Assessment Task (AT). This will focus on what they have learned and the skills they have developed. This task is undertaken in normal class time and will be sent to the State Exams Commission (SEC) for marking. The Assessment Task will account for 10% of the overall mark.



### Final Examination

Students will sit a final History examination in third year. The exam will consist of one examination paper of two hours' duration at a common level. It will be set and marked by the SEC and reported on in the students' JCPA (Junior Cycle Profile of Achievement) along with the CBAs.