



Junior Cycle Jewish Studies

Guidelines for the Classroom-Based Assessments and
Assessment Task

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Introduction

This document, *Junior Cycle Jewish Studies: Guidelines for the Classroom-Based Assessments and Assessment Task*, provides

- general information on Classroom-Based Assessments
- detail of the nature and scope of the Classroom-Based Assessments described in the specification for Junior Cycle Jewish Studies
- the Features of Quality used to describe the level of achievement for each Classroom-Based Assessment
- guidelines for schools, teachers and students on completing the Classroom-Based Assessments
- details of the Assessment Task in Jewish Studies and how the school supports its completion.

These guidelines should be used in conjunction with the curriculum specification for Junior Cycle Jewish Studies and the NCCA's online assessment and reporting support material for junior cycle.

All documentation can be accessed at <https://www.curriculumonline.ie/getmedia/0b15299a-a48f-40f0-921b-249f524ae0f2/Jewish-Studies.pdf>. An outline of assessment in junior cycle can be found in the Framework for Junior Cycle 2015, which can be accessed at <https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf>.

Classroom-Based Assessments: General Information

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the subject specification. They are included within the time allocated for Jewish Studies, which is a minimum of 200 hours. The Classroom-Based Assessments and the Features of Quality, which support teacher judgement, are set out in these guidelines.

Although the assessment is similar to the ongoing assessment that occurs every day in class, in the case of Classroom-Based Assessments, the teacher's judgement is recorded for Subject Learning and Assessment Review (SLAR) meeting and is used in the school's reporting to parents and students. Students prepare for the Classroom-Based Assessments over specified periods of time in second and third year. The results of other projects, homework or tests undertaken by the students in the course

of their normal classwork do not add up to the award of a descriptor for the Classroom-Based Assessment.

The autonomy of the school in preparing students for the Classroom-Based Assessments

These guidelines set out a range of options for the Classroom-Based Assessments so that they can suit the particular needs and circumstances of students and the school. A variety of possibilities are presented as to how the Classroom-Based Assessments can be conducted and presented for assessment to allow students to pursue their interests and work to their strengths. For both Classroom-Based Assessments, students are encouraged to draw upon a variety of support materials and to present their work in a variety of formats. Within the parameters set by these guidelines, a range of ways of approaching and presenting the Classroom-Based Assessments can be determined independently by the school, teachers and students.

How the school supports the completion of the Classroom-Based Assessments

The school supports the completion of the assessments by

- ensuring that the *NCCA Jewish Studies Specification and Guidelines for the Classroom-Based Assessment and Assessment Task* are provided to teachers
- supporting teachers in recording the level descriptors awarded to each student
- retaining records and pieces of work, as appropriate, for the purposes of Subject Learning and Assessment Review meeting
- applying the guidelines for Subject Learning and Assessment Review meeting
- supporting teachers and students in the completion of the Assessment Task
- following arrangements for transfer of the completed Assessment Tasks to the State Examinations Commission for marking
- applying inclusive assessment practices and ensuring accessibility of assessment for all students

- reporting the outcomes of Classroom-Based Assessments to students and their parents/guardians as part of the school’s on-going reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

To facilitate providing feedback to students during their engagement with assessment, the process of completing the Classroom-Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes. It is envisaged that teachers will guide, support and supervise throughout the process. Further information can be found at www.ncca.ie/en/junior-cycle/assessment-and-reporting

Support may include:

- clarifying the requirements of the task
- providing formative feedback to students at key moments to ensure that students stay on track
- providing supports for students with special educational needs (SEN).

Note that only work which is the student’s own can be accepted for assessment in the JCPA.

Inclusive assessment practices

Schools facilitate 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 supports 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. These supports 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.

Classroom-Based Assessments in Jewish Studies

There are two Classroom-Based Assessments in Jewish Studies. They are assessed at a common level. They relate to specified learning outcomes and are scheduled to be undertaken by students in a defined time period within class contact time to a national timetable (as advised by the NCCA) in the school calendar. Following the second of these assessments students will complete an Assessment Task which is marked by the State Examinations Commission as part of the state-certified examination in Jewish Studies. The timetable for Classroom-Based Assessments for all subjects will be provided on an annual basis at <https://www.ncca.ie/en/junior-cycle>. The Classroom-Based Assessments for Jewish Studies are outlined in Table 1 below.

Classroom-Based Assessments	Format	Student preparation
Living a Jewish Life Today	Presentation in a wide range of formats	Students will, over a period of 3 weeks, explore the influence of religious belief on an aspect of a Jewish person's everyday life.
Defining Moments in the History of the Jewish People	Presentation in a wide range of formats	Students will, over a period of 3 weeks, research two key moments/events or people that influenced the Jewish people and shaped Jewish identity, reflecting on the significance of each moment/event or person for the Jewish people then and now.

Table 1: Classroom-Based Assessments for Jewish Studies

The CBAs are designed to support students' engagement in the three cross cutting elements which underpin the course – Foundations, Exploring diversity and Exploring current contexts.

Foundations

This element focuses on examining the key events and beliefs that have shaped Judaism.

Exploring diversity

This element focuses on encouraging an appreciation of the diversity of interpretations and expressions of belief that exists within Judaism.

Exploring current contexts

This element focuses on prompting students to consider the relevance of the concepts explored in Jewish Studies for the contemporary world.

As the students undertake the CBAs, they will develop knowledge, understanding, skills, attitudes and values in an integrated manner underpinned by these three elements.

Assessment Task

The Assessment Task is a written task completed by students during class time. It is not marked by the class teacher but is sent to the State Examinations Commission for marking as part of the state-certified examination in Jewish Studies. The Assessment Task is allocated 10% of the marks used to determine the overall grade.

The Assessment Task is specified by the NCCA and is related to the learning on which the second Classroom-Based Assessment is based. In the case of Jewish Studies this is *Defining Moments in the History of the Jewish People*. The details of the Assessment Task are set out in these guidelines and summarised in Table 2 below.

	Format	Student preparation	Completed
The Assessment Task (AT)	Students complete a specified written task which is sent to the SEC for marking	The Assessment Task will link to <i>Defining Moments in the History of the Jewish People</i> (CBA2)	Following completion of the second Classroom-Based Assessment in Year 3

Table 2: Assessment Task for Classroom-Based Assessment 2, Defining Moments in the History of the Jewish People

Classroom-Based Assessments: Advice for students

- You should choose a topic for exploration that really interests you. This will make the whole process more enjoyable and worthwhile.
- It is important to keep a record of your research including, people consulted or interviewed, sources of information, key points of information and learning and your reflections on these. This will all help you as you prepare your presentation.
- If you use the internet as a source of information be sure to use credible and reliable websites and reference accurately the sites where you have sourced information, photos or images.
- Familiarise yourself with the Features of Quality for each Classroom-Based Assessment which your teacher will share with you. These are the criteria that will be used to assess your Classroom-Based Assessments.
- The preparation part of the Classroom-Based Assessment will be monitored by the teacher and your teacher will give you guidance and feedback along the way. But the CBA is your work. Work which cannot be authenticated by your teacher will not be accepted for assessment.
- You can choose to work on the Classroom-Based Assessments individually or in pairs or small groups. Student collaboration is encouraged. However, if you undertake a CBA as part of a pair or group, it is important to keep a note of your own part in the process and your contribution to the work must be evident. It is your individual contribution to the work that is the focus of assessment in the CBAs. Each student needs to show evidence of how s/he has achieved the Features of Quality.

Classroom-Based Assessment 1: Living a Jewish Life

Today

This CBA is designed to facilitate students in exploring the influence of one religious belief on an aspect of a Jewish person's everyday life. It invites students to look closely at one Jewish belief and to probe and discover how this might influence an aspect of a Jewish person's day to day life. This requires an understanding of how the daily life choices and decisions of the Jewish person are guided by the virtues and principles of Jewish ethics e.g. justice, truth, peace, compassion as well as Jewish sacred texts including biblical and rabbinic literature.

Students have autonomy in selecting the aspect belief and the aspect of life they choose for their study. The suitability of the focus chosen should be agreed in consultation with the teacher, who will be able to advise on the appropriateness of the focus selected. Students may examine their chosen topic from an Orthodox or non-Orthodox Jewish perspective.

Note that the list of possible ways of selecting a focus for exploration in this CBA suggested below is not meant to be exhaustive. Considerable variation in the topics selected for exploration by students is to be expected. Teacher professional judgment and guidance for students is important in helping students identify a focus that is compatible with the aims of this CBA and clearly align with the aim and learning outcomes of the Jewish Studies specification.

Possible approaches to CBA1: *Living a Jewish Life Today*

The focus might be on how Jewish religious belief influences everyday practices surrounding diet, food, clothes, customs, rules, rituals, items in a Jewish household (e.g. mezuza), arrangements for Passover etc.	The focus might be on how Jewish religious belief influences moral decision making in the context of day-to-day relationships or one's relationship with the land/creation (e.g. treatment of animals, the environment, medical and bioethics, warfare, care for the needy, etc.)	The focus might be on how Jewish religious belief influences a Jewish person's use of technology (e.g. the cultural, social and religious implications of social media platforms; an exploration of where Jewish belief/values potentially conflict with the use of technology, the prohibition on using technology on days like Shabbat/Sabbath, etc.)
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Students may wish to start considering possible ideas and formats for the CBA shortly before the three week period of work on the assessment begins.

The Learning Outcomes on which Classroom-Based Assessment 1 is based

The learning outcomes assessed will, to an extent, depend on the topic chosen. Some Learning Outcomes that **may** be particularly relevant to CBA 1: *Living a Jewish Life Today* are set out below.

Classroom-Based Assessment: Living a Jewish Life Today
Strand 1: Defining moments in the history of the Jewish People Students should be able to 1.5 Identify two examples of diversity of religious beliefs, practices or customs of the Jewish faith within different cultures 1.6 Discuss how and why remembrance events are important in the lives of Jewish people
Strand 2: Jewish life, culture and identity Students should be able to 2.1 Present the biblical and/or historical basis for the five major and two minor festivals of Judaism and explain the importance of their celebration for believers today 2.2 Examine the origin and the significance of the celebration of Shabbat/Sabbath 2.3 Identify and explain the rituals associated with key moments in the life of a Jewish person 2.4 Create a biography of an Orthodox Jew illustrating the day-to-day practices, customs, prayers and challenges faced by him/her in the contemporary world 2.5 Trace the origins of two beliefs or practices in Judaism and compare how these are understood in Orthodox and non-Orthodox Judaism today
Strand 3: Sacred texts Students should be able to: 3.10 Investigate how relevant Jewish sacred writings might inform an ethical response to one of the following contemporary issues - sanctity of human life, care for the environment, animal welfare, kashrut.

Guidelines for completion of the Classroom-Based Assessment 1: Living a Jewish Life Today

Figure 1 below sets out the process for conducting the Classroom-Based Assessment



Getting ready

Students are free to choose a topic for their research in accordance with the advice set out in these guidelines and under the supervision of their teacher. The aim is for students to engage in studying an aspect of Jewish belief about which they have a genuine curiosity, and which can inspire in them an authentic, personal engagement.

If students decide to work in groups it is advisable that groups are not generally larger than three to four students, to ensure that all students can work effectively together. Also, if students are working in pairs or small groups then it is important to ensure that the role and contribution of each student is clear and significant so that it can be assessed by the teacher. Where students decide to work together they may or may not decide to create a shared presentation. In this scenario it is important to be aware that each student must be able to show evidence to meet the Features of Quality for the assessment and will be awarded an individual descriptor.

While the Classroom-Based Assessment is summative, it has a formative value and should be used as a tool to provide feedback to students, parents and teachers on student progress and learning. From the outset, students should be familiar with the Features of Quality that will be used to judge the quality of their work.

Teacher preparation

In order to prepare for the Classroom-Based Assessment, teachers should familiarise themselves with the following documentation:

- Junior Cycle Jewish Studies curriculum specification
- Annotated examples of student work in other junior cycle subjects

- Assessment and reporting in junior cycle: <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting>

The CBA should be undertaken over three weeks, within a national timeframe provided by the NCCA. It is recommended that teachers discuss the assessment with colleagues and plan any teaching and revision that may be required. It will be important to set the times and dates for carrying out the assessment as early as possible. It is recommended that a date for the Subject Learning and Assessment Review meeting is established at the outset to assist in the planning, implementation and reviewing of the Classroom-Based Assessment. Once the school has decided this date, teachers and students can prepare for the completion of *Living a Jewish Life Today* Classroom-Based Assessment. The timing of the process may vary from school to school. However, *Living a Jewish Life Today* Classroom-Based Assessment must be completed by the end of second year.

Completing the CBA

Living a Jewish Life Today will be completed over a three-week period. Students will engage with their chosen topic across four stages of activity:

1. Choosing a focus for exploration

Note that in this CBA students are asked to ‘**explore** the influence of religious belief on an aspect of a Jewish person’s everyday life’. Explore implies systematically looking into something closely for the purpose of discovery.

In undertaking this CBA students might find it helpful to frame their initial exploration around some guiding questions such as the following, although students are not confined to these:

- Is there a specific Jewish belief that really interests me?
- Will I focus my exploration on how a specific religious belief might influence an aspect of the life of an Orthodox or non-Orthodox Jewish person?
- Will I focus on one particular Jewish person or a family or community?
- Where will I find information? e.g. websites, social media, library visit, visit to a place or person, etc. Where possible, students should be encouraged to use more than one source/perspective. This is particularly important where students use internet-based sources.

- Can I find a case-study or is there someone I can talk to or interview/skype?

2. Exploration

The students are engaging in exploration in order to draw their own personal conclusions, for the purpose of discovery. In exploring their chosen aspect of life students might consider some of these questions, although they are not restricted to these:

- What belief/s are relevant?
- What's the origin of this belief?
- How has this belief influenced Jewish life in the past? What has endured? What has changed?
- How does this belief impact on Jewish life today? Why does this belief/practice still matter for a Jewish person today?
- How can I avoid presenting a narrow or stereo-typed understanding of Jewish belief and practices and show awareness of diversity of practice? For instance, might I consider a variety of expression of practice in the ethnic communities of Judaism e.g. Sephardic, Ashkenazic, Mizrahi, Ethiopian etc. or in different geographical locations e.g. Europe, Asia, Africa, America, etc.?
- What are the challenges posed by contemporary society that make it more difficult to live an observant Jewish life?

3. Reflection

It is important that students are encouraged to consider what they have discovered through their research, what they have learned from it and what personal conclusions they have drawn.

4. Presentation on Living a Jewish Life Today:

Students may choose to present in a variety of formats – written, audio, performance or multimodal - such as scrapbook, blog, script for a broadcast, interview, speech, oral presentation, etc. Students may work individually and present individually. If they work in pairs or small groups and they can then choose to present individually or as a group, keeping in mind that each student will be assessed for their individual work against the Features of Quality.

Where students choose to present their CBA orally, it is useful to advise them that the presentation should last about three minutes. Where students are presenting orally as a small group, the duration of each student's contribution should be such as to allow each group member to make a meaningful

contribution, although groups of three do not necessarily need to create a 9-minute oral presentation.

Deciding on the level of achievement in Classroom-based Assessments

There are four level descriptors of achievement in each Classroom-Based Assessment: *Exceptional*, *Above expectations*, *In line with expectations*, and *Yet to meet expectations*. All work submitted is judged to fit one of these four descriptors.

Teachers use the Features of Quality, set out in these guidelines, to decide the level of achievement of each Classroom-Based Assessment. The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole the 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 Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use ‘on-balance’ judgement. The teacher should read the Features of Quality (starting with *Yet to meet expectations*) until they reach a descriptor that best describes the work

being assessed. While it should be noted that none of the descriptors imply faultless achievement, evidence of work for the award of Exceptional should closely match the criteria for that level within the Features of Quality. Where it is not clearly evident which quality descriptor should apply, teachers must come to a judgement, based on the evidence from the student's work, to select the descriptor that best matches the student's work overall. This 'best fit' approach allows teachers to select the descriptor that 'on balance' describes the work being assessed.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution pattern, as the students' work is being judged only against the Features of Quality rather than other students' performances. Furthermore, it is important to keep in mind that students' work is being judged only against the Features of Quality rather than other students' performances or previous performances or work.

Teacher judgements about the quality of student work, with the aim of arriving at a shared understanding of standards and expectations, are supported by annotated examples of student work published on www.curriculumonline; by the Features of Quality in these guidelines; and by collaboration and discussion with colleagues during Subject Learning and Assessment Review meetings.

Features of Quality: Living a Jewish Life Today

The features of quality are the criteria used to assess the student work.

Features of Quality: Jewish Studies – Living a Jewish Life Today	
Exceptional A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.	Features of Quality The presentation displays exceptional research showing a comprehensive and thoughtful exploration of the chosen topic, drawing on a range of sources. The presentation shows a strong understanding of the complexity and diversity of expressions of Jewish life and belief. There is evidence of an insightful personal response to the learning gained through engagement with the topic.
Above expectations A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.	The presentation displays very good research showing a detailed exploration of the chosen topic, drawing on a range of sources. The presentation shows a clear understanding of the diversity of expressions of Jewish life and belief. There is good evidence of a personal response to the learning gained through engagement with the topic.
In line with expectations A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.	The presentation displays good research although it may be limited in the range of sources used or depth of exploration. The presentation shows some degree of understanding of the diversity of expressions of Jewish life and belief. There is some evidence of a personal response to the learning gained through engagement with the topic.
Yet to meet expectations A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task	The research provides insufficient information and detail to support the presentation. The presentation shows limited or no understanding of the diversity of expressions of Jewish life and belief.

<p>has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<p>There is limited or no evidence of a personal response to the learning gained through engagement with the topic</p>
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These Features of Quality will be applied to authentic examples of student work. Arising from this process:

- adjustments may be made to the Features of Quality
- amended Features of Quality, where necessary, will be published in the assessment guidelines
- annotated examples of student work will be published on www.curriculumonline.ie

Next steps

Subject Learning and Assessment Review meeting

Shared understanding of standards within junior cycle will arise through professional discussion in Subject Learning and Assessment Review meetings, where staff bring their own examples of student work and compare their judgements with other colleagues and with annotated examples of student work provided by the NCCA. Over time, this process will help develop a greater understanding of standards and ensure consistency of judgement about student performance.

Sample CBAs by students will be gathered for discussion at the Subject Learning and Assessment Review meeting. In preparation for the Subject Learning and Assessment Review meeting, each teacher will identify one sample of students' work for each of the four descriptors, where feasible, and will have these available for discussion at the meeting. Any audio or audio-visual recording device, such as a tablet, mobile phone, laptop or video camera, available in the school can be used. School rather than personal devices should be used. The recording should take place with cognisance of child protection guidelines and in line with the school's acceptable use and GDPR policies. (This only applies to situations where students will be recorded)

When there is a single teacher of Jewish Studies in a school, where feasible, the teacher will participate in a Subject Learning and Assessment Review meeting with another school. The potential of ICT to support such meetings will be explored. In the absence of being able to participate in a SLAR meeting with another Jewish Studies teacher, then meeting with a teacher who is familiar with the SLAR

process and teaches another compatible subject might be possible. Following the Learning and Assessment Review meeting each individual teacher re-considers the judgement they had made of their student's work, based on the outcomes of the meeting, and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. The descriptors awarded are used in reporting progress and achievement to parents and students as part of the school's reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

Further details on managing and participating in the Subject Learning and Assessment Review meeting are included in Appendix D and are available online at <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/slар-meetings>.

Using feedback

Providing effective feedback is a crucial step in using the Classroom-Based Assessment to support learning. Students will be informed of the Descriptor they have been awarded once the SLAR meeting has taken place and its outcomes have been processed. However, effective feedback goes beyond the naming of the Descriptor awarded. Feedback on the strengths of the student's work, and on areas for improvement can be used to support their future learning. Further information on the use of feedback can be found at <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>

Querying a result

Queries in relation to the Descriptors awarded for the Classroom-Based Assessments, where they arise, will be dealt with by the school.

Classroom-Based Assessment 2: Defining moments in the history of the Jewish People

This CBA is designed to facilitate students in identifying and exploring key moments/events or people that influenced the Jewish people and shaped Jewish history. It also aims to prompt students to consider and draw conclusions about the significance of these moments/events or people. In undertaking this CBA students will develop a broad range of skills, including research, inquiry, creative, information-processing, communication and collaborative skills.

For the purposes of this CBA ‘defining moments’ can refer to significant events and people throughout the ages that have shaped Jewish life and history, from the Covenant with Abraham to contemporary Jewish life. There are no parameters or restrictions in terms of place or time. As such, it encompasses biblical and non-Biblical events in Jewish history.

Events, moments and people which can be deemed as ‘defining’ are those which had a significant impact and brought about a change or marked a turning point in Jewish history, Jewish identity or Jewish engagement with the world. Students can choose to examine two defining events **or** two people **or** they may choose one event and one person.

Students need to be able to justify their choice and be able to explain why their chosen moments/events/people can be deemed to be ‘defining’. They also need to be able to explain a connection between their two chosen moments/events/people. For example, students could select a moment such as the Sinai Covenant along with Abraham or Moses or Miriam, etc.

The list of ‘Possible ways of selecting a topic for exploration’ on page 21 may be useful in prompting students to think about possibilities. Students have autonomy in selecting moments of interest to them for their research and presentation. The suitability of the topics chosen should be agreed in consultation with the teacher, who will be able to advise on their appropriateness for this CBA.

Students may have a very valuable resource available to them in the members of the Jewish community who can be consulted in relation to aspects of the students’ chosen topics.

It is advisable that students start considering a focus for their study shortly before the three week period of work on the assessment begins and are encouraged to select a focus that is of genuine interest to them.

Possible ways of selecting a topic for exploration

In consultation with the teacher, students have autonomy in selecting topics for exploration. Below are a number of suggestions which could be considered under this CBA title. Considerable variation in the topics selected for exploration by students is to be expected.

Moments/Events	People
Covenant	Abraham and Sarah
The Sinai Covenant	Moses and People
Construction of the First Temple	Solomon
Babylonian Exile	Nebuchadnezzar, Jehoiakim, Jeconiah, Zedekiah, Jewish people
Destruction of the Second Temple	Roman empire, Titus, Jewish people
Bar Kokhba Revolt	Hadrian (Roman Emperor, 76-138CE), Julius Severus (General of the Roman Empire, 127CE), Simon Bar-Kokhba (Leader of the Bar Kokhba revolt, d.135CE), Jewish resisters
The emergence of rabbinic Judaism	Rabbi Akiva (50-135), Hillel (101BCE-10CE), Shammai (50BCE-30CE), Yehuda Na Nasi (135-217CE)
Torah and Talmud scholars, commentators and philosophers	Shlomo Yitzchaki (Rashi, 1040-1105); Moses ben Maimon/ Maimonides/Rambam, c.1135-1204); Jews in these countries
Expulsions – England, Spain, Portugal, Ukraine, Russia	Jewish communities in Cork, Limerick, Dublin, Belfast

Foundations of the Irish Jewish Communities	The maskilim including Moses Mendelssohn (1729-1786), Naftali Herts Wessely (1725-1805)
Haskalah	Jews, Nazi State, victims, bystanders, perpetrators, resisters and survivors
The Holocaust	Artur Balfour, David Ben Gurion, President Harry S. Truman, Chaim Weizmann
Establishment of the State of Israel	Sarah Schenirer (Educator, 1833-1935); Gustav Mahler (Composer, 1860-1911); Karl Landsteiner (Biologist, physician, immunologist and Nobel Prize in Physiology or Medicine in 1930, 1868-1943); Albert Einstein (Theoretical physicist, 1879-1955); Sigmund Freud (physician and psychoanalyst, 1885-1939); Marc Chagall (Artist, 1887-1985); Golda Meir (Fourth Prime Minister of Israel, 1898-1978); Bella Abzug (Lawyer, voice for peace, workers' rights and gender equality, 1920-1998) Elie Wiesel (Writer, academic, activist, 1928-2016); Noam Chomsky (linguist, philosopher, activist, 1928-); Stephen Spielberg (Film-maker, 1946-); Rabbi Jonathan Sacks (former Chief Rabbi of British Commonwealth, philosopher, theologian, author, 1948-); Daniel Day-Lewis (Actor, 1957-); Mark Zuckerberg (Founder of Facebook, 1984-); Leah Greenberg (1987-) or Ezra Levin (1986-) (Co-founders and co-executive directors of the Indivisible Project, resisting Donald Trump's agenda, changing democracy); Scarlett Johansson (Actress, model and singer, 1984-) and others.
Contributions to the world of science, art, music, literature, technology, film, drama, philosophy, politics.	

The Learning Outcomes on which Classroom-Based Assessment 2 is based

The learning outcomes assessed will, to an extent, depend on the topic chosen. Some Learning Outcomes that may be particularly relevant to *Defining moments in the history of the Jewish People* are set out below.

Classroom-Based Assessment: Defining moments in the history of the Jewish People

Strand 1: Defining moments in the history of the Jewish people

Students should be able to:

- 1.1 Construct a timeline of key people and events/ moments in the history of Judaism encompassing the founding story, the Diaspora and events up to the present day, and be able to explain the significance of the key people and events/moments chosen
- 1.2 Research a case study of an Irish Jewish community focusing on key persons, places and dates associated with that community
- 1.3 Examine the Holocaust (Shoah) with reference to
 - the causes and consequences of the Holocaust (Shoah)
 - the experiences of the victims, perpetrators, resisters and bystanders
 - how Ireland responded
 - how survivors of the Holocaust expressed their experiences through an examination of any two of the following: poetry, music, art, literature, film

Strand 2: Jewish Life, Culture and Identity

Students should be able to:

- 2.1 Present the biblical and/or historical basis for the five major and two minor festivals of Judaism and explain the importance of their celebration for believers today
- 2.2 Examine the origin and the significance of the celebration of Shabbat/Sabbath
- 2.6 Explore the national or international contribution of two Jews to one of the following fields: science, sport, academic or political life
- 2.7 Create a profile of a great Jewish thinker, such as Maimonides, Rashi, or Moses Mendelssohn, and explain the significance of his/her writing/teaching/philosophy for Jewish people today

Strand 3: Sacred texts

Students should be able to:

- 3.3 Discuss the roles two women play in the Hebrew Bible/Tanakh
- 3.4 Demonstrate an understanding of the biblical link between the Covenant and the Promised Land and discuss the significance of this land for Jewish people today
- 3.5 Create a timeline to show the main events of Israelite history as presented in the Torah
- 3.6 Discuss the importance of the first and second Temple as outlined in the Hebrew Bible/Tanakh
- 3.7 Compare the messages of two Prophets showing an understanding of their historical contexts

Guidelines for completion of the Classroom-Based Assessment:

Defining moments in the history of the Jewish people

Figure 1 below sets out the process for conducting the Classroom-Based Assessment



Getting ready

Students are free to choose a focus for their exploration in accordance with the advice set out in these guidelines and under the supervision of their teacher.

If students decide to work in groups it is advisable that groups are not generally larger than three to four students, to ensure that all students can work effectively together and make a meaningful contribution. Also, if students are working in pairs or small groups then it is important to ensure that the role and contribution of each student is clear and significant so that it can be assessed by the teacher. While students might decide to work together and may create a shared presentation each student must be able to show evidence that they have fulfilled the Features of Quality and will be awarded an individual descriptor. Each student's individual evidence of learning is the focus of assessment for the JCBA.

From the outset, students should be familiar with the Features of Quality that will be used to judge the quality of their work.

Teacher preparation

The CBA should be undertaken over three weeks within a timeframe provided by the NCCA. It is recommended that teachers discuss the assessment with colleagues and plan any teaching and revision that may be required. It will be important to set the times and dates for carrying out the assessment as early as possible. It is recommended that a date for the Subject Learning and Assessment Review meeting is established at the outset to assist in the planning, implementation and reviewing of the Classroom-Based Assessment. Once the school has decided this date, teachers and

students can prepare for the completion of *Defining Moments in the History of the Jewish People* Classroom-Based Assessment. The timing of the process may vary from school to school.

Completing the CBA

Defining Moments in the History of the Jewish People will be completed over a three period.

Students will complete this CBA as they move through four stages of activity:

1. Choosing a focus for research

Note that in this CBA students are asked to ‘research’ which means they will find suitable information about two key moments, events or people and sort, record, analyse and draw conclusions. In undertaking their research students might find it helpful to frame their enquiry around guiding questions such as the following:

- What area is of most interest to me – something from ancient history, Middle Ages, twentieth century? Am I interested in an area which has a more biblical or historical focus?
- Is there a defining moment that I have a curiosity about and would like to find out more?
- Am I sure that I can provide evidence for the conclusion that I am drawing that this was a defining moment?
- Am I interested in exploring something with a local focus or an international focus?
- Do I want to focus on a defining moment that came about from within the Jewish people or one that came about from outside and had a significant impact on the Jewish people?
- Can I show a clear connection between my two key moments/events or people?

2. Research

Having identified an area for exploration students might consider:

- How/where will I find information? e.g. emailing, newspapers, websites, social media, library or museum visit, field trip, consulting with academic specialists in the area,

interviewing people who have knowledge and experience which may be of assistance. Where possible, students should be encouraged to use more than one source. This is particularly important where students use internet-based sources.

- How will I keep a record of information and ideas that I gather?
- What form of presentation am I working towards?

3. Reflection It is important that students are encouraged to consider what they have discovered through their research, what they have learned from it and personal conclusions they have drawn.

4. Presentation on Defining Moments in the History of the Jewish People:

Students may choose to report in a variety of formats – written, audio or multimodal - such as an essay, poster, PPT, audio or video presentation, etc. If students work in pairs or small groups they can choose to report individually or complete a group report, remembering that each student will be assessed for their individual work against the Features of Quality.

Where students choose to present their report orally, it is useful to advise them that the report should last about three minutes. Where students are reporting orally as a small group, the duration of each student's contribution should be such as to allow each group member to make a meaningful contribution, although groups of three do not necessarily need to create a 9-minute oral report.

Deciding on the level of achievement:

The four levels descriptors of achievement and features of quality for assessing student work in *Defining Moments in the History of the Jewish People* are set out on the following pages.

Features of Quality: *Defining Moments in the History of the Jewish People*

Features of Quality: Jewish Studies – <i>Defining Moments in the History of the Jewish People</i>	
Exceptional A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.	Features of Quality The presentation displays exceptional research showing a comprehensive and thoughtful exploration of the chosen topic, drawing on a range of sources. The presentation provides compelling evidence of how the defining moments had an impact on the Jewish people. There are insightful personal reflections and conclusions, backed up with evidence.
Above expectations A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.	The presentation displays very good research showing a detailed exploration of the chosen topic, drawing on a range of sources. The presentation provides good evidence of how the defining moments had an impact on the Jewish people. There is good evidence of personal reflection on the learning and some conclusions are drawn, which can be backed up with evidence.
In line with expectations A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.	The presentation displays good research although it may be limited in the range of sources used or depth of exploration. The presentation provides some evidence of how the defining moments had an impact on the Jewish people. There is some evidence of personal reflection on the learning and an attempt to use the research to draw conclusions.
Yet to meet expectations A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant	The research provides insufficient information and detail to support the presentation. The presentation provides little or no evidence of how the defining moments had an impact on the Jewish people. There is little or now evidence of personal reflection or conclusions.

lapses. Feedback will draw attention to fundamental errors that need to be addressed.	
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These Features of Quality will be applied to authentic examples of student work. Arising from this process:

- adjustments may be made to the Features of Quality
- amended Features of Quality, where necessary, will be published in the assessment guidelines
- annotated examples of student work will be published on www.curriculumonline.ie

Next steps

Subject Learning and Assessment Review meeting

For guidance on organising the Subject Learning and Assessment Review meeting see p.17-18

The Assessment Task

The Assessment Task for Jewish Studies will be undertaken following the completion of the Classroom-Based Assessment: *Defining Moments in the History of the Jewish People*.

The Assessment Task asks students to write a reflection on what has been learnt in the second Classroom-Based Assessment.

The Assessment Task will assess students' ability to reflect on the following:

- new knowledge or understanding that has emerged through their experience of the Classroom-Based Assessment and what that means for them
- the skills, attitudes and values they have developed and their capacity to apply them in the future
- the beliefs and perspectives they have encountered through the experience of the Classroom-Based Assessment.

The Assessment Task is submitted to the State Examinations Commission for marking as part of the state-certified examination for Religious Education. It will be allocated 10% of the marks used to determine the grade awarded by the State Examinations Commission. The mark awarded for the

Assessment Task will be aggregated by the SEC with the mark awarded for the examination to determine the overall grade for the state-certified final examination in Religious Education.

Schools have some flexibility in choosing the 2 class periods for completion, within a period of time identified by the NCCA during which the Assessment Task must be undertaken by students. The first class period is used for preparation purposes. The second class period is used for writing up their response. The student response is written into a pro-forma booklet provided by the State Examinations Commission and the school forwards the completed student booklets for the Assessment Task in accordance with arrangements set out by the SEC.

Where a student is absent for the completion of all or part of the Assessment Task, schools should make local arrangements in the school to allow the student to complete the task as close as possible to the timeframe scheduled for completion.

Recording and reporting CBA results

Following the Subject Learning and Assessment Review meeting each individual teacher re-considers the judgement they had made of their student's work, based on the outcomes of the meeting, and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. The descriptors awarded are used in reporting progress and achievement to parents and students as part of the school's ongoing reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

Where it arises that a student does not submit any work for their Classroom-Based Assessment, a descriptor cannot be awarded, as there is no work to discuss against the Features of Quality. In such cases, 'Not reported' should be selected when inputting results for the JCPA. Further information in relation to reporting Classroom-Based Assessment descriptors for the JCPA is available from the DES at the following link: <https://www.education.ie/en/Schools-Colleges/Services>Returns/Post-Primary-Online-Database-P-POD-Project/>

Using feedback

Providing effective feedback is a crucial step in using Classroom-Based Assessment to support learning. Students will be informed of the Descriptor they have been awarded once the SLAR meeting has taken place and its outcomes have been processed. However, effective feedback goes beyond the naming of the Descriptor awarded. Feedback on the strengths of the student's work, and on areas for

improvement can be used to support their future learning. Further information on the use of feedback can be found at <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>

Appealing or querying a result

Student appeals regarding the state-certified examination grade, inclusive of the Assessment Task, will be processed as per the current appeal arrangements. Queries in relation to all other aspects of the JCPA, where they arise, will be dealt with by the school.

Appendix A - Subject Learning and Assessment Review Meeting: Facilitator's Report

Subject:	Date/time:
Attendance	
Key decisions taken	
Points of note for future review meetings	
Any further comment?	
Facilitator	
Date	

Appendix B: Support for teacher judgement: Subject Learning and Assessment Review

Subject Learning and Assessment Review meetings enable teachers to collaboratively reach consistency in their judgments of student work against common, externally-set Features of Quality. Greater understanding of standards and expectations will develop over time as teachers come together in professional discussion to reflect on the quality of their own students' work, informed by the subject specification, assessment guidelines and other support material including annotated examples of students' work provided by the NCCA.

Overview

The review process is centred on teachers discussing student work at structured meetings. It will play an important role in helping teachers to develop an understanding of standards and expectations by enabling them to reflect on the evidence of students' work and to share the learning and teaching strategies supporting that work.

The objectives of the review process are to achieve

- greater consistency of teachers' judgement
- better feedback to students
- greater alignment of judgements with expected standards

and to assure parents and others that students are receiving appropriate recognition of their achievements in line with standards and expectations.

The time for review meetings will be provided for in the school calendar from the allocated 22 hours of professional time for each full-time teacher each year. One teacher of each subject will be allocated two additional hours by school management to prepare for and coordinate each review meeting. This role will normally be rotated among the relevant teachers.

Each meeting will

- be subject-specific
- be approximately two hours long
- take place at a time as near as possible to the completion of the Classroom-Based Assessment
- involve the review of student work related to a specific Classroom-Based Assessment.

Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a Subject Learning and Assessment Review meeting in another school. In the case of an Irish-medium school, the single teacher of a subject can participate in a Subject Learning and Assessment Review meeting in another Irish-medium school.

Facilitator's guide

Teachers will fulfil the role of facilitator during Subject Learning and Assessment Review meetings on a rotational basis. The facilitator will model effective questioning during the discussion of the samples of student work focusing on how well students' work matches the Features of Quality. During review meetings, where it is not clearly evident which descriptor should apply, the group should look for the evidence in the student's work that matches all or nearly all of the Features of Quality associated with a particular descriptor. This 'best fit' approach allows teachers at the review meeting to select the descriptor that 'on-balance' best matches the work being assessed. The facilitator will submit a short report (see Appendix D) of the review meeting to the school principal.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution plan as the student's work is being judged only against the Features of Quality rather than other students' performance.

Before the meeting

As a first step, teachers may find it helpful to review some of the relevant NCCA-annotated examples prior to coming to decisions about their own students' work.

Once students have completed their Classroom-Based Assessment, the teacher will carry out a provisional assessment of the students' work based on the Features of Quality. These provisional assessments may be modified in light of the discussions that take place at the Subject Learning and Assessment Review meeting.

The teacher will make a note of the descriptor allocated to each student and any other point they may wish or find useful to refer to during and after the Subject Learning and Assessment Review meeting. This note will be for the teacher's own use.

In preparation for the Subject Learning and Assessment Review meeting, each teacher will identify one sample of student's work for each descriptor, where feasible, and will have these available for discussion at the meeting.

During the meeting

The facilitator leads the meeting and keeps the record of the decisions made in a template, which is used to generate the report of the meeting (see Appendix D). It is recommended that the meeting should generally follow this sequence:

- The facilitator explains that the purpose of the meeting is to support consistency of judgement about students' work and to develop a common understanding about the quality of student learning. The value of the meeting in providing feedback to students on how they might improve their work should also be highlighted.
- The facilitator asks one member of staff to introduce a sample of work they have assessed as Yet to reach expectations.
- Following a short introduction by the teacher, the facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the meeting affirms the judgement, this is noted in the meeting record by the facilitator.
- Where there is a lack of agreement, the facilitator should refer to relevant annotated examples of student work provided by the NCCA and, if appropriate, a couple of examples of student work that other teachers in the group have assessed and awarded that descriptor to.
- The facilitator should look to establish consensus during the discussion of examples but the emphasis should be on developing teachers' professional knowledge and skills rather than on seeking unanimous agreement over every Feature of Quality in every example.
- The emphasis in affirming judgements during the review meetings should always be on a 'best fit' approach which allows teachers to agree the descriptor that 'on-balance' is most appropriate for the work being assessed.
- While reasonable time should be allowed for discussion, the facilitator should use his/her professional judgement to decide when it would be appropriate to proceed to the next sample.
- If possible, there should be discussion of at least two samples for each descriptor and the facilitator should ensure that each teacher has at least one of their samples discussed during the meeting.

- The process is repeated, in turn, with samples assessed as In line with expectations, Above expectations and Exceptional being discussed and shared in the group. At the end of the meeting, the facilitator briefly summarises the key points from the discussion.
- It is important that each teacher notes the implications of the decisions made during the meeting for the rest of the student work they have already assessed, particularly in the case of descriptors where their judgement did not align with the view of the majority of teachers at the meeting.

After the meeting

After the meeting, each teacher considers the assessment of their students' work based on the outcomes of the meeting and, where it is considered necessary, makes the appropriate adjustments to their provisional assessments. Following the Subject Learning and Assessment Review meeting, the facilitator submits their report from the meeting focusing on the outcomes of the discussion of student work at the meeting and submits it to the school principal.

The facilitator may also ask teachers, should they wish, to contribute some student work to a bank of examples

- to support the induction of new teachers
- to support future Subject Learning and Assessment Review meetings
- to use with students and parents in demonstrating the standard of work achieved.

