Draft Specification for Leaving Certificate History

For consultation

March 2026

Contents

Senior cycle

Senior cycle aims to educate the whole person and contribute to human flourishing. Students' experiences throughout senior cycle enrich their intellectual, social and personal development and their overall health and wellbeing. Senior cycle has 8 guiding principles.

Senior Cycle Guiding Principles

Wellbeing and relationships	Choice and flexibility
Inclusive education and diversity	Continuity and transitions
Challenge, engagement and creativity	Participation and citizenship
Learning to learn, learning for life	Learning environments and partnerships

These principles are a touchstone for schools and other educational settings as they design their senior cycle. Senior cycle consists of an optional Transition Year, followed by a two-year course of subjects and modules. Building on junior cycle, learning happens in schools, communities, educational settings, and other sites, where students' increasing independence is recognised. Relationships with teachers are established on a more mature footing and students take more responsibility for their learning.

Senior cycle provides a curriculum which challenges students to aim for the highest level of educational achievement, commensurate with their individual aptitudes and abilities. During senior cycle, students have opportunities to grapple with social, environmental, economic, and technological challenges and to deepen their understanding of human rights, social justice, equity, diversity and sustainability. Students are supported to make informed choices as they choose different pathways through senior cycle, and every student has opportunities to experience the joy and satisfaction of reaching significant milestones in their education. Senior cycle should establish firm foundations for students to transition to further, adult and higher education, apprenticeships, traineeships and employment, and participate meaningfully in society, the economy and adult life.

The educational experience in senior cycle should be inclusive of every student, respond to their learning strengths and needs, and celebrate, value, and respect diversity. Students vary in their family and cultural backgrounds, languages, age, ethnic status, beliefs, gender, and sexual identity as well as their strengths, needs, interests, aptitudes and prior knowledge, skills, values and dispositions. Every student's identity should be celebrated, respected, and responded to throughout their time in senior cycle.

At a practical level, senior cycle is supported by enhanced professional development; the involvement of teachers, students, parents, school leaders and other stakeholders; resources;

research; clear communication; policy coherence; and a shared vision of what senior cycle seeks to achieve for our young people as they prepare to embark on their adult lives. It is brought to life in schools and other educational settings through:

- effective curriculum planning, development, organisation, reflection and evaluation
- teaching and learning approaches that motivate students and enable them to improve
- a school culture that respects students and promotes a love of learning.

Rationale

The study of history allows students to explore the human condition, and to become aware of how the past shapes the present and the future. History education plays a significant role in helping students to explore their multiple identities, both as individuals and as part of a collective community with shared historical experiences. It reinforces in students a sense of their heritage and of belonging in the world, helping to orientate themselves in time and space. By studying the experiences of people of different cultural groups and ethnicities, students develop a more inclusive understanding of the multiple identities shaped by diverse historical events and processes.

Studying history inherently promotes critical thinking as students scrutinise, interpret, and evaluate sources of information. Such skills can empower students to question assumed narratives, recognise biased viewpoints, consider different accounts of the past and deliberate on current and historical themes and issues. Moreover, the study of history provides a space for students to explore controversial, emotive, and sensitive issues, facilitating open discussions that respect differing views and encourage thoughtful consideration of complex themes.

At its core, the study of history allows students to understand the historical forces that have shaped events and processes. Through investigation and enquiry, grounded in critical analysis and multi-perspective exploration, students learn to question different viewpoints, developing their sense of historical empathy and historical consciousness, and openness to varied historical interpretations. This ensures that they engage with history from a broad perspective that transcends geographic, temporal, or cultural hierarchies. By doing so, students are better prepared to understand how events in local, Irish, European and global contexts are interwoven. This approach empowers students not only to appreciate history's role in shaping individual and collective identities but also to become informed citizens capable of evaluating and challenging prevailing perspectives.

In engaging with the study of history, and exploring the nature of history as a discipline, students develop conceptual understanding and historical literacy skills. These skills support them in critically examining and assessing sources of evidence about the past, and to understand that history is not simply a collection of facts but a field of enquiry involving the development of historical judgements based on consideration, interpretation, and analysis of available evidence. Emphasis on historical skills, such as the evaluation of sources—both primary and secondary—enable students to construct informed perspectives on complex issues. This process involves rigorous historical enquiry, which in turn can nurture an ability to ask relevant questions about causation, consequence, and significance.

The study of history encourages students to view past events through different lenses, including political, economic, social and cultural perspectives. This multi-perspective approach enables them to understand the complexities of human experience and the diversity of societal developments. By examining different voices and viewpoints, students develop an informed appreciation of the shared human experience. This in turn leads to the questioning of why the past unfolded as it did, and its ongoing relevance to the present and future.

Aims

Students will explore history in a way that fosters a broad understanding and knowledge of past events and allows them to develop empathy and critical thinking skills.

Through their engagement with history, students should be able to:

- experience enjoyment and empowerment through the study of the past
- develop a broad, critical perspective on the processes of change
- strengthen critical thinking and research skills by recognising how historical evidence is created, selected and shaped, and understanding that sources reflect the biases and contexts in which they were produced
- explore the past through a variety of lenses, including local, national and global perspectives, to understand the interconnectedness of historical events and movements
- understand that historical narratives are constructed and often contested, encouraging students to explore multiple perspectives and interpretations of historical events and themes
- become informed, inquisitive and active citizens equipped to interpret the past, engage with the present, and shape the future

- appreciate the contributions of cultural, ethnic, and religious groups in shaping societies over time, recognising the depth and continuity of human experience.

Continuity and progression

Leaving Certificate History builds on the knowledge, skills, values, dispositions that stem from students' early childhood education through to the junior cycle curriculum and provides continuity and progression in history education.

Junior Cycle

The history specification at junior cycle sets out to explore human experiences over time and relate these experiences to the world in which we live in today. Students engage in investigative practices where they rationalise and interpret human actions in the past. Through this process they develop historical consciousness which enables them to orientate themselves in time and place. The range and extent of the specification encourage students to develop a sense of the "big picture"of history which gives context to students when they are exploring new content.

Students engage in history through understanding concepts such as continuity and change, time and space, how evidence informs judgement and how these judgements may change over time due to the emergence of new evidence and the importance of objectivity when investigating the actions of people from the past.

The study of history at junior cycle allows students to develop skills of investigation, analysis and interpretation and develops interdisciplinary skills that can be used across the curriculum.

Beyond senior cycle

Studying history at Leaving Certificate serves as an excellent foundation for students when engaging in the world of work, further education and training or higher education. The transferable skills of investigation, analysis, interpretation and communication can be applied in a variety of ways and are useful in navigating an increasingly complex world where information comes in many layers, filtered through differing perspectives and used for varied purposes. Students of Leaving Certificate History can engage in the fields of (but not limited to), law, journalism, politics, research and education. Through studying history, students gain a more meaningful understanding of the cultural structures of the society in which they live, a deeper sense of why and how these structures came about and a critical disposition to ask questions of the narratives told.

Student learning in senior cycle

Student learning in senior cycle consists of everything students learn within all the subjects and modules they engage with and everything students learn which spans and overlaps across all their senior cycle experiences. The overarching goal is for each student to emerge from senior cycle more enriched, more engaged and more competent as a human being than they were when they commenced senior cycle.

For clarity, the learning which spans across all their senior cycle experiences is outlined under the heading 'key competencies'. The learning which occurs within a specific subject or module is outlined under the heading "strands and learning outcomes". However, it is vital to recognise that key competencies and subject or module learning is developed in an integrated way. By design, key competencies are integrated across the rationale, aims, learning outcomes and assessment sections of specifications. In practice, key competencies are developed by students in schools via the pedagogies teachers use and the environment they develop in their classrooms and within their school. Subjects can help students to develop their key competencies; and key competencies can enhance and enable deeper subject learning. When this integration occurs, students stand to benefit

- during and throughout their senior cycle
- as they transition to diverse futures in further, adult and higher education, apprenticeships, traineeships and employment, and
- in their adult lives as they establish and sustain relationships with a wide range of people in their lives and participate meaningfully in society.

When teachers and students make links between the teaching methods students are experiencing, the competencies they are developing and the ways in which these competencies can deepen their subject specific learning, students become more aware of the myriad ways in which their experiences across senior cycle are contributing towards their holistic development as human beings.

Key competencies

Key competencies is an umbrella term which refers to the knowledge, skills, values and dispositions students develop in an integrated way during senior cycle.

Figure 1: The components of key competencies and their desired impact

The knowledge which is specific to this subject is outlined below under '*strands of study and learning outcomes*.' The epistemic knowledge which spans across subjects and modules is incorporated into the key competencies.
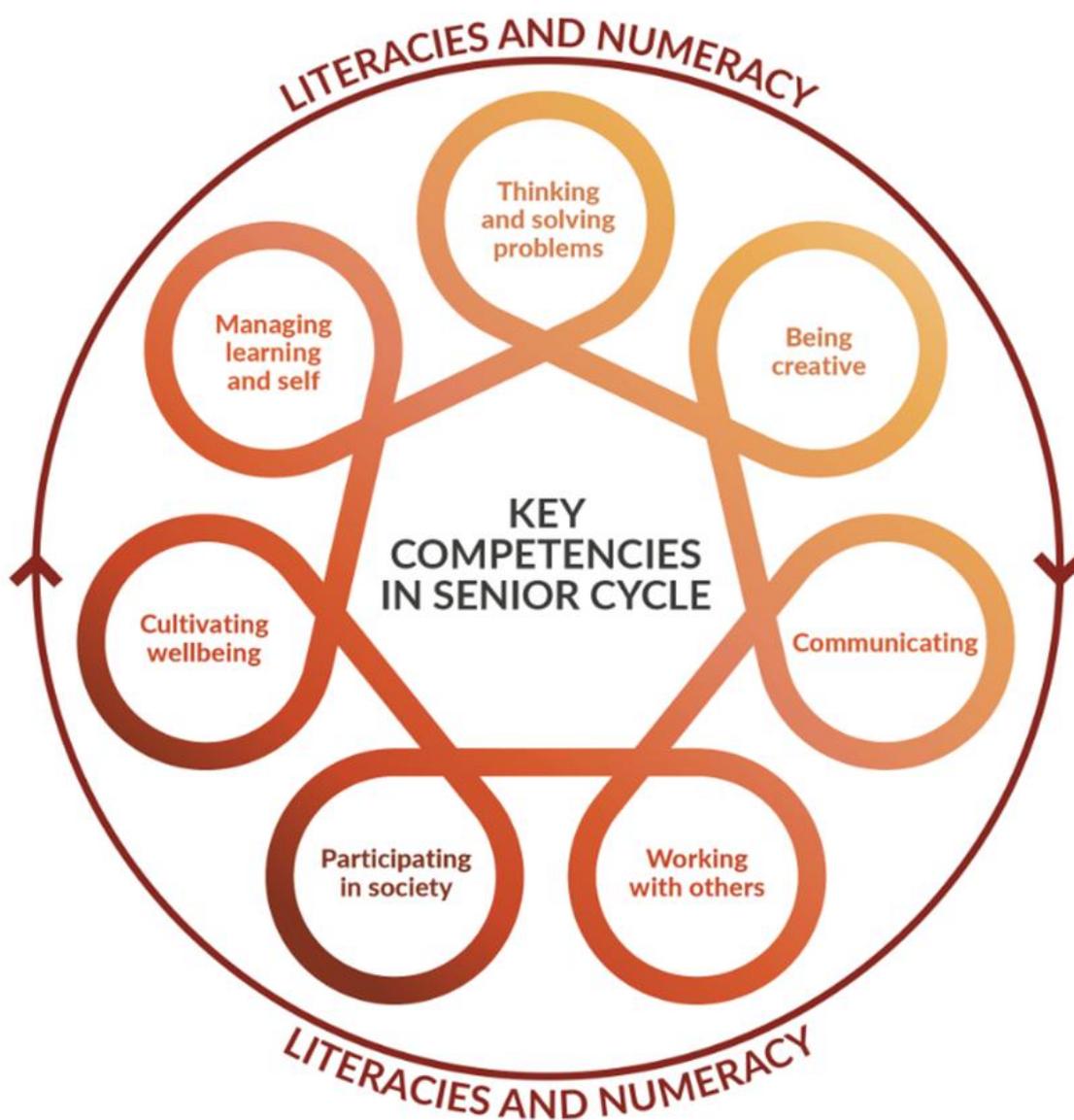

Figure 2: Key Competencies in Senior Cycle, supported by literacies and numeracy.

These competencies are linked and can be combined; can improve students' overall learning; can help students and teachers to make meaningful connections between and across different areas of learning; and are important across the curriculum. The development of students' literacies and numeracy contributes to the development of competencies and vice-versa. Key competencies are supported when students' literacies and numeracy are well developed and they can make good use of various tools, including technologies, to support their learning.

The key competencies come to life through the learning experiences and pedagogies teachers choose and through students' responses to them. Students can and should be helped to develop their key competencies irrespective of their past or present background, circumstances or experiences and should have many opportunities to make their key competencies visible. Further detail in relation to key competencies is available at
https://ncca.ie/en/senior-cycle/senior-cycle-redevelopment/student-key-competencies/

The key competencies can be developed in Leaving Certificate History in a range of ways.

Thinking and solving problems and Being creative

Leaving Certificate History gives students the opportunity to think critically about the arguments, evidence and ideas that have shaped the contemporary world. It challenges them to investigate, analyse and interpret a wide range of concepts developed in the past and make sense of them in the context of the times in which they were situated. Using criteria as set out in the specification, students can differentiate between opinions, judgements, biases, and facts, and use these skills in examining sources for reliability and relevance. Through the exploration of data, students will think critically about social norms and practices, challenge assumptions and create valid arguments and counter arguments. In seeking alternative perspectives, students ask questions and make connections between prior knowledge and new learning. Students act in an ethical manner, taking responsibility for their work and that of their group and are transparent about the sources used, crediting and citing the work and ideas of others.

In examining the causes and consequences of the actions of humans, students will develop creative skills of investigation alongside critical understanding of the cultures that fostered these actions. In investigating these actions, students will also develop skills of creative interpretation where they will compare the differing ideologies that were popular during these time-periods and make sense of the opposing ideas and themes in a creative and

focused manner. This will allow them to make sense of their place and importance during this period in history. Being inquisitive and open-minded are creative skills essential to the work of the historian. Through developing research questions, identifying problems and speculating about possible answers and solutions, students develop a range of strategies and processes to support their creativity in a manner that has transversal application across the student experience. The study of Leaving Certificate History allows students the opportunity to be comfortable with ambiguity and uncertainty while finding ways to move forward.

Working with others, Participating in society, and Communicating

As students engage in the process of developing skills of the historian, they will connect with each other and cultivate an appreciation of working together. They will collaborate on a range of activities associated with the work of the historian and collectively employ each other's skills to capitalise on the skillsets of each member of the group. Discussion and discovery are key elements of these activities and students will have the opportunity to gain a deeper understanding of the subject material in a cooperative learning environment that encourages self-empowerment and shared learning. Through working in groups to explore topics, students take on different roles, learn to work together to achieve shared goals and contribute meaningfully to the group, navigating differences of opinion and approach. In their experience of group dynamics, students will understand and appreciate the value of diversity within groups and promote inclusivity.

In studying Leaving Certificate History, students will gain a deep appreciation of why society operates in the way it does by comparing and contrasting contemporary society and culture with what has gone before. This will allow them to understand how and why decisions are made within society which in turn will give them a voice to speak out on issues that affect them locally, nationally and globally. They will learn to share and express their opinions through proficient communication practice and discover new ideas through discovery, conversation and active listening. Through their examination of data, sources, texts and media, students gain a deeper understanding of various forms of communication, mediating meaning and asking questions of the material. Through this analysis and interpretation students develop a critical understanding and a recognition of misinformation and disinformation. Students develop their own arguments through the gathering of information and, using appropriate language, formats and techniques, can present their arguments effectively.

Cultivating wellbeing and Managing learning and self

Setting personal goals and evaluating self-learning are key aspects for students of Leaving Certificate History. They are encouraged to reflect on their work and understand its impact on them as citizens in a contemporary world. Their focus of study may often be a remote yet familiar world and this provides a safe space for them to explore, discuss and rationalise important but sensitive topics such as gender, ethnicity, race, class, religion, values and politics. In exploring these themes, students reflect on these topics in the context of their own lives, and this immersion invites them to understand and respect other viewpoints. Through their studies, students develop an appreciation and understanding of diverse identities and cultures and develop a means of expressing their own personal identity, values and beliefs. In managing their learning, students make choices in setting personal learning goals and figure out ways to respond to complexity and uncertainty. Through their own reflection on and evaluation of their work, they develop internal standards in relation to their own work and that of others. Being flexible and adaptable in learning from their mistakes and responding to feedback, students develop a sense of self-efficacy and take responsibility for their own learning. These skills can also assist them in managing their own learning over a variety of different activities and are transferable both in the world of higher and further education and the world of work.

Strands of study and learning outcomes

This Leaving Certificate History specification is designed for a minimum of 180 hours of class contact time. The Leaving Certificate History specification consists of four strands:

- Strand 1: Historical Inquiry.
- Strand 2: Critical Inquiry and Interpretation.
- Strand 3: Ireland 1879 – 2009.
- Strand 4: The world 1917 – 2009.

Within each of Strands 3 and 4, there are three optional areas of learning set out, each relating to a specified timeline, from which students choose one. Students will study one of these options in Strand 3 and one of these options in strand 4. It is not envisaged that all four strands will be undertaken in a linear fashion as set out in the specification. Teachers are free to engage with the strands in any order; however, the skills and conceptual understanding developed in Strand 1 will support and inform engagement with the learning across the rest of the specification, in particular these skills will be useful in the engagement with the documents and sources prescribed for Strand 2: Critical Inquiry and Interpretation. Examples of the inquiries and types of sources to be prescribed can be found in Appendix 1. It is also envisaged that students will engage with primary and secondary sources throughout their learning in Strands 3 and 4.

The learning outcomes specified will not be achieved in a single encounter, but the knowledge, skills, values and dispositions described in the learning outcomes will be developed by the student in their experiences in the history classroom over the two years of the course.

Table 1: Leaving Certificate History specification strands

Strand 1	Strand 2	Strand 3	Strand 4
Historical Inquiry	**Critical Inquiry and Interpretation**	**Ireland 1879-2009**	**The World 1917 - 2009**
Gathering Evidence	Movements for Change	Option 1: 1879 - 1918	Option 1: 1917 - 1945
Analysis	Empires and Kingdoms	Option 2: 1918 - 1966	Option 2: 1945 - 1979
Interpretation	Power and Conflict	Option 3: 1966 - 2009	Option 3: 1979 - 2009
Synthesis and Communication	People, Environment and Health		
Students engage in all aspects of this strand	*Students engage in **all** prescribed investigations in this strand*	*Students choose **1 option** from this strand*	*Students choose **1 option** from this strand*

An overview of each strand is provided below, followed by a table. The right-hand column contains learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning. The left-hand column outlines specific areas that students learn about. In addition, appendices 2 and 3 provide detail on the specified areas of learning for each option in strands 3 and 4. Taken together, these provide clarity and coherence with the other sections of the specification.

Learning outcomes should be achievable relative to students' individual aptitudes and abilities. Learning outcomes promote teaching and learning processes that develop students' knowledge, skills, values and dispositions incrementally, enabling them to apply their key competencies to different situations as they progress. Students studying at both Ordinary level and Higher level will critically engage with Leaving Certificate History, but the context, information and results arising from that engagement will be different.

Table 2: Design of learning outcomes at Ordinary Level and Higher Level.

Ordinary level	Higher level
Students engage with a broad range of knowledge, mainly concrete in nature, but with some elements of abstraction or theory.	Students engage with a broad range of knowledge, including theoretical concepts and abstract thinking with significant depth in some areas.
Students demonstrate and use a moderate range of cognitive skills and tools to examine, investigate and synthesise ideas.	Students demonstrate and use a broad range of specialised skills to examine, investigate and synthesise ideas.
Students use evidence to construct narratives of the past.	Students use evidence to develop narratives, to question assumptions and seek alternative perspectives on the past.
Students develop historical skills and use evidence and data to communicate findings and draw conclusions to questions posed by themselves and others.	Students develop, demonstrate and use historical skills and use appropriate evidence and data to effectively communicate findings and draw valid conclusions to questions posed by themselves and others.

Appendix 4 sets out a Glossary of Action Verbs used in the Learning Outcomes.

Appendix 5 sets out a Glossary of Terms as used in the specification.

Strand 1: Historical Inquiry

This strand supports students to acquire and develop the conceptual understanding central to the discipline of history. This conceptual awareness is essential if students are to engage meaningfully and critically with substantive knowledge. The strand sets out the core investigative and interpretative methodologies students will employ when engaging with this specification. The skills, competencies and dispositions of the historian are described in the learning outcomes for this strand. Students will develop these skills, competencies and dispositions through their engagement with this strand and, through their application of these skills in strands 2, 3 and 4. Additionally they will demonstrate these skills through the completion of their Additional Assessment Component (Research Study Report).

This strand is underpinned by four essential elements of historical inquiry:

- Gathering Evidence
- Analysis
- Interpretation
- Synthesis and Communication.

Students will develop their ability to gather and critically examine evidence, with a particular emphasis on primary sources, such as oral testimonies, archival documents, state records and artefacts, and secondary sources such as historiographies, journal articles, documentaries and biographies.

Students will focus on recognising bias and subjective interpretation. Central to this inquiry is the development of analytical skills and conceptual understanding. Students will be expected to evaluate the credibility and reliability of sources, interrogate their origins—considering the authorship, date, location, and purpose of their creation—and compare differing viewpoints from these sources to construct a nuanced and well-rounded understanding of historical phenomena.

Building upon this foundation, students will develop their interpretative skills, and explore how historians' interpretations are shaped by context, perspective and ideological frameworks, leading to diverse readings of the same events.

Finally, students will their present historical findings effectively, synthesising information, formulating coherent arguments, and articulating conclusions with clarity and persuasiveness. Emphasis will be placed on the proper attribution of sources, ensuring rigour and integrity.

Collectively, these skills form the cornerstone of disciplined historical inquiry and foster deep, critical engagement with the multifaceted nature of the past.

Strand 1 - Learning outcomes

Students learn about	Students should be able to
Gathering Evidence • Locating primary source material relating to their research through the identification of various types and formats of source material which may include oral, archival, official, private, archaeological, visual, textual, digital sources etc. • Historical research techniques for locating, referencing and cross-checking historical data.	1.1 Develop research questions to guide their investigation. 1.2 Locate and collate relevant source material and resources and identify appropriate repositories. 1.3 Identify the challenges in locating primary and secondary sources. 1.4 Use evidence to investigate historical contexts, events and processes.
Analysis • Interrogating and evaluating sources; determining the 'who, where, when, what and why' of any source material. • Document analysis; how sources are evaluated to determine their provenance, value, reliability and uses. • Bias, selectivity, objectivity and subjectivity in relation to analysis of evidence. • Situating historical sources in context. • Comparing and contrasting different source perspectives within the study of specific historical events.	1.5 Analyse and evaluate sources used in the investigation of historical contexts, events and processes. 1.6 Use evidence and analysis to develop students' historical questioning skills. 1.7 Consider the contexts and ideas that shaped the historical events and processes in question and how they were recorded. 1.8 Assess the strengths, weaknesses and particularities of different primary source types.
Interpretation • Reading secondary sources such as textbooks, biographies, journal articles, documentaries, podcasts etc.	1.9 Recognise that historical interpretations are partial, incomplete and provisional and that omission has historical significance.

• Encountering different interpretations of the same events based on context, perspective or ideology.	1.10 Compare differing secondary accounts of an historical event in question.
• Situating interpretations within the contexts in which they were created.	1.11 Consider the reasons why different findings and conclusions are made in historical interpretations.
• Understanding differing interpretations of the same historical events/processes.	
• How to employ secondary sources to support claims, assertions and arguments.	
Synthesis and Communication • Developing coherent responses to historical inquiry. • Presenting ideas effectively. • Referencing and citing sources.	1.12 Reflect on and synthesise ideas arising from historical analysis. 1.13 Construct evidence-based judgements and arguments using the source material they have investigated. 1.14 Acknowledge sources using appropriate citation conventions. 1.15 Communicate considered arguments in response to historical inquiry and share with their peers.

Strand 2: Critical Inquiry and Interpretation

Strand 2 is focused on students developing understanding of the central role of evidence in the determination of historical judgements. The strand is organised so that students engage with and explore a range of prescribed historical inquiries, based on significant episodes, events, processes, issues, themes, or personalities drawn from different eras of the past, with a focus on documents. The themes for inquiries are arranged under four thematic headings. The thematic headings are designed to ensure that students encounter the diversity of the past from different perspectives, or through different lenses. The selection of themes for inquiries will also allow students to engage with the diversity of the past in terms of time and space, over many centuries and many settings. These inquiries will be equally weighted between Ireland and the world.

The phenomena to be studied are framed as focused historical inquiries based on evidence. Critical engagement with a range of different types of evidence is central to the inquiry. Such engagement deepens students' investigative skills and historical understanding and enables them to apply the conceptual and analytical skills they develop through the learning outcomes in Strand 1. The four thematic headings are as follows:

- Movements for change
- Empires and kingdoms
- Power and conflict
- People, environment and health.

Under these thematic headings different inquiries will be prescribed in each cycle. The identification of these themes allows for students to explore the nature and significance of diverse historical phenomena, based on an interrogation of evidence, viewed from different perspectives, and located across time and geographical location, supporting their understanding of the big picture of history and enhancing their historical consciousness.

The selection of inquiries in this strand will relate to both Irish and World history over a broad timeframe that may include the early and later medieval, early modern, nineteenth and twentieth century periods. Any inquiry prescribed in the twentieth century option will not specifically overlap with the content from either Strands 3 or 4.

The subject matter for these inquiries will be prescribed and published by the Department of Education and Youth on a regular basis.

Students will undertake all the learning outcomes listed for Strand 2 in their engagement with each of the prescribed inquiries.

Strand 2 - Learning Outcomes

Students learn about	Students should be able to
Conducting research by engaging with the source material as listed in the prescribed inquiries under the following headings: • Movements for Change • Empires and Kingdoms • Power and Conflict • People, Environment and Health (A sample selection of prescribed inquiries and types of sources can be found in Appendix 1.)	2.1 Develop strategies to access unfamiliar texts. 2.2 Explore how individuals and groups contributed to change. 2.3 Contextualise the events in question through ideas and beliefs that were prevalent at the time. 2.4 Evaluate the relevance of source material to the inquiry in question. 2.5 Explore the context in which source material was created. 2.6 Evaluate source material using document analysis techniques. 2.7 Explore differing interpretations of these events in historiography. 2.8 Identify relevant information and key points within historical source material. 2.9 Discuss historical documents in the context of learning about this inquiry and in relation to 'big picture' understanding of the past. 2.10 Identify challenges in finding source material related to the inquiry studied. 2.11 Explore varied, multiple and contrasting or conflicting accounts and interpretations of the past.

An overview of the contextual strands—Strand 3: Ireland 1879 - 2009 and Strand 4: The World, 1917 - 2009.

The focus of strands 3 and 4 is on the history of Ireland (Strand 3) and on the world (Strand 4). The strands set out a range of learning outcomes that all students will engage with. In the case of Irish history, Strand 3 is organised within the time frame of 1879 to 2009. This timeframe acknowledges the particular centrality of historical developments in the late nineteenth, the twentieth and the early twenty-first centuries in shaping modern Ireland and the historical legacy that students have inherited. In the case of world history, Strand 4 is organised within the timeframe of 1917 to 2009. Similar to Strand 3, these timelines recognise the primacy of certain international historical events and processes in shaping global developments and making the modern world, while also informing the evolution of Ireland and its place in the world.

The historical context which students will explore to achieve the desired learning is set out in three Specified Areas of Learning, arranged in relation to date parameters. Students will focus on one of these three Specified Areas of Learning in each strand. They are arranged as follows:

Table 3: Specified areas of learning – time parameters

Strands	Specified Areas of Learning		
Ireland	Option 1: 1879 – 1918	Option 2: 1919 - 1966	Option 3: 1966 -2009
The World	Option 1: 1917 -1945	Option 2: 1945 - 1979	Option 3: 1979-2009

The designation of these three Specified Areas of Learning in each strand acknowledges that the nature of history is such that not every development of significance can be studied. Therefore, to support students to engage in meaningful, considered and rigorous historical exploration, it is necessary to allow for specialised study of a certain period, where phenomena of historical significance can be studied and interrogated across different perspectives. It is further intended that students' engagement with these perspectives will allow for consideration of the lived experiences of ordinary people of different backgrounds whose voices and stories have not been heard or have not been prominent in traditional narratives of the past. It is intended that this focused exploration of a certain period will not only augment students' knowledge of historical data and phenomena but deepen their

historical consciousness and support them to continue to extend their knowledge and understanding in their future lives beyond the experience of school.

Students should apply the skills, competencies and dispositions described in Strand 1 in their engagement with these strands through their exploration and analysis of documents and sources from the time and critical insights into secondary source materials.

Strand 3: Ireland 1879-2009

The right-hand column sets out the learning outcomes for all students. The left-hand column sets out the areas that students learn about. Appendix 2 sets out in detail what students learn about within each Specified Area of Learning in Strand 3.

Students learn about	Students should be able to
Irish history through historical inquiry under the following headings in a selected specified area of learning: • Events and processes of change • Lived experiences and hidden voices • Society and culture • Ideas and organisations • Economy. (See specified areas of learning in Appendix 2.)	3.1 Describe the events or processes of change specified in this time period. 3.2 Investigate the causes and consequences of these events and processes. 3.3 Investigate the debates around the named treaties, settlement agreements and legislation, and their consequences. 3.4 Assess the role of individuals, groups or organisations on the events or processes of change in this time period. 3.5 Examine the causes and consequences of a specified conflict in this time period. 3.6 Describe the changing power structures in this time period. 3.7 Investigate the treatment of minorities in this time period.

19	3.8 Explore the lived experience of people in this time period from a variety of perspectives.

3.9 Analyse how the events and processes were influenced by relevant economic, cultural or social factors.

3.10 Explore how specified ideas influenced society in this time period.

3.11 Explore how women experienced work and changing socio-economic status in this time period.

3.12 Analyse the relationship between sport and society in the time period.

3.13 Examine the influence of cultural developments on changing norms and values in this time period.

3.14 Explore how events and/or issues at a global level, reflect those experienced at a national/local level. |

Strand 4: The World 1917-2009

The right-hand column sets out the learning outcomes for all students. The left-hand column sets out the areas that students learn about. Appendix 3 sets out in detail what students learn about within each Specified Area of Learning in Strand 4.

Students learn about	Students should be able to
World history through historical inquiry under the following headings in a selected specified area of learning: • Events and processes of change • Society and culture • Technology and environment • Economy • Ideas • Organisations (see Specified Area of Learning in Appendix 3)	4.1 Describe the events or processes of change specified in this time period. 4.2 Investigate the causes and consequences of these events and processes. 4.3 Analyse how treaties and settlement agreements had an impact on subsequent events. 4.4 Assess the role of individuals, groups or organisations on the events or processes of change in this time period. 4.5 Compare how similar events resulted in different consequences. 4.6 Examine the causes and consequences of a specified conflict in this time period. 4.7 Compare how similar systems of government manifested in different contexts in the same time period. 4.8 Explore the lived experience of people in this time period from a variety of perspectives. 4.9 Analyse how the events and processes were influenced by relevant economic, cultural or social factors.

21	4.10 Explore how specified ideas influenced change in this time period. 4.11 Explore how women experienced work and changing socio-economic status in this time period. 4.12 Examine the influence of cultural developments on changing norms and values in this time period. 4.13 Explore the impact of technological advances on society, warfare and environment in this time period. 4.14 Explore how events and/or issues at a global level, reflect those experienced at a local level.

Teaching for student learning

Leaving Certificate History is student-centred and builds on the experiences of student engagement at junior cycle level. It is underpinned by the learning in Strand 1 – Historical Inquiry. This means that the disciplinary knowledge, skills, values, and dispositions outlined in the learning outcomes in Strand 1 will be deliberately planned for and integrated into students' experience of learning in Strands 2, 3 and 4.

Strand 1 creates an opportunity for a wide range of learning and teaching approaches. Through these pedagogies, students will be supported in developing a deep sense of historical consciousness and be able to reflect on and apply key historical concepts, pose relevant questions, engage in the examination and interpretation of appropriate sources and evidence, including documents, photographs, artefacts, maps, timelines, and statistical data, and formulate and present judgements about the past.

Learning and teaching approaches that support students to plan, carry out, analyse, synthesise, evaluate, and communicate historical inquiries will be utilised throughout the specification. Through effective integration of this learning and by prioritising learning through the examination of primary and secondary sources and investigation-based activities, students will have opportunities to apply conceptual and disciplinary knowledge to real-world historical contexts. In turn, through these practical experiences, abstract concepts will become more visible, and students will deepen their capacity to employ historical thinking and skills when considering historical events and processes, causes, consequences, and interpretations.

Beyond the integration of the learning outcomes in Strand 1, linkages also exist within and between the three other strands. An emphasis on active learning and source-based investigations in local and global historical contexts will support student engagement with meaningful and dynamic historical learning. Students will explore the diversity of the human condition and human experience through the exploration of varied cultural contexts, and varied settings, in Ireland, Europe and throughout the world, over different eras. They will also explore the experiences of those people whose voices have been marginalised and hidden in traditional historical narratives. The use of a variety of historical tools and resources, including digital archives, virtual tours and physical visits, will make learning in Leaving Certificate History more accessible and engaging.

Students will be encouraged to engage with historical thinking and examine evidence through the lens of the historian. This entails interpreting the ideas encountered in the investigations

using a variety of methodologies that allow for a robust and balanced exploration of the existing evidence and proofs. Students will be guided in these methodologies through engagement with Strand 1 and then be able to practise and interpret these skills through Strands 2, 3 and 4. The application of learning from Strand 1 to the contexts they explore in other strands will support students to acquire more complex and robust 'big picture' understanding of the past.

Collaborative classroom practices will be a key learning tool for students in Leaving Certificate History. In working together, students can explore and share ideas and practices with a view to interpreting and understanding the ideas encountered throughout their investigations. They will be supported to access their learning in a way that is appropriate to their individual and diverse needs. Levels of demand in any learning activity will differ, as students come with different ideas and levels of historical understanding. Inclusivity will be fostered through the implementation of differentiation, varied inclusive teacher practices and the pace and sequencing of engagement. Ongoing and constructive teacher feedback, as well as structured opportunities for reflection on learning, will be woven into this learning process. Discussion and debate should form an intrinsic part of the active pedagogies of the history classroom. Students should question sources and narratives, and an inquisitive disposition should be fostered.

Leaving Certificate History offers a rich, inclusive, and student-centred learning experience. It not only supports growth through collaborative, differentiated and inclusive teaching approaches, but also encourages a deep, meaningful connection with history that is accessible to all students. Through this dynamic and reflective approach, students are well-prepared to understand, interpret, and contribute to the ongoing dialogue of history in both local and global contexts, and to see history as both relevant and urgent in the world they inhabit today.

Assessment

Assessment in senior cycle involves gathering, interpreting, using and reporting information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. It is used to determine the appropriate route for students through a differentiated curriculum, to identify specific areas of strength or difficulty for a given student and to test and certify achievement. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

As well as varied teaching strategies, varied assessment strategies will support student learning and provide information to teachers and students that can be used as feedback so that teaching and learning activities can be modified in ways that best suit individual students. By setting appropriate and engaging tasks, asking questions and giving feedback that promotes learner autonomy, assessment will support learning and promote progression, support the development of student key competencies and summarise achievement.

Assessment for certification

Assessment for certification is based on the rationale, aims and learning outcomes of this specification. There are two assessment components: a written examination and an additional assessment component comprising a Research Study Report. The written examination will be at higher and ordinary level. The Research Study Report will be based on a common brief. Each component will be set and examined by the State Examinations Commission (SEC).

In the written examination, Leaving Certificate History will be assessed at two levels, Higher and Ordinary (Table 4). Examination questions will require students to demonstrate learning appropriate to each level. Differentiation at the point of assessment will also be achieved through the stimulus material used, and the extent of the structured support provided for examination students at different levels.

Table 4: Overview of assessment for certification

Assessment component	Weighting	Level
Research Study Report	40%	Common brief
Written examination	60%	Higher and Ordinary Level

Additional Assessment Component: Research Study Report

Thinking critically and solving problems is one of the key competencies central to the redevelopment of senior cycle. Students of Leaving Certificate History will engage in a research study culminating in a report that will provide an opportunity for them to evidence their learning throughout the course but in particular through the learning as set out in the learning outcomes in Strand 1: Historical Inquiry.

Engagement in the process of inquiry in a research study report will allow students time and space to become familiar with the process of research. Students will conceptualise their ideas in response to a brief; to consider and develop their research questions; establish the historical importance of their topic; identify and collate their sources; consider historical context; triangulate their sources to build an evidenced-based picture of their historical inquiry; synthesise and communicate their ideas; and reflect on the process. Students will have the opportunity to apply the key competencies they have developed through their engagement with Leaving Certificate History such as being creative, thinking critically and solving problems, managing learning and self, and, communicating as they engage in this component.

Students will develop a piece of individual historical research in response to a common brief. The students are expected to retain evidence of their research process (drafts, notes, etc.) as they develop their research study report. The skills developed throughout engagement with the specification will be integrated into the research report. Students will be expected to gather evidence on their chosen topic and develop a research question that supports the historical significance of this topic. They will locate and collate a variety of verifiable primary and secondary sources and analyse and evaluate these sources using questioning skills as developed throughout their interactions with the specification. They will demonstrate an understanding of the differing interpretations of the material used and how sometimes different findings and conclusions are made. Finally, they will reflect on and synthesise their ideas and construct an evidence-based response to their research question making sure they correctly cite all appropriate source material used. It is intended that the research study will take approximately 20-hours over the course of this time.

The final report in response to the brief will be submitted to the SEC in sixth year.

A separate document, Guidelines to Support the Research Study Report, gives guidance on a range of matters related to the organisation, implementation and oversight of the AAC.

Descriptors of quality for additional assessment component

The descriptors below relate to the learning achieved by students in the Research Study Report. In particular, the research study report requires students to engage in:

- Gathering evidence
- Analysis
- Interpretation
- Synthesis and communicating arguments.

Table 5: Descriptors of quality: Research Study Report

	Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
Gathering Evidence	Will formulate a robust research question that supports the historical significance of the topic.	Will formulate a research question that outlines the historical significance of the topic.	Will develop a research question.
	Will locate and collate relevant, materials including primary sources.	Will locate and collate materials including primary sources.	Will identify some source materials.
	Will use a wide variety of evidence to investigate the historical context.	Will have some variety of evidence to investigate the historical context.	Will have a limited range of evidence to investigate historical context.
Analysis	Will thoroughly analyse and evaluate sources used in their investigation.	Will analyse and evaluate sources used in their investigation.	Will somewhat analyse and evaluate limited sources in their investigation.
	Will utilise clear historical questioning skills in the analysis of the evidence they use.	Will utilise some historical questioning skills in the analysis of the evidence they use	Will have limited historical questioning skills in the analysis of the evidence they use.

Interpretation	Will show a clear understanding of historical interpretation as partial and incomplete. Will display a deep exploration of varied and multiple contrasting or conflicting accounts and interpretations of the past. Will thoroughly consider a variety of reasons why different findings and conclusions are made.	Will show an understanding of historical interpretation as partial and incomplete. Will display some depth in the exploration of varied and contrasting or conflicting accounts and interpretations of the past. Will consider a variety of reasons why different findings and conclusions are made.	Will have some awareness of historical interpretation as incomplete. Will display a surface knowledge of contrasting or conflicting accounts and interpretation so the past. Will show some reasons why different findings and conclusions are made.
Synthesis and communication	Will thoroughly reflect on and synthesise ideas arising from their analysis. Will construct convincing evidence-based narratives, judgements and arguments from the cited source material investigated. Accurately apply appropriate citation conventions. Will clearly communicate considered arguments in response to their inquiry.	Will reflect on and synthesise ideas arising from their analysis. Will construct some evidence-based narratives, judgements and arguments from the cited source material investigated. Will apply appropriate citation conventions. Will communicate considered arguments in response to their inquiry.	Will reflect on ideas arising from their analysis. Will construct narratives, judgements and arguments from the cited source material investigated. Will apply some citation conventions. Will outline some arguments in response to their inquiry.

Written examination

The written examination will consist of a range of question types. The senior cycle key competencies (figure 2) are embedded in the learning outcomes and will be assessed in the context of the learning outcomes. The written examination paper will include a selection of questions that will assess, appropriate to each level:

- The learning described across the four strands of the specification
- Application of the skills of historical inquiry to documentary evidence
- Engagement with the prescribed historical inquiries as published by the Department of Education and Youth
- Engagement with the specified areas of learning for the options studied detailed in appendices 2 and 3 for strands 3 and 4.

Reasonable accommodations

This Leaving Certificate History specification requires that students engage with the nature of the subject on an ongoing basis throughout the course. The assessment for certification in Leaving Certificate History involves a written examination worth 60% of the available marks and an additional component worth 40%. In this context, the scheme of Reasonable Accommodations, operated by the State Examinations Commission (SEC), is designed to assist students who would have difficulty in accessing the examination or communicating what they know to an examiner because of a physical, visual, sensory, hearing, or learning difficulty. The scheme assists such students to demonstrate what they know and can do, without compromising the integrity of the assessment. The focus of the scheme is on removing barriers to access, while retaining the need to assess the same underlying knowledge, skills, values, and dispositions as are assessed for all other students and to apply the same standards of achievement as apply to all other students The Commission makes every effort when implementing this scheme to accommodate individual assessment needs through these accommodations.

There are circumstances in which the requirement to demonstrate certain areas of learning when students are being assessed for certification can be waived or exempted, provided that this does not compromise the overall integrity of the assessment. However, some of the areas of learning in a subject specification cannot be waived because they are core to the subject specification.

More detailed information about the scheme of Reasonable Accommodations in the Certificate Examinations, including the accommodations available and the circumstances in

which they may apply, is available from the State Examinations Commission's Reasonable Accommodations Section.

Before deciding to study Leaving Certificate History, students, in consultation with their school and parents/guardians should review the learning outcomes of this specification and the details of the assessment arrangements. They should carefully consider whether or not they can achieve the learning outcomes, or whether they may have a special educational need that may prevent them from demonstrating their achievement of the outcomes, even after reasonable accommodations have been applied. It is essential that if a school believes that a student may not be in a position to engage fully with the assessment for certification arrangements, they contact the State Examinations Commission.

Leaving Certificate Grading

Leaving Certificate History will be graded using an 8-point grading scale. The highest grade is a Grade 1; the lowest grade is a Grade 8. The highest seven grades (1-7) divide the marks range 100% to 30% into seven equal grade bands 10% wide, with a grade 8 being awarded for percentage marks of less than 30%. The grades at Higher level and Ordinary level are distinguished by prefixing the grade with H or O respectively, giving H1-H8 at Higher level, and O1-O8 at Ordinary level.

Table 6: Leaving Certificate Grading

Grade	% marks
H1/O1	90 - 100
H2/O2	80 < 90
H3/O3	70 < 80
H4/O4	60 < 70
H5/O5	50 < 60
H6/O6	40 < 50
H7/O7	30 < 40
H8/O8	< 30

Appendices

Appendix 1: Sample prescribed topics for Strand 2

Examples of the nature of the inquiries to be studied by students in Strand 2. (Final prescribed inquiries and links to sources will be published by the Department of Education and Youth prior to implementation.)

Critical Inquiry and Interpretation	Example 1	Types of Sources
Movements for Change	Ending Apartheid	Government reports, official documents, records, newspaper articles, photographic evidence, audio visual sources, eye-witness testimony, artefacts from the time, personal diaries, correspondence, cartoons etc.
Empires and Kingdoms	The Vikings in Ireland	
Power and Conflict	The transport of enslaved people	
People Environment and Health	Reporting on An Gorta Mór	

Appendix 2: Specified Areas of Learning Ireland 1879 - 2009

	Option 1: 1879 - 1918	Option 2: 1919 - 1966	Option 3: 1966 - 2009	Learning Outcomes
Events and Processes of Change	The land question 1879-1909 Home Rule and Unionism New political movements –advanced nationalism and the Labour movement Manifestations of cultural identity: GAA, Gaelic League, Anglo-Irish Literary Revival, Loyal Orders Political divisions and paramilitarism: 1912-1918: Unionist politics, Third Home Rule Bill, Solemn League and Covenant, Volunteers, Gun Running, 1916 Rising. Conscription crisis 1918 general election. Social distress and the	First Dáil War for Independence Partition, the Government of Ireland Act and the establishment of Northern Ireland Truce, Treaty and the establishment of Irish Free state Civil War Boundary Commission Evolving political parties north and south Statute of Westminster Bunreacht na hÉireann 1937 World War 2 in Ireland north and south	Commemoration North and South in 1966 The Troubles to the Good Friday Agreement Anglo-Irish relations Membership of EEC/EC/EU Evolving political parties North and South Legislation regarding family, health and employment. 2008 financial crash	3.1 Describe the events or processes of change specified in this time period. 3.2 Investigate the causes and consequences of these events and processes. 3.3 Investigate the debates around the named treaties, settlement agreements and legislation, and their consequences. 3.4 Assess the role of individuals, groups or organisations on the events or processes of change in this time period. 3.5 Examine the causes and consequences of a specified conflict in this time period. 3.6 Describe the changing power structures in this time period. 3.7 Investigate the experiences of minorities in this time period

	1913 Lock out	Declaration of republic. Changing politics in Northern Ireland Changing politics in the Republic		3.8 Explore the lived experience of people in this time period from a variety of perspectives. 3.9 Analyse how the events and processes were influenced by relevant economic, cultural or social factors.
Lived experience and hidden voices	Women in work, politics and society Treatment of immigrants, migrants and Travellers and experiences of religious groups on the island of Ireland State and church institutions: industrial schools, asylums, prisons, Magdalene laundries, and Mother and Baby homes	Women in work, politics, and society Treatment of immigrants, migrants and Travellers, and experiences of religious minorities North and South. State and church institutions: industrial schools, asylums, prisons, Magdalene laundries, and Mother and Baby homes	Women in work, politics, and society Treatment of immigrants, migrants and Travellers, and experiences of religious minorities North and South. State and church institutions: industrial schools, asylums, prisons, Magdalene laundries, and Mother and Baby homes	3.10 Explore how specified ideas influenced society in this time period. 3.11 Explore how women experienced work and changing socio-economic status in this time period. 3.12 Analyse the relationship between sport and society in the time period
Society and Culture	Poor Law and Relief of Distress Social policy on land and housing Sport and society Language and culture Role of religion in society	Social policy on land and housing North and South Sport and society Language and culture Role of religion in society Changes in education North and South	Social policy on land and housing, North and South Sport and society Northern Ireland post the Good Friday Agreement Role of religion in society Language and culture and youth culture	3.13 Examine the influence of cultural developments on prevailing norms and values in this time period. 3.14 Explore how events and/or issues at a global level, reflect those experienced at a national/local level

	Changes in education		Changes in education North and South
Ideas and organisations	Constitutional nationalism, Republicanism, cultural nationalism, sovereignty, unionism, loyalism Labour movements Women's suffrage Republican/nationalist organisations Unionist/loyalist organisations Agrarian Movements Religious ideas and faith Sectarianism and discrimination and antisemitism	Constitutional nationalism, Republicanism, Cultural nationalism, sovereignty, unionism, loyalism Labour movements Women's movements Republican/nationalist organisations Unionist/loyalist organisations Religious ideas and faith Sectarianism discrimination, antisemitism, civil rights, gerrymandering and censorship.	Constitutional nationalism, Republicanism, Cultural nationalism, sovereignty, unionism, loyalism Labour movements Women's movements Republican/nationalist organisations Unionist/loyalist organisations Religious ideas, faith and secularisation Censorship, discrimination, civil rights and racism
Economy	Land rights and agrarian reform Changing demographic patterns and emigration Industrialisation North and South	Economic policies North and South Shannon Hydroelectric power and changing national infrastructure including electrification The Economic War and	Economic impact of EEC membership Shifting patterns of agriculture and/or fisheries Foreign Direct Investment Oil crisis and energy crises North

		protectionism	and South	
		Free trade, common market	Industrial development and recession North and South	
		The Welfare state in Northern Ireland	Economic growth and collapse: Celtic tiger to crash	
		Economic planning in the Republic		

Appendix 3: Specified Areas of Learning: The World 1917 - 2009

	Option 1: 1917 – 1945	Option 2: 1945-1979	Option 3: 1979-2009	Learning Outcomes
Events and Processes of Change	The Bolshevik Revolution Armistice and the Treaty of Versailles Totalitarianism: the rise of fascism communism and national socialism Second Italo-Abyssinia War The origins of WW2, turning points in the war to VJ Day The Holocaust	Postwar reconstruction and justice: Yalta, Potsdam, the Nuremberg Trials Communism in different contexts: USSR and China Cold war front lines; the Iron Curtain, Cuba and Vietnam Decolonisation: Ghana and Algeria The Israeli- Palestinian Conflict	Soviet-Afghan War European Parliament and the Maastricht Treaty Rise of neo-conservatism in Britain The fall of the Berlin wall and collapse of the Soviet Union Three Mile Island, Chernobyl and its fallout 9/11 and the War on Terror	4.1 Describe the events or processes of change specified in this time period. 4.2 Investigate causes and consequences of these events and processes. 4.3 Analyse how treaties and settlement agreements had an impact on subsequent events. 4.4 Assess the role of individuals, groups or organisations on the events or processes of change in this time period. 4.5 Compare how similar events resulted in different consequences.
Society and Culture	Women and work in interwar and wartime Britain and the USSR	Women in work and society in the USSR and China	Women in work and society in East and West Germany	4.6 Examine causes and consequences of a specified

	The Harlem Renaissance	Youth and counterculture in Britain	Cultural values through music in the USA	conflict in this time period.
	Persecution of groups and individuals under totalitarian regimes	The Cultural Revolution in China	Persecution in Afghanistan	4.7 Compare how similar systems of government manifested in different contexts in the same time period.
	Race relations in the USA	Race relations in the USA	Race relations in the USA	4.8 Explore the lived experience of people in this time period from a variety of perspectives.
	Propaganda and censorship	Propaganda and censorship	Propaganda and censorship	4.9 Analyse how the events and processes were influenced by relevant economic, cultural or social factors.
Technology and Environment	Military technologies	Military technologies: Space Race	Military technologies: Surveillance	
	Communications	Communications	Communications	4.10 Explore how specified ideas influenced change in this time period.
	The rise of oil	Emergence of environmentalism	Pollution and climate crisis	4.11 Explore how women experienced work and changing socio-economic status in this time period.
Economy	Hyperinflation in Germany	Truman Doctrine and the Marshall Plan	Neo conservative economic policy in Britain and the USA	
	The 1929 Stock Market Crash and the Great Depression	Movements toward European Economic unity	Monetary Union in Europe	4.12 Examine the influence of cultural developments on changing norms and values in this time period.
Ideas	Self-determination	National self-determination	Neo-liberalism and neo-conservatism	4.13 Explore the impact of technological advances on society, warfare and environment in this time period.
	Race, social Darwinism	Colonialism/post-colonialism		

				4.14 Explore how events and issues at a global level reflect those experienced at a local level.
	and Antisemitism Suffrage and rights for women	Human Rights Pacifism, social liberalism, feminism	Radicalisation, Secularisation and Evangelism Human Rights Environmentalism	
Organisations	League of Nations	United Nations OAU Warsaw Pact NATO	UN, EU, NATO	

Appendix 4: Glossary of action verbs

Action verb	Students should be able to
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	Use past events, patterns and contexts to understand the present, and use this knowledge to answer historical questions and inform future actions.
Assess	Judge the significance or impact of a historical event, idea, or source, after weighing the pros and cons, and using varied methods to evaluate historical evaluation.
Collate	Gather, compare, organise and critically evaluate historical information from different historical sources in a logical order.
Communicate	Express ideas clearly and effectively, either in writing, speech, or other forms to an audience.
Compare	Give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout.
Consider	Think carefully about all aspects of a historical topic before forming a judgment. Place an event, source, or idea within its historical context to understand its meaning.
Construct	Create or build an argument, explanation, or representation based on evidence.
Contextualise	Place an event, source, or idea within its historical context to understand its meaning, motivations and significance, and to prevent modern biases.
Describe	Reporting details about a specific topic or event
Develop	Evolve an idea or concept for planned work.
Discuss	Examine a historical topic in detail, considering different viewpoints, change in interpretations, and evidence, to construct meaning from the past.
Evaluate	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 the ideas, solutions or methods.
Examine	Look closely at arguments, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends and/or relationships.
Explore	Observe, probe, delve into, study in order to establish facts or describe an opinion or stance.
Identify	Recognize and name specific historical facts, patterns, events, or details and provide an answer from a range of possibilities.
Investigate	Observe, study or examine in detail in order to establish facts, and reach new insights and/or conclusions.

Locate	Find historical knowledge within a text/source, using primary and secondary sources, always evaluating sources for bias and propaganda.
Use	Apply knowledge or rules to put theory into practice.

Appendix 5: Glossary of terms

Concept/term	Understanding
Advanced nationalism	Primarily relating to early 20th century Irish history, refers to a radical, often militant, push for complete independence from Britain. It encompassed military groups, cultural groups and political groupings.
"Big Picture" understanding	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. It helps us to demonstrate long-term chronological understanding and to make connections between events and developments from different periods of time.
Cultural hierarchies	The ordering of cultural practices, values and beliefs within a society.
Cultural phenomenon	Observable event or trend that significantly impacts society, influencing beliefs and artistic expressions.
Conceptual/ disciplinary understanding	Understanding of the discipline and nature of history, including the manner in which historians construct historical accounts based on available evidence, and the ideas and frameworks that underpin the construction of historical accounts.
Document analysis techniques	Interpretation and extrapolation of meaning from various written, visual or physical materials, providing insights into historical records, policies and personal narratives.
Hidden voices	Marginalised and often overlooked individuals and groups whose stories and experiences have been largely ignored or suppressed in traditional historical narratives.
Historical concepts	Fundamental ideas and frameworks that inform and support historical thinking. Examples include historical significance, continuity and change, cause and consequence, and historical perspectives.
Historical consciousness	A way of thinking that enables us to orientate ourselves in time, bringing past, present and future into a relation that allows us 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.
Historical empathy	A disposition to evaluate and consider the thoughts, motivations and actions of people in the past in the context of the world and the time in which they lived.
Historical literacy	The capacity to demonstrate a deep understanding of historical events and processes through active engagement with historical texts, informed by awareness of historical concepts.

Historical narratives	Stories or accounts about people, experiences, events and processes in the past, constructed based on available evidence.
Historical phenomena	Episodes, events, themes, issues, developments or trends that have shaped societies and cultures over time.
Historical processes	A means of describing developments or changes over time that are more than discrete events, but where events and developments are connected.
Historical significance	A judgement about the importance and relevance of a historical phenomenon, and its influence or impact on subsequent historical developments.
Historiography	The study of historical writing, the writing of history, and interrogation of how historians create accounts of the past.
Lived experiences	Individual and personal accounts and perceptions of lives from the past.
Local	Nearby or connected to a small, specific area such as your town, community, or region.
Multiple identities	Various social, cultural and personal identities that individuals hold simultaneously and which have been shaped by factors from events of the past.
Religious groups	People who follow the same religion and worship in a similar way.
Sectarianism	Treating people unfairly or with hostility because they belong to a different religious group or different branch within a religion. It often involves division, prejudice, discrimination, or conflict between these groups.
Social distress	Social distress refers to the extreme urban poverty, rural deprivation, housing crisis and high emigration experienced in Ireland in the early 20th century.
Social policy	The plans and actions a government makes to improve people's lives and well-being, especially in areas like health, education, housing, welfare, and employment.