An Roinn Oideachais
agus Óige
Department of Education
and Youth

Curriculum specification for Leaving Certificate History

For introduction to schools in September 2027.

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

History allows students to explore the past. 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 heritage and belonging in the world.

Studying history helps develops our historical consciousness and knowledge, enabling us to orientate ourselves in time and to place our experiences in a broader framework of human experience. Being historically conscious transforms the way that we perceive the world and our place in it. By studying the experiences of people from a range of cultural groups and ethnicities, students develop a more inclusive understanding of themselves and others and how the present has been shaped by diverse historical events and processes.

The study of history helps students to understand the historical forces that have shaped events and processes. Through the exploration of available evidence, students learn to formulate enquiries about the past, question different viewpoints expressed in documents, examine historical phenomena from different perspectives, develop their sense of historical empathy, and deepen their historical consciousness. The study of history allows students to engage with the past from a broad perspective that transcends geographic, temporal, or cultural hierarchies. By doing so, students are better prepared to understand how events and processes of change 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.

Acquiring understanding of the discipline of history, including such concepts as chronology; cause and consequence; change and continuity; historical significance; and, historical empathy, helps students to develop their critical thinking skills. Such skills support students to interrogate accounts of the past and recognise the viewpoint expressed in different documents from a position of neutrality and objectivity. Moreover, the study of history provides a space for students to explore controversial, emotive, and sensitive issues, facilitating discussions that respect differing views grounded in evidence and encourage thoughtful consideration of complex historical themes and issues.

Developing historical literacy skills supports students in critically examining and assessing sources of evidence about the past and understanding that history is a field of inquiry 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 inquiry, which can nurture the ability to ask relevant questions about causation, consequence, and significance.

The study of history through such different dimensions, as political, economic, social and cultural perspectives, helps students to understand the complexities of human experience. 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.

Leaving Certificate History aims to empower students to:

- experience enjoyment and empowerment through the study of the past
- understand how change affects different aspects of life and how change is generally better understood as process rather than event
- strengthen critical thinking and research skills by recognising how historical evidence is created, selected and shaped, and understanding that sources reflect the perspectives and contexts in which they were produced
- explore the past through a variety of aspects 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 different interpretations of historical events, processes, issues 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, and 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, particularly where disinformation and misinformation often distort discourse about the present and the past. 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.

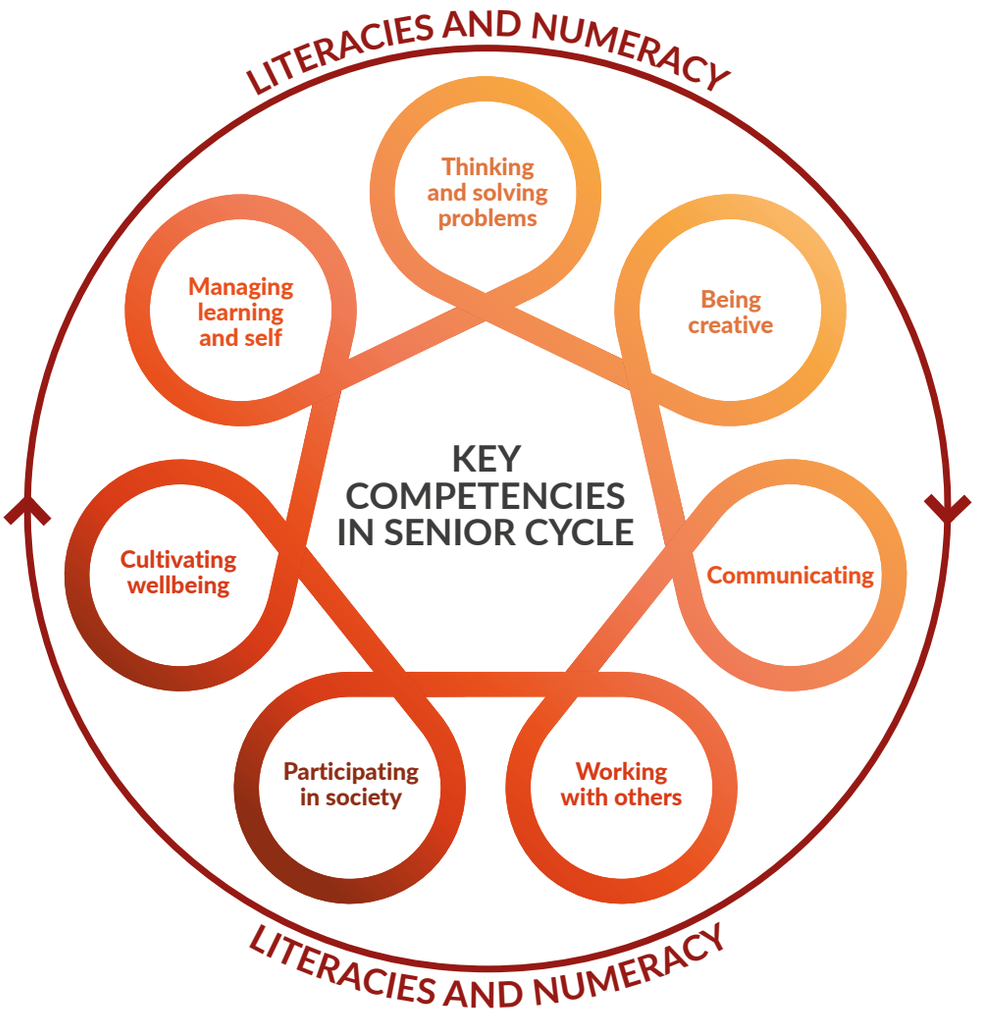


Figure 2: Key Competencies in Senior Cycle, supported by literacies and numeracy

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**.

Thinking and solving problems; 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. Informed by the learning set out in the specification, students can critically examine sources of evidence, asking questions of evidence that will help them develop their understanding of the past. Through the exploration of evidence, students will think critically and make judgements about the actions of people in the past. Students should be encouraged to 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 historical context of the actions of people in the past, students will develop skills of inquiry and investigation alongside critical understanding of the prevailing political, cultural and social influences of the time that fostered these actions.

Working with others; Participating in society; 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 with others. They will collaborate on a range of activities associated with the work of the historian and collectively employ each other's abilities 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 societies operate in the ways they do by comparing and contrasting contemporary societies and cultures with those that have 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 determine 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 through 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 and through the gathering of information, using appropriate language, formats, and techniques, they can present their arguments effectively.

Cultivating wellbeing; 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: Source Investigations
- Strand 3: Ireland 1879–2009
- Strand 4: The world 1917–2009.

Within 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 in Strand 4. It is not envisaged that all four strands or learning within those 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 set out in Strand 1 will be developed through engagement with the learning across the rest of the specification, both in engagement with the documents and sources prescribed for Strand 2: Source Investigations, and the historical contexts set out in Strands 3 and 4. 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.

Strand 1	Strand 2	Strand 3	Strand 4
Historical Inquiry	**Source Investigations**	**Ireland 1879–2009**	**The World 1917–2009**
Gathering Evidence	Medieval	Option 1: 1879–1918	Option 1: 1917–1945
Analysis	Early Modern	Option 2: 1919–1966	Option 2: 1945–1979
Interpretation	19th Century	Option 3: 1966–2009	Option 3: 1979–2009
Synthesis and Communication	20th Century onwards		
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*

Table 1: Leaving Certificate History specification strands

An overview of each strand is provided, followed by a table which sets out the learning for students in two columns. 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. Taken together, these provide clarity and coherence with the other sections of the specification. Appendix 1 provides a glossary of action verbs used in the learning outcomes.

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 differ. (see table below).

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 historical narratives, to question received accounts of the past and to make judgements about people, events, issues and themes based on evidence.
• 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 conclusions to questions posed by themselves and others.

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

Appendix 1 sets out a Glossary of Action Verbs used in the Learning Outcomes.

Appendix 2 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 and competencies central to the discipline of history. Students will develop these competencies through their engagement with this strand and, through their application of these competencies 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.

Historical inquiry is an iterative process and each phase listed above should be revisited as necessary across the process of inquiry.

Students will learn about the range of repositories where historical source material is preserved and what is made accessible to researchers. These include libraries, archives, museums, databases, and online resources. Students develop their ability to gather and critically examine evidence, with a particular emphasis on primary sources, such as archival documents, artefacts, oral testimonies, and state records, and secondary sources such as scholarly books, journal articles and history documentaries.

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 provenance, 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.

Students will 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 • Identifying where primary source material relevant to their inquiries can be found including repositories such as libraries, archives, museums, databases, and online resources, etc. • Locating primary source material relating to their research through the identification of various types and formats of source material. • Historical research techniques for locating, referencing, and cross-checking historical data.	**1.1.** Develop a research question to guide historical inquiry. **1.2.** Locate and select relevant source material and resources and identify appropriate repositories. **1.3.** Identify challenges in locating primary and secondary sources.

Students learn about	Students should be able to
Analysis • Interrogating and evaluating sources; determining the 'who, where, when, what and why' of any source material. • Historical 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.	**1.4.** Identify information within source material relevant to their inquiry. **1.5.** Evaluate source material through the process of historical analysis. **1.6.** Situate their sources within wider historical contexts, events, ideas, and processes. **1.7.** Analyse the value and/or limitations of different primary and secondary sources in relation to their inquiry. **1.8.** Use evidence to investigate their research question.
Interpretation • Reading secondary sources such as textbooks, biographies, journal articles, documentaries, podcasts, etc. • Encountering different interpretations of the same events based on context, perspective, or ideology. • Understanding differing interpretations of the same historical events/processes. • Concepts such as source and evidence; cause and consequence; change and continuity; historical significance; historical empathy. • How to employ secondary sources to support claims, assertions, and arguments.	**1.9.** Explore why historical interpretations are incomplete and provisional and why omission has historical significance. **1.10.** Compare differing primary and/or secondary sources as part of their inquiry. **1.11.** Employ concepts underpinning the discipline of history relevant to their inquiry.
Synthesis and Communication • Developing coherent responses to historical inquiry. • Presenting ideas effectively. • Referencing and citing sources.	**1.12.** Synthesise ideas arising from their historical inquiry. **1.13.** Construct evidence-based narratives and arguments using the source material they have investigated. **1.14.** Communicate considered arguments in response to historical inquiry and share with their peers. **1.15.** Acknowledge sources using appropriate citation conventions.

Strand 2: Source Investigations

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 four prescribed historical investigations, based on significant episodes, events, processes, issues, themes, or personalities drawn from different eras of the past, with a focus on source material. The four critical investigations are drawn from medieval history, early modern history, the nineteenth century, and the twentieth century onwards (any investigation prescribed in the twentieth century option will not overlap with the specified content from either Strands 3 or 4). These investigations will be equally weighted between Ireland and the world.

The prescribed themes are framed as tightly focused historical investigations based on the exploration of prescribed primary and secondary sources. This strand is intended to provide a space through which students can apply the skills of the historian as developed in Strand 1. Critical engagement with a range of different types of evidence is central to the investigations.

Through these investigations, students explore the nature and significance of diverse historical phenomena, based on an interrogation of evidence from different perspectives, and located across time and geographical location, supporting their understanding of the big picture of history and enhancing their historical consciousness. Prescribed primary sources for Strand 2 may include but are not limited to, newspaper articles, photographic evidence, maps, audio visual sources, eye-witness testimony, artefacts from the time, personal diaries, correspondence, cartoons, manuscripts (transcribed, translated, and edited as appropriate), calendars of state papers, government reports, official documents, census and registration records, etc. Prescribed extracts from secondary sources relevant to the investigation will also be included.

The subject matter for these investigations will be prescribed and the list 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 investigations.

Strand 2: Learning outcomes

Students learn about	Students should be able to
Strategies to understand source material. Identifying information, perspectives, target audiences, etc in the source material. Recognising the value and/or limitations of source material to historians. Conducting research by engaging with the source material as listed in the prescribed investigations under the following headings: • Medieval • Early Modern • Nineteenth Century • Twentieth Century onwards. *Any investigation prescribed in the twentieth century option will not overlap with the specified content from either Strands 3 or 4.	**2.1.** Identify evidence and key points within historical source material in this investigation. **2.2.** Implement strategies to evaluate unfamiliar sources through historical analysis techniques. **2.3.** Identify the context, including ideas and beliefs, in which primary source material was created. **2.4.** Compare and contrast differing perspectives present in the sources. **2.5.** Assess the significance, reliability and relevance of source material as historical evidence in relation to the investigation.

Strands 3 and 4: An overview

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:

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

Table 3: Specified areas of learning – time parameters

The designation of the 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 and rigorous historical exploration, it is necessary to allow for specialised study of a certain period, where phenomena of historical significance can be explored 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.

Students should apply the conceptual understanding, knowledge skills, values 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 through critical insights from reading 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 3 sets out in detail what students learn about within each Specified Area of Learning in Strand 3.

There are five aspects to each option in this strand of which 'Events and Processes of Change' informs the content which follows. Ideas and organisations; lived experiences and hidden voices; society and culture; and economy are intended to contextualise and challenge the students' understanding of the period in question giving them a deeper understanding of the past.

Students must study one of the three options available. Each option is bound by specified date parameters. Option 1 Ireland 1879–1918 spans a period of intense political, social, and cultural change in Irish history beginning with the 'New Departure' in Irish politics, the founding of the Land League and the growth of cultural nationalism. The period includes agrarian upheaval, changing constitutional politics, social and cultural change, and growth of nationalism. The option ends with the 1918 General Election ending the period of Home Rule politics and the end of the First World War.

Option 2, Ireland 1919–1966 witnessed the impact of the shaping of Irish democracy, North and South, the establishment of the First Dáil, the evolution of institutions, and social developments which shaped divergent paths on both sides of the border. The experiences of the Second World War, the impact of economic developments in the 1950s and 1960s and the impact of social and cultural change, at home and abroad, signified a sense of profound change in Ireland. The 1960s also marked something of a generational shift in Irish politics as those who had dominated political life in the previous decades began to make way for a new generation of Irish political leaders who had not come of age during the Irish revolution.

Option 3, Ireland 1966–2009 explores the impact of significant change in Irish politics, economics and society, evident in such developments as the introduction of free education, economic changes on foot of the First and Second Programmes for Economic Expansion, and political unrest in Northern Ireland that would lead to the start of the Troubles and continue until 2007 with the end of Operation Banner. The period up to 2009 saw significant social and economic changes with periods of growth and recession. The year 2009 saw significant developments in Irish politics and society following the worldwide economic crash of the previous year, with a global recession compounded by Ireland's domestic banking, borrowing, and credit crises.

The learning outcomes apply to the date parameters as set out in the option chosen.

Strand 3: Learning outcomes

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 • Ideas and organisations • Lived experiences and hidden voices • Society and culture • Economy. (See Specified Areas of Learning in Appendix 3)	**3.1.** Examine the events or processes of change specified. **3.2.** Evaluate the causes and consequences of these events and processes. **3.3.** Explore connections between local, national, and international events.

Students learn about	Students should be able to
	3.4. Investigate how the specified ideas influenced change.
	3.5. Assess the role of individuals, groups and organisations on the events and processes of change.
	3.6. Investigate how women experienced work, politics, and society.
	3.7. Consider the lived experiences of minorities.
	3.8. Examine the experiences of family separation and institutionalisation in these settings.
	3.9. Analyse how cultural and social factors influenced the developments in this time period.
	3.10. Explore the influence of economic factors on wider developments in this time period.

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 4 sets out in detail what students learn about within each Specified Area of Learning in Strand 4.

There are five aspects to each option in this strand of which 'Events and Processes of Change' informs the content which follows. Ideas and organisations; Society and culture; Technology and environment; and Economy; are intended to contextualise and challenge the students' understanding of the period in question giving them a deeper understanding of the past.

Students must study one of the three options available. Each option is bound by specified date parameters. The World 1917–1945 situates the student within a period of global turmoil. The United States' declaration of war on Germany in April 1917 and the Bolshevik revolution in November would result in some of the most decisive geopolitical shifts in the conflict. The Versailles Treaty and the formation of the League of Nations serve as windows into the interwar world, which was traditionally characterised as a period of peace, but which historians increasingly view as one of ongoing conflict including the rise of totalitarian regimes under Fascism, Communism, and National Socialism. This option takes students through the Holocaust and the Second World War. It concludes with the fall of Fascism and National Socialism and the impact of Communism in the USSR. The ushering in of the atomic age marks an endpoint to this era in world history.

Option 2, the World 1945–1979 set the stage for a period of protracted military build-up between opposing superpowers and a series of proxy wars, many of which interlinked with the process of decolonisation which also characterised geopolitics in this period. This period witnessed significant developments in civil, social, and women's rights in the western hemisphere. Technological developments transformed communications, science, and entertainment. The end of the 1970s saw attempts at nuclear non-proliferation, the upheaval of the Arab world arising out of the Iranian revolution and renewed economic instability arising out of the ensuing energy crisis.

Option 3, the World 1979–2009 begins with the Iranian revolution and the outbreak of the Soviet-Afghan war. These events transformed the Arab world and played a role in the collapse of the Soviet Union a decade later. This option explores the 1986 Chernobyl nuclear disaster, the collapse of communism in Eastern Europe and the Soviet Union, the transformation of the social fabric of Britain and the growth in functions and size of the EC/EEC/EU. By charting the United States' wars on Iraq and Afghanistan after 2001, this option explores geopolitics, the rise of Islamophobia, and the changing nature of society and politics in the first decade of the twenty-first century up to the global financial crisis.

The learning outcomes apply to the date parameters as set out in the option chosen.

Strand 4: Learning outcomes

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 • Ideas and organisations • Society and culture • Technology and environment • Economy (See Specified Areas of Learning in Appendix 4)	**4.1.** Examine the events or processes of change specified. **4.2.** Evaluate the causes and consequences of these events and processes. **4.3.** Investigate how the specified ideas influenced change.

Students learn about	Students should be able to
	4.4. Assess the role of individuals, groups and organisations on the events and processes of change.
	4.5. Investigate the experiences of women in the location specified.
	4.6. Examine cultural developments in this time period.
	4.7. Analyse the nature of race relations and the experiences of individuals or groups in the specified location.
	4.8. Evaluate the impact of propaganda and censorship.
	4.9. Assess the development and impact of military technologies.
	4.10. Examine the impact of human actions on environmental issues in this specified example.
	4.11. Explore the influence of economic factors on wider developments in this time period.

Teaching for student learning

Leaving Certificate History is student-centred and builds on the experiences of student engagement at junior cycle. 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 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.

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

Table 4: Overview of assessment for certification

Additional Assessment Component: Research Study Report

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; consider and develop their research question; 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 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 competencies 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 brief for the Research Study Report will be issued in term two of fifth year and a 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.

	Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
Gathering Evidence	Develop a robust research question and justify the historical significance of the topic.	Develop a research question and outline the historical significance of the topic.	Develop a research question and attempt to identify the historical significance of the topic.
	Locate and select relevant, materials including primary sources and identify challenges in this process.	Locate and select relevant materials including primary sources.	Locate and select some materials.
	Use a wide variety of sources of evidence for their inquiry.	Use a variety of sources of evidence for their inquiry.	Use limited sources of evidence for their inquiry.
Analysis	Identify and evaluate relevant information within source material.	Identify relevant information within source material.	Attempt to identify relevant information within source material.
	Clearly situate their study within wider historical contexts, events, ideas and processes.	Situate their study within wider historical contexts, events, ideas and processes.	Attempt to situate their study within wider historical contexts, events, ideas and processes.
	Thoroughly analyse the value and/or limitations of sources used in their inquiry.	Analyse the value and/or limitations sources used in their inquiry	Attempt to analyse limited sources used in their inquiry.
Interpretation	Show a clear understanding of historical interpretation as partial and incomplete.	Show an understanding of historical interpretation as partial and incomplete.	Have some awareness of historical interpretation as incomplete.
	Offer a robust comparison of different primary and/or secondary accounts as part of their inquiry.	Offer a comparison of different primary and/or secondary accounts as part of their inquiry.	Attempt to compare different primary and/or secondary accounts as part of their inquiry.
	Ably employ concepts relevant to their inquiry.	Employ concepts relevant to their inquiry.	Attempt to employ concepts relevant to their inquiry.
Synthesis and communication	Thoroughly synthesise ideas arising from their analysis.	Synthesise ideas arising from their analysis.	Attempt to synthesise ideas arising from their analysis.
	Construct and communicate convincing evidence-based narratives and arguments from the cited source material investigated.	Construct and communicate some evidence-based narratives and arguments from the cited source material investigated.	Attempt to construct and communicate narratives and arguments from the cited source material investigated.
	Consistently apply accurate citation conventions.	Apply appropriate citation conventions.	Apply some citation conventions.

Table 5: Descriptors of quality: Research Study Report

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 source investigations as published by the Department of Education and Youth
- Engagement with the specified areas of learning for the options studied as detailed in appendices 3 and 4 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.

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.

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

Table 6: Leaving Certificate Grading

Appendix 1: Glossary of action verbs

Action verb	Students should be able to
Acknowledge	Recognise and give appropriate credit to sources accessed as part of the inquiry or investigation. This includes recognition of primary and secondary sources, applications or databases used or accessed as part of the research process.
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 or evaluate based on examination of the evidence.
Assess	Judge the significance or impact of a historical event, idea, role, development or source, after weighing the pros and cons, and using varied methods to justify the historical evaluation.
Communicate	Express ideas clearly and effectively, either in writing, speech, or other forms to an audience for a specific purpose.
Compare/ contrast	Give an account of the similarities/differences between two (or more) sources or perspectives.
Consider	Examine various perspectives, sources and contexts to reveal different aspects of a historical topic before forming a judgment.
Construct	Create or build an argument, explanation, or narrative based on evidence.
Develop	Evolve and refine an idea or concept for planned work. For a research question, this may involve sub questions that culminate in one focus for the inquiry
Employ	Use or apply in order to evidence conceptual understanding.
Evaluate	Examine and appraise evidence to make informed judgments; make evidence-based judgments about the ideas, events, issues or phenomena under investigation or the impact of same.
Examine	Look closely at arguments, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends, impacts, relationships, causation, consequences etc. of the phenomenon under investigation.
Explore	Observe, probe, delve into, study in order to establish facts, understand perspectives, reveal outcomes, make connections, or describe an opinion or stance.
Identify	Recognise and name specific historical facts, information, perspectives, patterns, events, evidence, challenges, relationships, connections, context or details.
Implement	Apply or use in order to carry out a task.
Investigate	Observe, study or examine in detail in order to establish facts, and reach new insights and/or conclusions.
Locate	Identify the appropriate repository for source material; find historical knowledge within a text/source, using primary and secondary sources.
Select	Judiciously choose for a set purpose, investigation or task.
Situate	Place a source within the broader historical context of the ideas, events, processes of the time to understand its meaning, motivations and significance.
Synthesise	Combine ideas from a variety of sources to group together or present a coherent argument or narrative.
Use	Utilise source material to carry out investigations; apply knowledge or rules to put theory into practice.

Appendix 2: Glossary of terms

Concept/term	Understanding
Advanced nationalism	In the context of early twentieth century Irish history, advanced nationalists were a diverse section within the broader nationalist movement who wished to go further than the aspiration of achieving Home Rule. Not all advanced nationalists were republicans. Arthur Griffith was an initial proponent of the concept of dual monarchy. Not all advanced nationalists advocated physical force either, so the concept refers to the aspirations rather than the tactics which united those who aspired towards a more complete separation – politically, culturally, economically – from the United Kingdom.
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.
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.
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.
Document (noun)	A document is a written or printed piece of text of any length. In historical scholarship, the term is sometimes used interchangeably with 'source' and can be used to refer to evidence in formats other than textual evidence.
Hidden voices	Marginalised and often overlooked individuals and groups whose stories and experiences have been largely ignored or suppressed in traditional historical narratives.
Historical analysis techniques	Interpretation and extrapolation of meaning from various written, visual or physical materials, providing insights into historical records, policies and personal narratives. At its most fundamental level, the historian asks five basic questions of every source they encounter: who, where, when, what, and why.
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 people to orientate themselves in time, bringing past, present and future into a relationship that allows them to place their experiences in a broader framework of human experience.
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 sources informed by awareness of historical concepts.
Historical narratives	Stories or accounts about people, experiences, events and processes in the past, constructed out of interpretations of past events.

Concept/term	Understanding
Historical phenomena	Episodes, events, themes, issues, developments or trends that have shaped societies and cultures over time.
Historical processes	Historical processes are longer term changes which occur slowly and often in the background or as a backdrop to other events. Their impact is large, but their pace is generally slow. They shape civilisations, societies, and cultures in significant ways. Often, a historical process may occur in different regions at different times and at different speeds. For example, Ireland's modernisation occurred later and more rapidly than had been the case in Britain and other European countries during the twentieth century. Examples of historical processes include industrialisation, enclosure, monetisation, and the fall of feudalism.
Historical significance	A judgement about the importance and relevance of a historical phenomenon, and its influence or impact on subsequent historical developments. Historians make judgements and decisions on what events and sources they deem to be significant to their particularly study or inquiry. Different historians may place more or less significance on the same historical events.
Lived experience	Individual and personal accounts and perceptions of lives from the past.
Local	Nearby or connected to a small, specific area such as a town, community, or region.
Minorities	As the term suggests, a minority is a group who do not have a numerical majority in a given area or jurisdiction. Minorities can find themselves oppressed by the majority in some instances whereas other minorities may enjoy a privileged position within their society either owing to their status, wealth, or powers. Minorities can be constructed through the creation or manipulation of boundaries and borders, the movement of people in or out of a given geographical area, or the extension or restriction of voting or other rights to a given group.
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	A group of people who profess a common faith or share religious beliefs or carry out religious practices together. Religious groups may not always be monolithic and may contain different subgroups. A religious group could be centred around a specific geographic area or dispersed.
Research question	A research question is an interrogative statement which guides a researcher's inquiry. The researcher may start with lots of questions about their topic but, over time, they will hone and revise these questions until they come up with a single question which will encompass the full span of their inquiry and under which a series of sub-questions and topics for investigation may sit. Developing a research question is an iterative process and it is natural and positive to revise one's research question in light of new evidence if it alters our understanding or perception of the topic or events in question.
Sectarianism	Adherence to the doctrines, principles, etc., of a particular religious or political group, especially in a rigid or zealous way; strong or uncompromising allegiance to such a group, especially when leading to conflict, antagonism, suspicion, etc., between different communities inhabiting the same area.
Social distress	Social distress refers to the 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 wellbeing, especially in areas like health, education, housing, welfare, and employment.

Concept/term	Understanding
Source	A source is any piece of evidence, in any format, which can be used to help progress our understanding of the past. Sources can be written, visual, oral, archaeological and more. Primary sources are those created at the time or eyewitness accounts. Some examples of primary sources include diaries, correspondence, objects from the period in question, photographs or eyewitness sketches of events. Secondary sources are books or other forms of scholarship, including paintings depicting historical subject matter, about the events or topic in question and will often rely both on primary sources and a reading of other secondary source accounts.
Totalitarianism	A form of extreme authoritarian government in which the state endeavours to control all aspects of the life of the individual and to outlaw or otherwise eradicate opposition and dissent. Fascist Italy, the USSR under Communism (particularly under Stalinism), the Third Reich under National Socialism, and Imperial Japan during the reign of Emperor Hirohito have all been characterised as totalitarian regimes.

Appendix 3: Specified Areas of Learning Ireland 1879–2009

There are five aspects to each option in this strand of which 'Events and Processes of Change' underpins the content which follows. Ideas and organisations; lived experiences and hidden voices; society and culture; and economy are intended to inform, contextualise, and challenge the students' understanding of the period in question giving them a deeper understanding of the past.

Aspects	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, WW1, and Ireland, 1916 Rising. Conscription crisis 1918 general election. Social distress and the 1913 Lock out.	First Dáil, War of Independence, Civil War. Partition, the Government of Ireland Act and the establishment of Northern Ireland, Boundary Commission. Truce, Treaty, and the establishment of the Irish Free state to the declaration of the republic. World War II on the island of Ireland. Changing politics on the island of Ireland. The Welfare state in Northern Ireland.	The Troubles to the Good Friday Agreement: the descent into violence 1969-72; Sunningdale and its collapse; paramilitaries and prisons; the peace process. Peace and reconciliation in Northern Ireland post- the Good Friday Agreement. Watershed moments in Irish politics: Arms trial; Anglo-Irish Agreement (1985), 1990 presidential election; Finlay and Lindsay Tribunals. Ireland's membership of the EEC/EC/EU. Enacting change: marriage bar, decriminalisation of homosexuality, divorce, reproductive rights. Celtic tiger to 2008 financial crash.	**3.1** Examine the events or processes of change specified. **3.2** Evaluate the causes and consequences of these events and processes. **3.3** Explore connections between local, national, and international events.

Aspects	Option 1: 1879–1918	Option 2: 1919–1966	Option 3: 1966–2009	Learning Outcomes
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. Sectarianism, censorship, discrimination, gerrymandering, civil rights, and racism (including antisemitism and islamophobia).	**3.4** Investigate how the specified ideas influenced change. **3.5** Assess the role of individuals, groups and organisations on the events and processes of change.
Lived experiences and hidden voices	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	**3.6** Investigate how women experienced work, politics and society. **3.7** Consider the lived experiences of minorities. **3.8** Examine the experiences of family separation and institutionalisation in these settings.

Aspects	Option 1: 1879–1918	Option 2: 1919–1966	Option 3: 1966–2009	Learning Outcomes
Society and Culture	Government policy on land and housing on the island of Ireland. Sport and society. Language and culture. Role of religion in society. Changes in education.	Government policy on land and housing on the island of Ireland. Language and culture. Role of religion in society. Changes in education on the island of Ireland.	Government policy on land and housing on the island of Ireland. Impact of EEC/EC/EU membership. Language and culture. Role of religion in society. Changes in education on the island of Ireland.	**3.9** Analyse how cultural and social factors influenced the developments in this time period.
Economy	Land rights and agrarian reform. Changing demographic patterns and emigration. Industrialisation on the island of Ireland.	Economic policies on the island of Ireland. Shannon Hydroelectric scheme. The Economic War and protectionism. Free trade, common market.	Economic impact of EEC membership. Foreign Direct Investment. Economic impact of the Troubles. Economic growth and collapse: Celtic tiger to crash.	**3.10** Explore the influence of economic factors on wider developments in this time period.

Appendix 4: Specified Areas of Learning: The World 1917–2009

There are five aspects to each option in this strand of which 'Events and Processes of Change' underpins the content which follows. Ideas and organisations; Society and culture; Technology and environment; and, Economy; are intended to inform, contextualise, and challenge the students' understanding of the period in question giving them a deeper understanding of the past.

Aspects	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. Totalitarian regimes: fascism, communism and national socialism. The origins of WW2. Turning points in the war to VJ Day. The Holocaust Social change in Britain and the USA	Postwar reconstruction and justice: Potsdam, the Nuremberg Trials. Communism in the USSR and China: external spheres of influence and domestic culture and control. Cold war front lines: the Iron Curtain, Cuba, and Vietnam. Decolonisation: Democratic Republic of Congo and Algeria. The Israeli Palestinian Conflict. Social change in the USA.	Soviet-Afghan War. European integration and expansion. Conservative governments in Britain, 1979-1990. 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. Social change in Britain.	**4.1** Examine the events or processes of change specified. **4.2** Evaluate the causes and consequences of these events and processes.
Ideas and organisations	Self-determination. Communism, Fascism, National Socialism. Capitalism and socialism. Race, Social Darwinism and Antisemitism. Suffrage and rights for women. League of Nations.	Decolonisation. Human Rights. Civil Rights in the USA. Movements for equality in the USA. Capitalism and socialism. Feminism. United Nations, Warsaw Pact, NATO.	Neo-liberalism. Post-Soviet separatism. Human Rights. Capitalism and socialism. Equality. Environmentalism. UN, EEC/EC/EU, NATO, Warsaw Pact.	**4.3** Investigate how specified ideas influenced change. **4.4** Assess the role of individuals, groups and organisations on the events and processes of change.

Aspects	Option 1: 1917–1945	Option 2: 1945–1979	Option 3: 1979–2009	Learning Outcomes
Society and Culture	Women and work in wartime Britain. The Harlem Renaissance. Persecution of groups and individuals under totalitarian regimes. Race relations in the USA. Propaganda and Censorship.	Women in society in the USA. The Cultural Revolution in China. Race relations in the USA. Propaganda and censorship	Women in work and society in Britain. Cultural change in the former GDR. Race relations in the United Kingdom. Propaganda and censorship.	**4.5** Investigate the experiences of women in the location specified. **4.6** Examine cultural developments in this time period. **4.7** Analyse the nature of race relations and the experiences of individuals or groups in this specified location. **4.8** Evaluate the impact of propaganda and censorship.
Technology and Environment	Military technologies: Land, sea, air. Dustbowl in the USA.	Military technologies: Space Race The Great Chinese Famine 1959–62	Military technologies: Surveillance. Pollution and climate crisis: United Nations Conference on Environment and Development, 1992.	**4.9** Assess the development and impact of military technologies. **4.10** Examine the impact of human actions on environmental issues in this specified example.
Economy	The 1929 Stock Market Crash and the Great Depression.	Truman Doctrine, the Marshall Plan and European economic cooperation.	Free market economics in Britain. Economic and monetary union in Europe.	**4.11** Explore the influence of economic factors on wider developments in this time period.

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