AN ROINN OIDEACHAIS
AGUS EOLAÍOCHTA

HISTORY

Leaving Certificate
Ordinary Level and Higher Level

GUIDELINES FOR TEACHERS

THESE GUIDELINES

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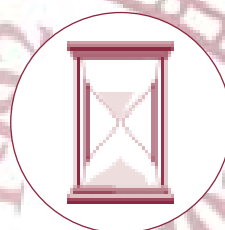real samples,
lots, lots more…

NCCA
National Council for Curriculum and Assessment
An Chomhairle Náisiúnta Curaclaim agus Measúnachta

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INTRODUCTION

WHAT'S NEW?

The revised syllabus in history replaces the history syllabus first introduced in 1969. It also replaces the syllabus in economic history. While seeking to build on the best practice of the past, the revised history syllabus also aims to re-focus the teaching of history in a number of significant ways. These include:

APPROACH

- an emphasis on history as an investigation into available evidence

- an emphasis on the development of historical skills and historical thinking – in particular, there is a focus on the evaluation of evidence and the methodology of research

- an emphasis on the need to look at history from different perspectives

- an emphasis on history as a dynamic process. There is a particular concern to examine and explain how new forces emerged and fundamentally changed the societies in which they operated.

CONTENT

- a structured emphasis on social, economic, cultural, religious and scientific developments

- a structured balance between width of coverage and in-depth study

- variety of content and reasonable flexibility of choice.

The changes in focus should bring about significant changes to the classroom teaching of the subject. There are also important implications for the manner in which the syllabus will be assessed. The Guidelines will address these changes in terms of both the methodological and assessment implications.

Since economic history is now subsumed into the revised history syllabus, care has been taken to incorporate economic developments in all of the topics for study.

THE ROLE OF THE GUIDELINES

The principal purpose of these *draft* guidelines is to identify for teachers the main implications of the changes introduced in the new syllabus for teaching and learning. Thus, there is a focus on aspects such as the use of primary sources in the classroom, the preparation of a research study by all students and the teaching of historical topics through a variety of approaches that complement the objectives of the syllabus. The implications for the assessment of the subject are also addressed. Some guidance in relation to resources is also offered.

CONTINUITY AND PROGRESSION

Although no previous knowledge or skills are required, the syllabus has been designed to provide continuity with and progression from the Junior Certificate history syllabus that was introduced into schools in 1989. In terms of continuity the new syllabus shares the following features with the Junior Certificate syllabus:

• an emphasis on the role of evidence in the study and writing of history

• an emphasis on research skills

• a wide range of content, and flexibility in the choice of content

• a balance between breadth and depth of coverage

In terms of progression, a greater degree of specialisation and a more sophisticated evaluation of evidence are required.

WHY STUDY HISTORY? A RATIONALE FOR THE STUDY OF HISTORY AT THIS LEVEL

1. The study of history at Leaving Certificate level fulfils many of the general aims and principles of the Leaving Certificate programmes.

   • It emphasises the importance of independent thought.

   • It fosters a spirit of inquiry and critical thinking.

   • It helps to prepare students both for further education and for adult and working life.

   • It helps to prepare students for their role as active and participative citizens.

2. The Leaving Certificate programme aims to provide a broad and balanced education. Breadth and balance are two important characteristics of the history syllabus.

BREADTH

• It deals with a wide range of human activities: political, administrative, social, economic, cultural, religious and scientific.

• It deals with a wide range of human interaction, both within states and internationally.

• It is concerned with the whole human family, with women's experiences as well as men's, with ordinary people as well as leaders in society.

BALANCE

• It balances the acquisition of knowledge with the development of skills.

• It balances general study with in-depth study.

• It balances the study of Irish history with the study of the history of Europe and the wider world.

3. While the study of history is an important element in the acquisition of a broad and balanced education, the syllabus also highlights the vocational relevance of the subject.

   • Because it develops students' ability to think critically and to communicate, the study of history helps to prepare students for a wide variety of career options e.g. business, journalism, public administration and law.

   • The research skills developed through the study of history are widely applicable in the world of work today.

   • Because it develops students' appreciation of their historical inheritance and knowledge of their country's past, it has a particular relevance to the burgeoning heritage interpretation and heritage tourism sectors.

4. Not least of the reasons for studying history at Leaving Certificate level is the enjoyment and stimulation that the study of history provides. Dealing as it does with the vast panorama of human experience, it develops in many a lifelong interest in their historical inheritance and an awareness of the past that continually informs and illuminates the present.

*S*ection one
the nature of the syllabus
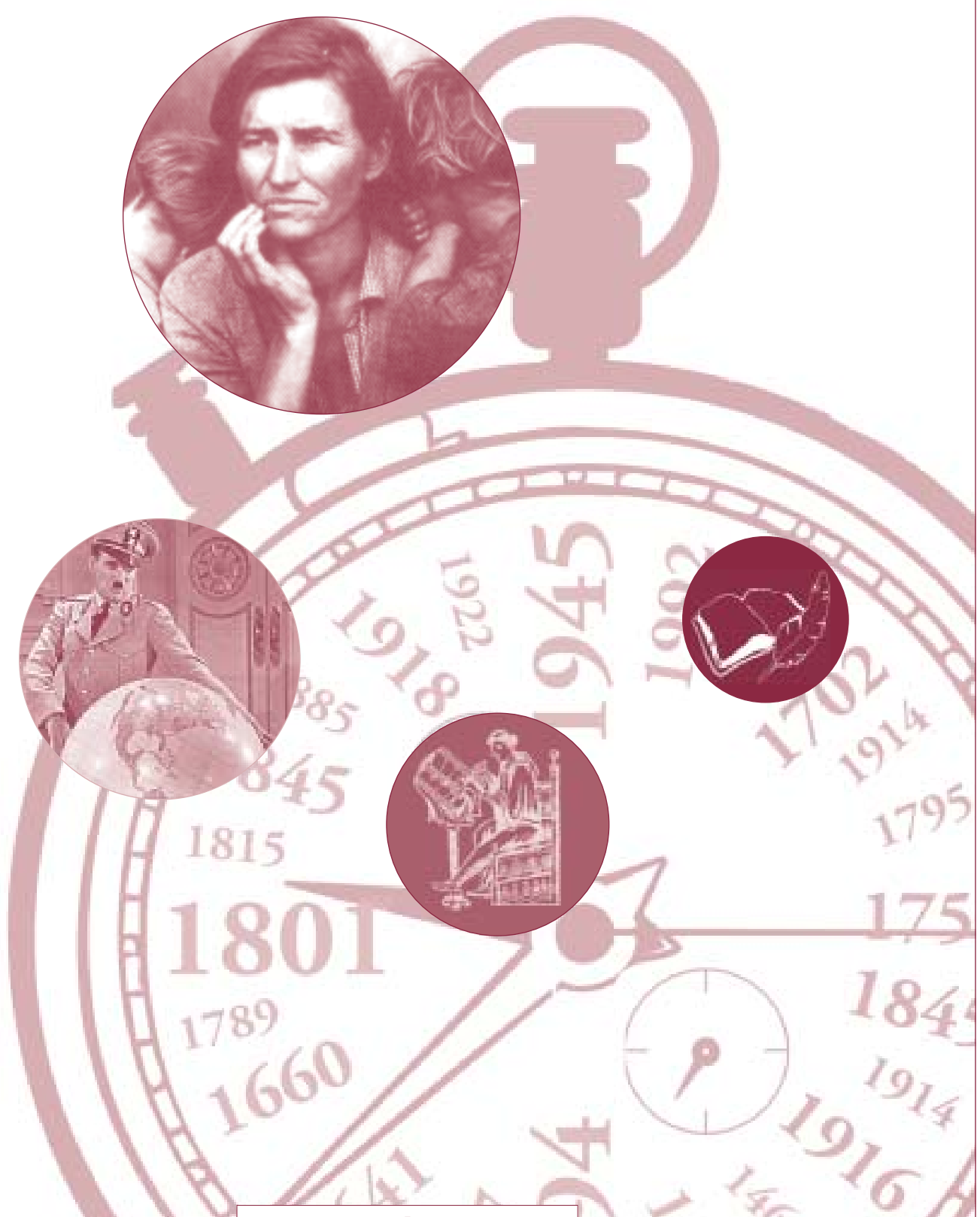
1. THE NATURE OF THE SYLLABUS

KEY EMPHASES: ENQUIRY ➜ EVIDENCE ➜ EXPLORATION

ENQUIRY

The preface to the syllabus identifies the underlying principle of the syllabus: *'that the study of history is an exploration of what historians believe to have happened based on an enquiry into the available evidence.'* The emphasis on 'enquiry' is fundamental. The word 'history' derives from the Greek 'historia' meaning 'what has been learned from enquiry'. The past does not yield up its secrets of its own volition: the sources on which our knowledge of the past depends must be interrogated by historians before they can provide evidence of past events and past societies. If students are to 'do history' in any meaningful sense, they must learn to ask questions about the past and to seek to answer these questions through an interpretation of the evidence available to them. Some of these students may develop into practising historians but, for the vast majority, the objective is that they develop a historical perspective on the world they inhabit and a historical consciousness that makes them less susceptible to the wiles of propaganda.

EVIDENCE

The emphasis on 'available evidence' is also of key importance. Evidence is the grist to the historian's mill: without evidence, there is no basis for historical judgements and the historian's questions must hang in the air until sources of evidence are unearthed. Current interpretations of available evidence may have to be revised if and when new evidence comes to light: in that sense, historical knowledge is always provisional.

EXPLORATION

The emphasis on 'exploration' completes what may be described as the 'three Es' of historical study. The student of history should not learn an account of the past that purports to be the one true version. That evidence may be open to more than one interpretation is a fundamental tenet of modern historiography. While there are many historical questions on which there is widespread consensus, there are others which generate controversy and conflicting interpretations. Students should encounter a range of historical interpretations encompassing areas of consensus as well as areas of controversy.

In brief, the syllabus is based on the principles that

- learning about the past involves a process of **enquiry**

- the results of our enquiry will depend upon the available **evidence**

- historical study needs to consider different interpretations of the evidence in an open-minded spirit of **exploration.**

*S*ection two
syllabus framework
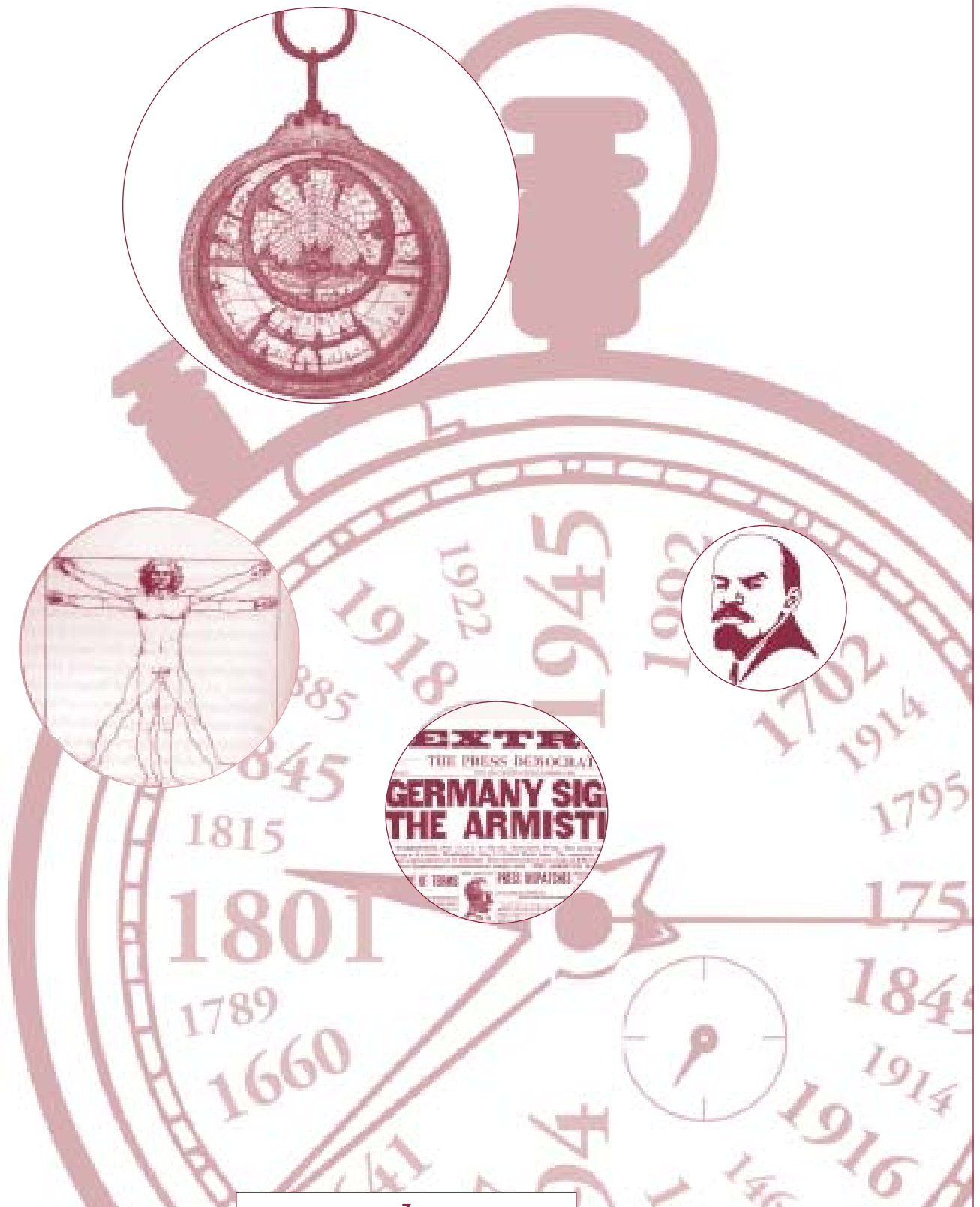
2. SYLLABUS FRAMEWORK

The syllabus has two inter-linking parts:

I Working with evidence: This aims to deepen students' understanding of what is involved in the study of history and to develop their skills in the evaluation of evidence and the conduct of research. The skills and understanding developed should inform their work on the topics for study.

II Topics for study: The topics are thematic in conception and located within specified time parameters.

Each topic is studied from a number of perspectives: politics and administration, society and economy, culture, religion and, in many cases, science. This is to ensure a balanced coverage of past events and the people who participated in them.

The listed 'elements' define the aspects to be studied. While arranged under the appropriate 'perspective' heading, this does not preclude the study of the elements in an integrated, chronological approach where this is appropriate.

The listed 'case studies" involve an in-depth investigation of a particularly significant or representative aspect of an element or elements. For the topics prescribed for documents-based study, the documents to be used will relate to the listed case studies.

The listed 'key personalities' identify historical personages, families or generic types that students will encounter in their study of the listed elements. For Ordinary level students the key personalities provide a particular focus of study.

The listed 'key concepts' are ones that will be encountered in studying the topic. For Higher level students, their ability to understand and apply these concepts will be an important differentiation indicator.

DIFFERENTIATION

As indicated in the syllabus document, the syllabus is designed to be taught at both Ordinary and Higher levels. All students study the same content; the levels are differentiated through the learning outcomes that are set down in the syllabus document. There are common learning outcomes for the two levels with additional learning outcomes for Higher level students.

The differentiated outcomes are reflected in differentiated assessment arrangements. These arrangements are set out in detail on pages 16-17 of the syllabus document.

*S*ection three
syllabus content

3. SYLLABUS CONTENT
PART I OF THE SYLLABUS: WORKING WITH EVIDENCE

A: INTRODUCTION – HISTORY AND THE HISTORIAN

This introductory module looks at two key issues viz.

1. What is history? – a look at the different meanings that people attach to the word.

2. The historian at work – what his/her work involves.

WHAT IS HISTORY?

To grasp the nature and extent of the subject with which he/she is engaged, the student of Leaving Certificate history will need to be made aware of the different meanings attached to the word 'history' and the provisional nature of historical knowledge. It may be helpful to focus on three common conceptions of 'history'.
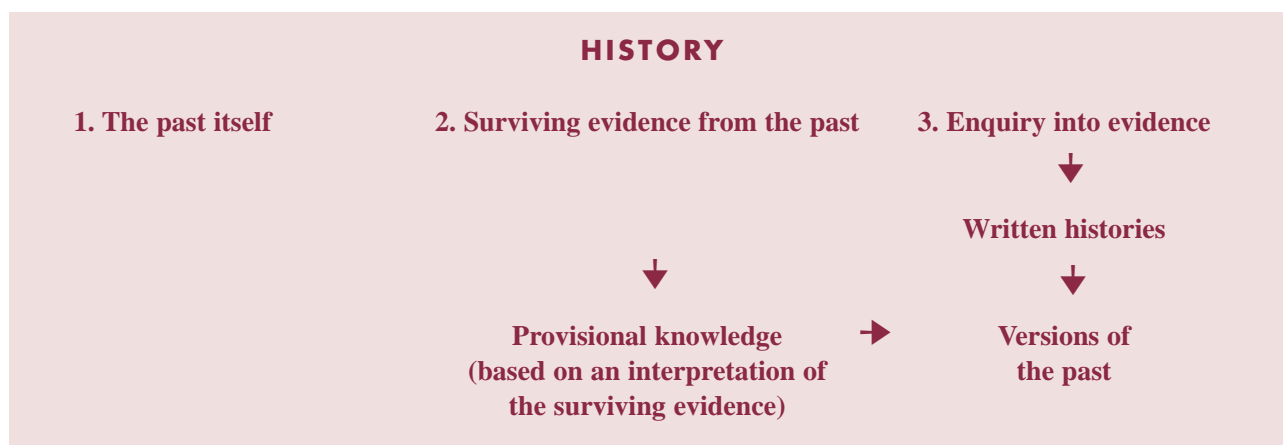
First of all, the word 'history' is often used to describe the past itself – as in the expression, 'That's history'. Secondly, the word is used to describe surviving evidence from the past: this is the meaning conveyed in the often heard claim that 'we have history all around us'. Thirdly,

the word is used to denote the process of enquiry in which historians and all students of history engage as well as the end products of that enquiry - most importantly, the written histories which form the canon of historical scholarship.

The student must be helped to understand that our knowledge of the past is provisional in that new evidence or new insights may lead to revision of the historical record and that a body of evidence may be interpreted differently by different historians.

The various meanings of the word 'history', the role of evidence and the status of historical writing may be summarised thus:

HISTORY

1. The past itself	2. Surviving evidence from the past	3. Enquiry into evidence
		↓
		Written histories
	↓	↓
	Provisional knowledge (based on an interpretation of the surviving evidence) →	**Versions of the past**

The student's understanding of history will be greatly enhanced by an introduction to the ways in which historians work. This will also help to establish a context and a procedural approach for later work on the documents-based study and the research study.

THE HISTORIAN AT WORK

A preliminary consideration of the following aspects of the historian's work:

- that all historical writing is based on evidence

  What is meant by evidence, the distinction between source and evidence, the making of judgements based on evidence

- the main varieties of historical evidence

  Public records, records of private institutions, letters, memoirs, eyewitness accounts

- the main repositories of historical evidence

  Archives, libraries, museums

- how the historian interrogates a body of evidence

  The questions an historian asks of a potential source of evidence e.g.

  Who produced this? Why? For what purpose? When? In what circumstances?

- the different stages of historical research

  Defining a problem or issue for investigation, locating potential sources of evidence, asking the right questions of the sources, keeping a record of relevant data, collating one's findings, making reasoned judgements based on the evidence

- the pursuit of objectivity

  How the historian strives to be fair and unbiased in the practice both of research and writing

- the historian's readiness to revise in the light of new evidence or new insights

  How new evidence can emerge or old evidence be re-interpreted; the historian's commitment to truth-seeking

- the complex nature of historical change and the challenge of explaining its dynamics

  The different rates of historical change and how they interact; how the historian endeavours to make sense of interweaving forces of change

This preliminary consideration of the historian's role should be constantly reinforced throughout the remainder of the student's course of study.

B: THE DOCUMENTS-BASED STUDY

This study provides the primary focus for the development of evidence-handling skills. In terms of assessment, it provides the basis for the documents-based question. Some of the methodological issues which arise will now be considered.

(A) TEACHING THE PRESCRIBED TOPIC FOR DOCUMENTS-BASED STUDY

The topics prescribed for documents-based study have three associated case studies, which provide the principal focus for documents-based work. While the general manner in which the topic is taught will be similar to the teaching of the other topics, there will be much greater use of source materials especially in the teaching of the case studies. The teaching of the various elements of the topic will provide the student with a contextual framework that facilitates more informed analysis of the documents.

In most cases, the three case studies reflect the three perspectives i.e. one generally relates to politics and/or administration, one to society and/or economy, and one to culture and/or religion and/or science. Given the variety of subject matter, it is important that there should also be variety in the selection of historical sources to be used. While it is important to encounter and interpret political documents, a balanced selection of documents will help the student to understand that history has many facets and concerns the ordinary and the anonymous as well as the powerful and the celebrated.

(B) INTERROGATING DOCUMENTS

The introductory work on 'history and the historian' will provide a context for this study. In evaluating documents used in the documents-based study, the following elements of the introduction will need to be considered:

- the main varieties of historical evidence

  Public records, records of private institutions, letters, memoirs, eyewitness accounts

- how the historian interrogates a body of evidence

  The questions an historian asks of a potential source of evidence e.g.

  Who produced this? Why? For what purpose? When? In what circumstances?

Drawing on the above elements, a series of general questions such as the following can be usefully applied to the consideration of all historical documents

- **What type of source is the document?**

  Is it an official record? An eyewitness account? A personal memoir?

- **Who produced the document?**

  What do we know about the person? Are any personal biases evident? The more we know about the author, the more we are in a position to pass judgement on the reliability of her/his evidence.

- **Why was this document produced?**

  For what purpose was it produced? Was it intended as a faithful record of events? Can any ulterior motive be discerned?

- **In what circumstances was this document produced?**

  Was the author a free agent or acting under duress? Was it produced during a time of peace or a time of war?

- **When was this document produced?**

  Was it produced at the time of the events that form its subject matter? Was it produced many years after those events? Since the attitudes and assumptions of people in past centuries can be very different from our own, is there any background information we need to assess the content of the document?

  Some other, relevant questions may also need to be asked of the document e.g.

- **What can this document tell me? What questions can it answer? What questions can it not answer?**

  How relevant is this document to the subject of my enquiry? How reliable is the evidence it provides? What are its limitations?

It is important to emphasise that documents may be either visual or written and that 'written' is defined as including transcripts of radio and T.V. interviews and oral testimony. Also, some documents may have visual and written elements e.g. a political cartoon. A series of approaches to the interrogation of different types of historical sources will be found on pages 24-32.

(C) ASSESSMENT

In undertaking written work on the analysis of documents, questions should be carefully framed to develop students' historical skills and understanding. The approaches set out on pages 24-32 should be helpful in this regard. The following framework should also prove useful and will be the format applied to the documents-based question in the terminal examination.

Section 1   Comprehension

Students are required to extract relevant data from documents to answer questions that are designed to test their understanding of a passage or their interpretation of a visual source

Section 2   Comparison

Students are required to compare two or more accounts of the same historical experience and to note similarities and contrasts.

Section 3   Criticism

Students are required to recognise bias and propaganda; to note viewpoint; to identify contradictions; to make judgements about the reliability of various sources.

Section 4   Contextualisation

Students are required to place the subject matter of the documents in their historical context; to show understanding of issues and events associated with that period as outlined in the elements of the topic.

C: THE RESEARCH STUDY

The research study involves the study of a subject of historical significance chosen by the student, under the direction of the teacher.

The study provides the primary focus for the development of research skills. It also provides further experience in the collation and evaluation of evidence. Under the teacher's guidance, the student will engage in a measure of independent learning which encapsulates the fundamental principles of the syllabus and which is a core characteristic of the Leaving Certificate programmes.

For the core principle of independent learning to be realised, it is important that the specific subject chosen by each student in a class group should be unique to the individual student and that this uniqueness should be reflected in the title of the study.

The report on the research study will account for 20% of the total marks. (The remaining 80% will be allocated to the terminal examination.) The report will be pre-submitted to the examining authority.

CRITERIA FOR THE SELECTION OF SUITABLE SUBJECTS FOR STUDY

1. The subject of the study must be clearly defined. Experience teaches that problems invariably arise where there is a lack of clarity in the title. The focus of the study should be narrow rather than broad so as to allow for depth of investigation. Since the student is conducting her/his own research, it is important that the canvas is not spread too wide; the research study is the student's 'specialised subject' and it is important that its range be realistic and in-depth.

2. Sources used may be primary, secondary or a combination of the two. In cases where published works by historians are available, at least one such work should be consulted. Standard school textbooks will not be regarded as suitable sources for the purposes of the research study. Teachers will need to monitor the use of primary source materials. The evidence-handling skills developed in the course of the documents-based study will assist students in their evaluation of primary sources.

3. An important criterion in the selection of a subject for research study is that the subject chosen is to be of historical significance. As indicated in the syllabus document, a wide range of possibilities is envisaged including local history and historiographical studies. The subject chosen is likely to fit into one of the following categories:

   • the contribution of an individual to a particular episode or event or movement. (If the individual is one whose career is covered elsewhere in the student's course, then the focus should be on an aspect of that contribution.)

   • an important scientific or technological change

   • a local manifestation of a national movement or phenomenon

   • a historical incident that was an important cause of change

   • a historically significant local study.

While not intended to be exclusive, the following categories may be deemed more suitable for Higher level students:

   • study of the historical significance of a particular episode or event or movement

   • study of the historical significance of the activities of a particular individual (activities to include writings, speeches)

   • study of the work of a particular historian

   • study of the historical treatment of a particular event or problem

   • study of methodological developments in history i.e. a study of the techniques and concepts employed by particular schools of history e.g. economic historians, family historians, local historians or women's historians.

4. It must be emphasised that great care is needed in the selection of a subject and that the choice should be made in consultation with the teacher. The student has to justify the proposed subject in her/his outline plan and this plan will be submitted to the teacher in the first instance. It is imperative that the student does not undertake substantive work on the research study until the teacher has approved the submitted plan. It is in this way that the choice of unsuitable, obscure or trivial subjects can best be avoided.

5. It is important that all sources used may be readily authenticated. For this reason, the fullest possible identification should be given. In the case of published written sources, the following information should be provided as a minimum: title, author and publisher. In the case of internet-sourced material, full URL information and pagination details should also be provided. (See also pages 53-54.) Students may also be required to submit a hard copy of the relevant section(s) of the file(s) accessed.

FORMAT OF THE RESEARCH STUDY REPORT

The report has three components:

1. The outline plan

2. The evaluation of the sources

3. The extended essay

> It is envisaged that neither the outline plan nor the evaluation of the sources will exceed one A4 page. In the case of the extended essay, the length envisaged is c.1000 words for Ordinary level students and c.2000 words for Higher level students.

1. The outline plan: Here, the student must define and justify the proposed subject of study. The teacher will adjudicate on the feasibility of what is proposed. The student needs to identify clearly the aims and the intended approach, including the sources to be consulted. The teacher's professional guidance is of key importance at this point.

2. The evaluation of the sources: The student will require some guidance in evaluating her/his sources. The relevance of the sources to the subject of the study will need to be established. In assessing the strengths and weaknesses of the sources it may be useful for students to consider a set of questions such as the following:

   • *Does the source provide detailed information on the subject of my study? Is the information provided reliable? Is the author a participant, an eyewitness or a historian?*

   • *What is the viewpoint of the author? Is there any evidence of bias? Does the author's stance appear to be reasonably objective?*

   • *In terms of the information I require for my research, how comprehensive is the source? Does it deal with only some aspect(s) of the subject under investigation?*

   • *Is the presentation jargon-ridden or user-friendly?*

3. The extended essay: This is the most substantial of the three components. In it, the student sets down her/his main findings and conclusions. Students are also to include a review of the process undertaken – reading of the sources (or relevant sections thereof), note-taking, collating information etc. - and a review of how useful that process was in achieving the aims laid down in the outline plan. Findings should be laid out in a coherent manner, with a clear introduction and conclusion and a line of logical development in between. Adherence to these structural parameters will have benefits for student, teacher and examiner:

   • the student has a clear framework on which to frame her/his extended essay

   • the teacher can teach the class as a group how to lay out their extended essays in accordance with this common framework

   • the examiner will find it easier to evaluate the extended essays where a common framework has been applied.

PART II OF THE SYLLABUS: TOPICS FOR STUDY

Students study two topics relating to the history of Ireland and two relating to the history of Europe and the wider world. The topics are grouped in two discrete fields of study, each with an equal number of Irish history topics and an equal number of topics from the history of Europe and the wider world. The parameters that apply to the choice of topics are set out below.

FIELD OF STUDY: EARLY MODERN OR LATER MODERN?

The topics for study are arranged in two fields of study:

•   the early modern field of study, 1492-1815

•   the later modern field of study, 1815-1993

Both fields of study contain 12 topics, 6 from Irish history and 6 from the history of Europe and the wider world.

Students study four topics in total, all from the same field of study: two Irish history topics and two relating to Europe and the wider world.

It is envisaged that the teacher will choose the preferred field of study in the light of such factors as her/his areas of expertise, the interests of her/his students and the availability of suitable resources.

The prescribed topic for documents-based study and the choice of other topics

As indicated in the syllabus, two topics will be prescribed for documents-based study by the examining authority: one from the early modern field of study and one from the later modern field of study. The following topics from Irish history will be the first to be prescribed:

Early modern field of study - **Topic 2: Rebellion and conquest in Elizabethan Ireland, 1558-1603**

Later modern field of study - **Topic 2: Movements for political and social reform, 1870-1914**

Once the teacher has decided on the field of study, he/she has three further topics to choose:

•   When the prescribed topic is from Irish history, one other Irish history topic is to be chosen from the remaining five. Similarly, the other two topics – from the history of Europe and the wider world – may be chosen from the six available in any combination that the teacher considers suitable.

•   Similar parameters apply when the prescribed topic is from the history of Europe and the wider world i.e. one other topic from the history of Europe and the wider world is to be chosen, along with two from Irish history, and the teacher is free to choose whichever combinations he/she considers most appropriate.

It may be useful here to illustrate the above points by taking an example. Let us suppose that a teacher chooses the early modern field of study and that the prescribed topic is from Irish history, **Topic 2** [Rebellion and conquest in Elizabethan Ireland, 1558-1603]. The following are some of the options that the teacher might consider in choosing the second Irish history topic:

PRESCRIBED TOPIC	SOME POSSIBLE OPTIONS
Topic 2: Rebellion and conquest in Tudor Ireland, 1558-1603	Topic 1: Reform and Reformation in Tudor Ireland, 1494-1558 *or* Topic 3: Kingdom v. colony – the struggle for mastery in Ireland, 1603-1660 *or* Topic 6: The end of the Irish kingdom and the establishment of the Union, 1770-1815

A teacher may decide that chronological continuity is important and that the opportunity to examine developments over a century or so makes either **Topic 1** [Reform and Reformation in Tudor Ireland, 1494-1558] or **Topic 3** [Kingdom v. colony - the struggle for mastery in Ireland, 1603-1660] a suitable choice. On the other hand, the opportunity to compare and contrast the causes and consequences of O'Neill's rebellion with those of the 1798 insurgents may prompt one to opt for **Topic 6** [The end of the Irish kingdom and the establishment of the Union, 1770-1815]. Either approach is valid.

The teacher must then choose two topics relating to Europe and the wider world. The choice may be influenced or determined by any one of a number of different purposes e.g.

• a wish to examine contemporaneous developments in Europe

• a wish to present the wider European background to key developments in Ireland

• a wish to examine a number of different societies with different cultural and political imperatives

Ultimately, the decision on which topics to choose will be influenced by the availability of suitable resources; it is hoped that the range of choice on offer will encourage the production – by publishers and state agencies - of a wide range of resources and support materials.

*S*ection four
teaching strategies

4. TEACHING STRATEGIES

The syllabus is designed to be taught in a time allocation of 180 hours. The following suggestions are offered as a guide to the amount of time to be spent on the different sections of the syllabus.

PARTS OF THE SYLLABUS	SUGGESTED TIME ALLOCATION	NUMBER OF 40 MINUTE CLASSES
I Working with evidence		
Introduction: history and the historian	6 hours	9 classes
The documents-based study	[Additional 8 hours]*	[Additional 12 classes]*
The research study	6 hours	9 classes
II Topics for study		
Standard topic	40 hours	60 classes
	40 hours	60 classes
	40 hours	60 classes
Topic for documents-based study	48 hours*	72 classes*
TOTALS	180 hours	270 classes

Note: The asterisked [*] totals in the Topic for Study box include the asterisked [and bracketed] allocations indicated in the Working with Evidence box.

As indicated in the above table, an additional allocation of time to the topic prescribed for documents-based study is recommended. The reasoning here is that the teaching of this topic provides the primary focus for the development of evidence-handling skills, which are transferable to the study of other topics and to the research study. The extra time devoted to it should yield 'knock-on' benefits when the student is learning about other topics and when the research study is undertaken. For this reason, it is strongly recommended that the documents-based study be undertaken prior to work on the research study.

TEACHING PART I: WORKING WITH EVIDENCE

A. HISTORY AND THE HISTORIAN

WHAT IS HISTORY?

One way of approaching this question is to pose the question to the class for individual response or as a topic for group discussion and definition. The range of definitions will indicate the narrowness or breadth of the class's understanding of how people use the word 'history'.

A number of quotations relating to history can be used to tease out the different meanings attached to the word. The following list contains examples of the key meanings:

History…is, indeed, little more than the register of the crimes, follies and misfortunes of mankind.

Edward Gibbon,
The Decline and Fall of the Roman Empire

We feel in England that we have treated you rather unfairly. It seems history is to blame.

Haines to Stephen Dedalus in James Joyce
'Ulysses'

Human blunders usually do more to shape history than human wickedness.

A.J.P. Taylor,
The Origins of the Second World War

The Thames is liquid history.

John Burns, British Liberal politician

There has been a recent televised debate in Northern Ireland on the theme that 'Irish history will be the death of us'. If 'history' is here used as meaning the past itself, it can well be argued that the consequences of long-standing bitterness and violence will destroy us. But if 'history' is used in its proper sense of a continuing, probing, critical search for truth about the past, my argument would be that it is not Irish history but Irish mythology that has been ruinous to us…

T.W. Moody - *Irish History and Irish Mythology* (presidential address to D. U. History Society, 10-5-1977) included in *Interpreting Irish History* ed. C. Brady 1994 Irish Academic Press

Once the class has developed an understanding of the idea of history as a process of enquiry, their understanding can be enhanced through a preliminary study of the **work of the historian**. The study is preliminary in that many of the issues raised will be developed more fully in the context of work on the documents-based study and on the research study. The three key concepts to be emphasised here are evidence, research and interpretation.

The following grid identifies the main elements to be discussed in considering the concept of evidence:

EVIDENCE			
Terminology	**Varieties of evidence**	**Repositories of evidence**	**Interrogating evidence**
Evidence	Official records	Libraries	Who?
Sources	Institutional records	Archives	Why?
Primary source	Private records	Museums	When?
Secondary source	Newspaper accounts	The web	Where?
Interpretation	Oral evidence	Attics!	What?

One way of approaching the issues raised here would be to present to the class copies of a number of different sources e.g. somebody's birth certificate, a workhouse diet, a letter written by a soldier at the front in World War I and a newspaper account of the sinking of the Titanic. Using the grid above as a guide, one could pose a series of questions as follows:

• *How might this source be used as evidence?*

• *Is it a primary or a secondary source? Explain.*

• *Is it from official or private (or other) records?*

• *Where is such a source likely to be preserved?*

• *Who produced this source? For what purpose? When was it produced? In what circumstances was it produced? What evidence can be deduced from it? How reliable is that evidence likely to be?*

In addressing these questions, students should gain an insight into some aspects of the historian's work e.g. the range of sources from which evidence may be drawn and the manner in which sources have to be interrogated if they are to yield up their evidence.

RESEARCH

To further their understanding of the work of the historian, students will need to be introduced to the main stages involved in historical research. These may be summarised as follows:

1. **Defining** a problem or issue in which the historian has an interest and which is considered worthy of investigation.

2. **Locating sources** - deciding which sources are likely to be useful and determining where such sources are likely to be found; doing the spade work.

3. **Interrogating the sources** - asking the questions that may enable the sources to be used as evidence.

4. **Recording data** - taking a note of any information that seems relevant and important.

5. **Collating data** - drawing the various strands together in a coherent and logical manner.

6. **Making judgements** - drawing conclusions from the evidence examined in a balanced and coherent manner.

These, essentially, are the stages through which the student will eventually proceed when he/she is preparing a research study. At this preliminary level, a basic understanding may be acquired through an exercise such as the following:

The teacher defines an issue or problem for the class to consider e.g. the extent to which the Great Famine had an impact on this district. The class is asked to consider the following questions:

What types of sources would help us to answer this question?

Where would these sources be available?

What questions would we need to ask to get the relevant information from the sources?

The teacher then presents an assortment of data relating to the issue which the class is asked to collate and from which they are asked to draw conclusions to answer the question asked.

INTERPRETATION

Conducting an exercise such as the above also provides an opportunity to introduce issues relating to the interpretation of evidence: issues such as bias, objectivity, balance, and how new evidence or new insights can lead to new interpretations.

The following questions might be posed to the class in the context of the above exercise:

Is there any bias evident in my selection of sources? Is there any bias evident in the sources themselves?

What demands does the principle of objectivity make on us here? Do we have an adequate range of sources to ensure a balanced account?

Do we understand why our conclusions cannot be definitive but only provisional?

The exercise can also be used to illustrate the centrality of change to historical study.

If the exercise has focussed on the Great Famine, questions can be raised about its impact on human life, human institutions and cultural traditions. The need to delve deeper and examine more closely will soon become evident. This will serve as a useful 'jumping off' point for moving on to the first of the topics for study.

B. THE DOCUMENTS-BASED STUDY

Broadly speaking, the topic chosen for the documents-based study should be taught in the same manner as the other subjects. More time, however, should be devoted to the use of primary sources, particularly in the teaching of the case studies. It is for this reason that an increased allocation of time is recommended vis-à-vis the other topics being taught. [See section on Topics for Study.] This section will concentrate on strategies that can be applied in working with sources in the classroom.

The first step for the teacher is to choose the sources to be used with her/his class. Where a textbook is being used, it is likely to contain a selection of sources; other sources may derive from internet websites, CD ROM collections, local newspaper archives etc. In selecting sources for use in the classroom, a number of factors need to be borne in mind by the teacher, e.g.

- Reading level (and/or, in the case of visual sources, level of visual literacy required) – If students are to engage with historical sources, the manner and matter of what is presented is of critical importance. Official documents, for example, can present particular difficulties but can be made more 'user-friendly' through the provision of a glossary of terms and/or notes to explain the context. Editing of sources may sometimes be necessary, but care should be taken to ensure that there is no distortion of meaning or change of emphasis as a result.

- Suitability – The purposes for which a source is to be used need to be clear in the teacher's mind. On one level, sources may be chosen to help to develop students' knowledge and understanding of some aspects of the topic being studied e.g. photographs of the Eucharistic Congress in Dublin in 1932 could be used to illustrate the extent of mass participation and the devout demeanour of participants. On another level, sources play a key role in the development of critical skills.

If the desired learning outcome is that students should be able to *'Look at a contentious or controversial issue from more than one point of view'*, then, that has clear implications for the selection of appropriate sources. A case study such as the 'Coleraine University controversy' clearly requires that sources be chosen to illustrate a number of perspectives on the issue in question.

- Classroom activities – How are the sources to be used in the classroom? Will students work in groups? Will all students be given the same sources? Will sources be used as the basis for role-playing? To what extent will the teacher 'play God' at the end of the exercise?

- Assessment – What modes of assessment will I be using to determine the extent to which the relevant learning outcomes are being achieved?

As the syllabus makes clear, the 'documents' to be used in the terminal examination may be either visual or written, and written' is defined as including transcripts of radio and T.V. interviews and oral testimony. While the set of questions outlined on pages 11-12 above can be applied to any type of historical source, it may be helpful to examine in more detail how different types of sources can be analysed. The approaches outlined in the pages that follow[1] are not just applicable to the documents-based study but are of relevance to all work with sources, including the research study.

[1] Permission to draw on the work of Dr. Robert Stradling in his book, Teaching 20th-century European history (Council of Europe Publishing, 2001), is gratefully acknowledged.

AN APPROACH TO THE ANALYSIS OF WRITTEN SOURCES

The approach set out below moves from straightforward description of the source and what it contains to interpretation and critical evaluation and, beyond that, to the wider context of prior knowledge and possible future research. Not all of the questions posed will apply to every source.

DESCRIPTION	
What sort of written source is it?	*An eyewitness account? A letter? An official report? An extract from an autobiography?*
When was it written?	*Is a date given? Was it written at the time of the event(s) described or subsequently?*
Who wrote it?	*Is the writer named? Are we familiar with the name?*
Why was it written?	*Was it a report to government? A newspaper article? A letter to a friend?*
What are the main points made by the writer? Are there people or events mentioned with which you are unfamiliar? Are there words that you don't understand?	*Comprehension must precede analysis.*

INTERPRETATION	
Is this a primary or a secondary source?	*Was the writer an eye-witness? Was the document written at the time the event occurred or days, weeks, months or years later?*
Do we know how the writer got the information contained in the document?	*Are there any relevant clues in the document itself?*
Does the account of what happened seem reliable?	*If so (or not), what clues in the text seem to indicate this?*
Does the writer appear to have any ulterior motive?	*e.g. self-justification? To please or annoy the person receiving the document?*
Does the writer express a point of view?	*Is the writer simply describing something that has happened or does the document also contain personal opinions or conclusions?*
Is the writer biased in any way?	*Is the writer trying to give an objective and balanced account of what happened? Are there any phrases that indicate a bias for or against any group, individual or viewpoint?*

WIDER CONTEXT	
Does the evidence in this document support or contradict prior knowledge acquired from textbook or other sources?	*If the evidence conflicts with other evidence, how can this be explained?*
Are there any gaps in the evidence that make it difficult to come to conclusions?	*e.g. missing names or dates?*
What other sources could be used to fill in gaps in the evidence or to counter-check the account and/or the interpretation provided in the document?	*An account by an historian who had studied a wide range of primary sources?*

The following source is provided to give teachers the opportunity to apply the approach outlined above to a practical example. The source refers to the presence of Martin Luther at Worms in 1521.

SOURCE A

April 25

I cannot tell you how much favour he [Luther] enjoys here, and which is of such a nature that, on the Emperor's departure and the dissolution of the Diet, I suspect it will produce some bad effect, most especially against the prelates of Germany. In truth, had this man been prudent, had he restricted himself to his first propositions, and not entangled himself in manifest errors about the faith, he would have been, I do not say favoured, but adored by the whole of Germany. I was told so at Augsburg by the Duke of Bavaria and many others, and I see the same by experience.

April 26

Luther is a man who will not relinquish his opinion, either through argument fear or entreaty … He has many powerful partisans who encourage him, and against whom no one dares to [proceed] … His books are sold publicly in Worms, although the Pope and the Emperor, who is on the spot, have prohibited them.

From the dispatches of Gaspar Contarini, the Venetian ambassador, 1521 – this version taken from Andrew Johnston (1996), *The Reformation in Europe (history at source)*, Hodder and Stoughton.

SOME APPROACHES TO THE ANALYSIS OF VISUAL SOURCES

Paintings, cartoons, photographs and other visual sources play a major role in shaping our image of the people and events of the past. From Cranach's portraits of Martin Luther and Holbein's portraits of Henry VIII to modern photographs of Adolf Hitler and John Fitzgerald Kennedy, our impressions of public figures are greatly influenced by the visual image. Certain images are widely used to encapsulate significant episodes in history e.g. the 1557 woodcut of Luther burning the Papal Bull, a photograph of the tearing down of the Berlin Wall in November, 1989. However, we can be easily misled if we fail to subject such sources to the same kind of scrutiny and analysis as other historical sources. Few paintings or photographs of historical significance are 'neutral'; the techniques employed (such as the angle or the use of light) will influence our interpretation of what we see. Historical cartoons usually represent a particular viewpoint. Learning how to 'read' or interpret such images will enhance a student's historical understanding.

The following are some of the ways in which visual sources may be used in an analytical way in history teaching:

- Use paintings or photographs to study such aspects of society and economy as work practices, family life, recreation, dress and the roles of women.

- Where appropriate, use photographs to trace developments over the timeframe of a topic.

- Take a very detailed painting or photograph with identifying references (such as date and caption) removed. Dividing the picture into sections (e.g. by placing a transparent grid over the picture), ask students to describe in detail what they see in each section of the picture. Then, using their detailed descriptions, set them a series of questions about the picture e.g. What period is it? Where is it? What time of year is it? In each case, they should list the clues they have used and explain their reasoning.

- Cartoons are often best used at the end of work on a topic when students have the knowledge to help them recognise and decipher the clues in the cartoon. The work may focus on the cartoonist's intentions and/or the message he/she is trying to convey.

In the course of their work with visual sources, students should become aware of the nature and distinguishing characteristics of different visual representations of the past e.g.

- Photographs that have been preserved for the historical record are not just 'slices of life' but have undergone an intensive process of selection, from the photographer who made decisions about the composition of the image to the archivist who decided it was worth preserving.

- Photographs are easily edited: the well-known example of Trotsky's image being removed from official photographs is a case in point although the manipulation of photographs goes way beyond such blatant, propagandistic censorship.

- Paintings may have been commissioned to present a particular image of the subject.

- The painter's stance towards her/his subject matter will always influence how we see the picture.

- Aesthetic and other artistic (and propagandistic) considerations will frequently have taken precedence over the accuracy of a painting as a social document or record of life 'as lived'.

- Cartoonists are not concerned with presenting a balanced view. To present their point of view in a lively, humorous (and, sometimes, polemical) manner, they rely heavily on exaggeration and caricature.

- Cartoonists usually make assumptions about the reader's/viewer's background knowledge. Students need to work out what these assumptions are if they are to grasp the meaning of the more subtle and complicated cartoons.

- To engage effectively with their intended audience, cartoons must follow local and contemporary conventions about what is and what is not acceptable for caricature and satire. However, such conventions change over time and vary from country to country.

The two grids that follow illustrate an approach to the analysis of historical photographs and cartoons. Elements of the two frameworks could be applied to the analysis of historical paintings. As with the analysis of written documents, the approach moves from description to interpretation to the wider context.

In each case, a sample has been provided so that teachers can apply the approach in a concrete and practical way.

HISTORICAL PHOTOGRAPHS

Description

Describe what you can see in the photograph.   *Describe the people and what they are doing and/or the objects shown.*

Interpretation	Evidence?	How sure are you?
What do you think is happening here? Who are/what are the people? (or objects?) When, or on what occasion, do you think it was taken? Does it look posed or natural?		

WIDER CONTEXT

What other sources would help you to check your conclusions about this photograph?	
What do you already know about the events surrounding the scene in this photograph?	
Has the photograph raised any questions to which you would like answers?	

SOURCE B

Photo: Imperial War Museum

Note on photograph:
This photograph was taken during the Teheran Conference, 1943.
The occasion was the celebration of Mr. Winston Churchill's 69th birthday.

HISTORICAL CARTOONS

DESCRIPTION	
Describe exactly what you see in the cartoon.	Describe the characters portrayed. How are they dressed? What are they doing? Are they realistically drawn or exaggerated? (If exaggerated, in what ways?) Describe objects depicted. Describe the background, foreground etc.

| Interpretation	Evidence?	How sure are you?
Do you recognise any of the characters? If they are based on real people, name them and their positions at the time the cartoon was drawn		
Check the year and date of publication. To what event or issue is it referring?		
What do you know about the event/issue?		
What does the caption mean? Is it meant to be humorous or ironic? If so, in what ways?		
Can you identify any symbols or stock figures that the cartoonist is using (e.g. Uncle Sam)?		
Are the characters drawn in a positive or negative way? Is the cartoonist's depiction flattering or critical?		

WIDER CONTEXT	
What other historical sources would help you to check your conclusion about this cartoon? How effective is this cartoon in achieving its purpose? Has the cartoon changed your interpretation of the event, issue or persons to which it refers?	

SOURCE C

THE RIVALS.
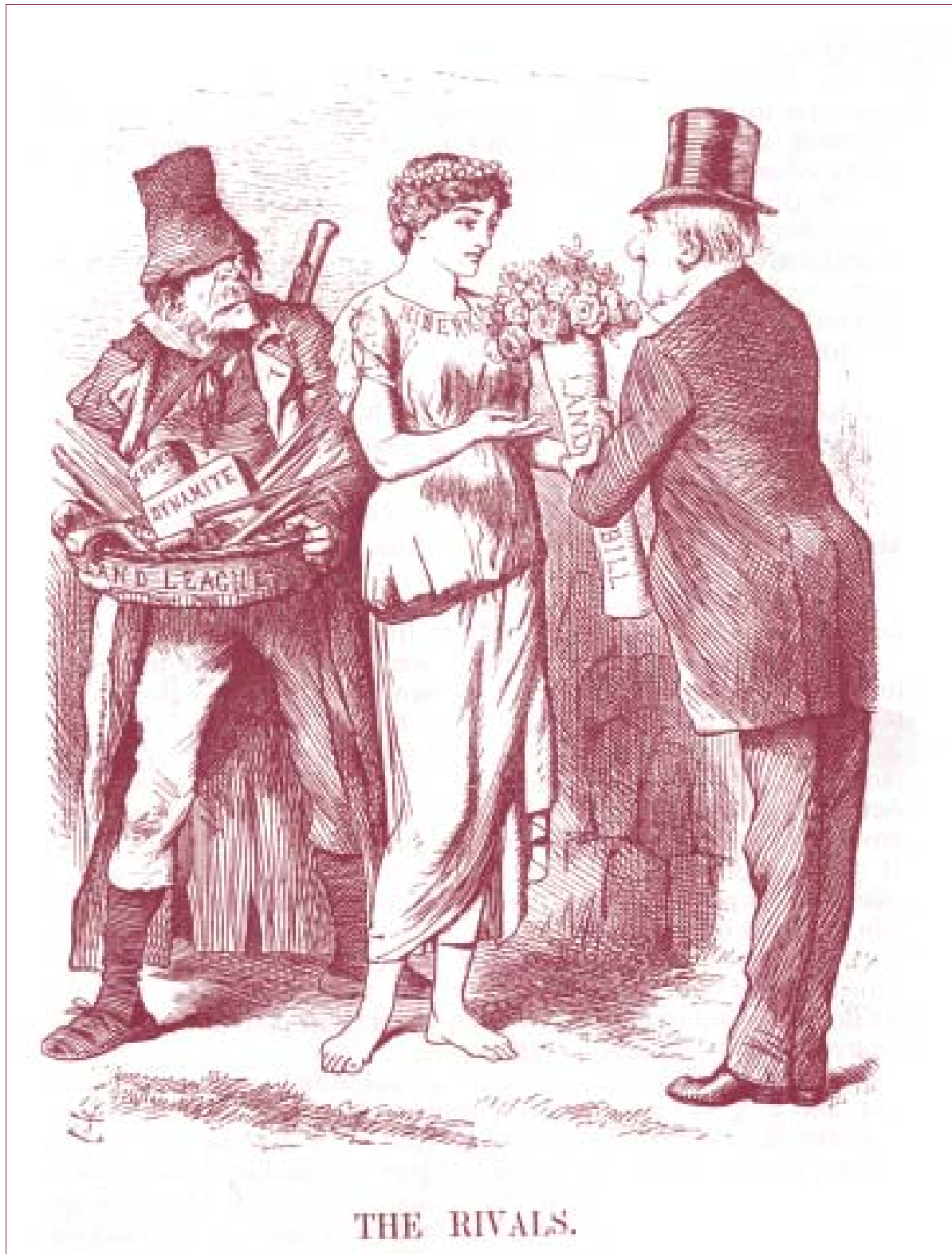
Note on cartoon: A *Punch* cartoonist's view of Gladstone's 1881 land bill.

AN APPROACH TO THE ANALYSIS OF ORAL EVIDENCE

In the course of their study, it is likely that students will encounter some examples of oral testimony. Indeed, it is highly desirable that they should do so. Current interest in oral testimony springs partly from a growth of interest in 'history from below' i.e. the testimony of ordinary people whose perspectives are often missing from the historical record. It can also open up new avenues of investigation where government policy limits the release of archival material. Some museums (such as the Irish Labour History Museum in Dublin and the Imperial War Museum in London) now have archives of oral testimony.

Although it has received renewed emphasis in recent times, the basic technique of oral history is far from new. Thucydides writes at the beginning of his history of the Peloponnesian War: 'Either I was present myself at the events I have described or else I heard them from eye-witnesses whose reports I have checked with as much thoroughness as possible.' Like other kinds of historical evidence, oral testimony requires a critical approach. Students need to understand that because somebody was present at an event it does not necessarily follow that her/his version is correct. In the passage quoted above, Thucydides goes on to state: 'Not that even so the truth was easy to discover: different eye-witnesses give different accounts of the same events.'

The educational value of working with oral evidence can be considerable:

- oral evidence can give students a sense of the immediacy of experience and help them empathise with people of the past

- oral evidence can give students unique access to the perspectives of ordinary people

- working with oral evidence can provide many opportunities for the development of enquiry skills and communication skills.

The grid that follows illustrates an approach to the analysis of oral evidence. As with the analysis of written and visual evidence, the approach moves from description to interpretation to the wider context.

DESCRIPTION

What sort of person is speaking?	*A participant or eye-witness? A rich or poor person? A wielder of power or an ordinary working person? Male or female? Adult or child?*
What kinds of statement is the speaker making? Is the speaker talking about what happened or why it happened?	*Straightforward description? Attempted explanation of events? Expression of opinions?*
Is the speaker simply responding to questions or attempting to tell a story?	*If the speaker is responding to questions, do we know what questions were asked? If the speaker is attempting to tell a story, what are the main points of the story?*
Is the speaker talking about recent events or events earlier in her/his lifetime?	*Is the speaker relying on her/his memory or is there any reference to notes, diaries or other such prompts? Are we more inclined to doubt the speaker if the events happened a long time ago?*

INTERPRETATION

What do we know about the process through which this evidence was created?	*What is the interviewer's agenda? An impartial search for the truth? A selective trawl to support a premise?*
Is the speaker trying to answer the interviewer's questions seriously?	*Is the speaker being evasive? Is the speaker trying to please the interviewer or the intended audience?*
Is the speaker trying to justify her/his actions or the actions of another?	*Do the speaker's responses appear to be defensive or self-serving?*
Can you detect any biases or prejudices?	*If so, what words or phrases convey this?*

WIDER CONTEXT

What other sources could be used to cross-check the evidence provided by the speaker?	*Oral evidence from someone outside the milieu of the speaker? Government records? Newspaper reports?*

The following extract is taken from the report of the Devon Commission which heard oral evidence from Irish rural dwellers in 1844. In the extract, James Carey, a labourer with six children, answers questions about his family's diet. Many, though not all, of the questions outlined in the above approach may be usefully applied to this important transcript of oral evidence.

Q: How many meals a day have your family generally?

Carey: Three.

Q: Take breakfast – what do they have for breakfast?

Carey: Potatoes and milk, unless we chance to buy a hundred of meal, then they have stirabout when the potatoes get bad.

Q: Have they stirabout generally for breakfast?

Carey: No, only now and then; at times we get potatoes for them and a sup of milk.

Q: Do you always have milk?

Carey: No, the cow is sometimes in calf.

Q: What do you do then?

Carey: Eat them dry.

Q: Do the children ever get a herring or anything of that kind?

Carey: Yes, when we have a penny to buy it, or a sup of gruel to take with the potatoes.

Q: Do you ever get any butter?

Carey: No.

Q: How often a year do you get meat?

Carey: We never get meat except a bit at Christmas, that would last for a week. We may chance to buy a half a pound of bacon on market day and dress a bit of greens with it and fry it.

Quoted in M.E. Collins, (1972) Ireland Three, Educational Company of Ireland.

C. THE RESEARCH STUDY

The allocation of class time to the research study is intended to enhance the role of the teacher as facilitator and initial arbiter of the study and to encourage greater consistency and quality in satisfying the criteria set out in the syllabus. While the bulk of the students' work in researching and reporting will be conducted outside of the classroom, the quality of that work will be partially dependent on their understanding of the criteria presented and discussed in the classroom. While individual students will work on discrete subjects, the same broad criteria and procedures apply to all and are best addressed on a class basis before any individual work is undertaken by students.

The teacher may wish to begin by highlighting some of the obvious merits of the research study process e.g.

- the student is given the opportunity to engage in a measure of self-directed learning, where s/he has considerable freedom in choosing a subject about which she/he is genuinely enthused

- the research skills developed through the study are transferable skills which are likely to be vocationally useful whether or not the student continues with the study of history

- since the research study report is being pre-submitted, the emphasis is on research skills and quality of reporting rather than recall.

Since a large number of students are likely to conduct their research using the facilities of a library, a visit to the local library or class visit by a local librarian is recommended during one of the class periods assigned to the research study. Such a visit can serve a number of useful and instructive purposes, e.g.

- Students who are not in the habit of frequenting a library can be introduced to the layout of a library, the manner in which books are classified and how to search the library catalogue. For many, this will be an 'ice-breaking' exercise that will act as a fillip to their own efforts at research.

- Students can be introduced to specialised collections such as the local studies collection and be made aware of the potential they provide for studies of the local area.

- Students can be made aware that libraries are not self-contained units but part of a wider network and that books not available in their own library may be obtained from another library through an inter-library loan.

- Students can be made aware of other services that libraries provide, such as photocopying and on-line sessions.

THE OUTLINE PLAN

The first step in the process for all students is to prepare their outline plan. The plan requires the student to perform a number of specified tasks. Each student is required to:

• define the proposed subject of study

• justify the proposed subject of study

• identify the aims of the study

• identify the intended approach

• identify the sources to be consulted.

In order to help students to complete the above tasks, a check-list of questions such as the following may be useful:

• *is the subject I have chosen historically significant?*

• *is the focus of my proposed study a narrow one or is it too broad to allow in-depth investigation?*

• *is my proposed title clearly defined?*

• *are my proposed sources primary or specialist secondary (i.e. not a standard school textbook)?*

• *have I explained clearly how I intend carrying out my research?*

• *have I given enough information to establish the authenticity of my sources and/or the evidence drawn from them?*

Another question will need to be considered by Higher level students:

• *Since I am expected to 'show understanding of the broader historical context of research findings', have I taken this into account in my choice of subject?*

As indicated on page 15, the student should not undertake substantive work on the study until the teacher has approved the outline plan

EVALUATION OF THE SOURCES

Once the student's work on the study is underway, the degree of engagement with the sources will be of key importance. In all cases, the sources should be interrogated by the student i.e. the student should prepare a list of questions to which it is hoped the source will provide answers. In this way, the student will be better fitted to fulfil the criteria set down in the syllabus, viz.

• to indicate the relevance of the sources to the subject of the study

• to comment on the strengths and weaknesses of the sources.

The approaches set down on pages 26-32 for the interpretation of written and other sources should be applied in determining the strengths and weaknesses of sources.

EXTENDED ESSAY

The extended essay has two very clearly defined functions:

- it sets down the main findings and conclusions arrived at by the student

- it includes a review of the process undertaken and how useful that process was in achieving the aims laid down in the outline plan.

A table such as that below may be of assistance to students in determining the shape and content of their extended essay:

What are my main findings? What have I found out about the subject of my study in accordance with the aims set out in the outline plan? What new knowledge or new insights do I have?	
What conclusions have I arrived at as a result of what I have found out? What is the evidence on which I base these conclusions?	
What stages did I go through in trying to achieve the aims of the study? Do I have a clearer idea now of what historical research involves?	
How useful was the research I carried out in helping me to achieve the aims of the study? Do I regard the research carried out as useful and productive? Has the process given me greater confidence to undertake further research in the future?	

Structurally, and to ensure overall coherence, the essay should have

1. An introduction   2. A line of logical reasoning   3. A conclusion

In monitoring the preparation of their students' extended essays, teachers will need to be aware of the appropriate learning outcomes and to encourage their students' ability to

- show understanding of the role of evidence in the writing of history

- display an awareness of objectivity in their own writing by striving to be fair-minded and unbiased

and in the case of Higher level students

- recognise the provisional nature of historical knowledge (where appropriate)

- show understanding of the broader historical context of research findings.

TEACHING PART II: TOPICS FOR STUDY

A PRELIMINARY COMMENTARY ON THE LAYOUT OF TOPICS

• Each topic has specified date parameters. These parameters are essentially indicative since the past does not lend itself to neat divisions and mathematical exactitude. Nevertheless, the parameters are intended to help define the material to be covered. Typically, the time period of a topic is 50-70 years; however, some topics have a longer or shorter time frame where this is required by reasons intrinsic to the topic.

• Students are not required to study every significant development within the date parameters but only those which feature in the listed elements. The breadth of coverage which a study of the elements entails is balanced by the in-depth coverage of the case studies.

• The perspective headings under which the elements are arranged are included in each topic to ensure a wide-ranging approach to the study of the past. The arrangement of elements does not preclude a chronological approach to the overall teaching of the topic; however, some aspects – such as economic trends and changing social patterns – may require discrete treatment over the whole time span of the topic.

• The three case studies listed for each topic involve in-depth investigation of particularly significant or representative aspects of the topic. The in-depth approach affords an opportunity to work with sources in a structured manner within a contextual framework. While this applies to all the topics for study, it is recommended that the topic prescribed for documents-based study should receive an extra allocation of time (an additional 8 hours or 12 classes is recommended) and that this time should be used for structured source-based work. It should be noted that work on the case studies has a crucial role to play in the achievement of many key syllabus objectives e.g

- understanding of procedural concepts
- recognition of the nature of historical knowledge
- development of evidence handling skills.

• Ten key personalities are listed for each topic. None of the lists is intended as a definitive statement of the ten most important figures for the topic in question. All of those included have relevance to listed elements. The lists are not intended as additional elements; rather, they are intended to identify people a student should encounter as a matter of course in their study of the elements. They are also intended to assist Ordinary level students in finding a pathway through the elements.

• Key concepts are listed for each topic. Again, the lists are not intended as additional elements: they are specified to identify concepts a student is likely to encounter in their study of a topic. In many cases, they are 'gateway' concepts that will help a student to find a 'way in' to engagement with the main issues of the topic. They are also intended to facilitate differentiation between Higher and Ordinary level students.

TIME MANAGEMENT AND THE TEACHING OF THE TOPICS

It is anticipated that the number of class periods to be allocated to the teaching of a topic will be in the range 54-60. The set of elements listed under each perspective heading should have a reasonable allocation of time: a minimum of sixteen classes is recommended but an allocation of 18-20 classes is likely to be more typical. Case studies should account for something in the region of one quarter of the overall time allocated to the topic.

RECOMMENDED APPROACHES TO
THE TEACHING OF THE TOPICS

The teaching approaches outlined below are not intended as discrete and opposing strategies. (There are, indeed, significant areas of overlap between the five approaches.) Rather, it is hoped that teachers will tailor different elements of the approaches described to suit their own personal circumstances, the abilities of their students and the particular demands of each specific topic that they are teaching.

A: AN ENQUIRY-FOCUSED APPROACH – RATIONALE

There are sound educational and historical reasons why one should structure one's teaching around a set of questions that relate to the major themes and issues of a topic. Carefully framed questions can arouse the curiosity of students and focus attention on matters of key importance. They should also serve to highlight the syllabus emphasis on enquiry as the basis of all historical learning. In attempting to provide answers to enquiry questions, the importance of supporting evidence also becomes apparent to students.

FORMULATING QUESTIONS

Let us take as an example Topic 1 in Irish history from the Later Modern field of study: **Ireland and the Union, 1815-1870**. The topic might be introduced by posing an overarching question or a series of questions that introduces students to the central concerns of a topic. An obvious, overarching question here might be framed along the following lines:

• *Between 1815 and 1870 how significant a factor in Irish affairs was the political union?*

or

• *What was the impact on Irish life of the political union between 1815 and 1870?*

A number of visual overheads or videotaped extracts can be used in an introductory class to introduce such aspects as the flying of the Union Jack over public buildings, the social scene at Dublin Castle, the Irish presence at Westminster and the reception given to royal visitors. What students see in the pictures may be used to provoke a set of ancillary questions that will help to frame the approach to the topic, e.g.

• *How was the country ruled under the Union?*

• *How much opposition was there to the way the country was ruled under the Union?*

In outlining the elements to be covered, a further set of questions may be posed by the teacher, either at the introductory stage or as the work progresses, e.g.

• *What was the impact of Daniel O'Connell on Irish affairs?*

• *Why did some Irishmen advocate the use of physical force for political ends?*

• *How were society and economy affected by Ireland's membership of the Union?*

• *How effective was the government's response to the threat of famine?*

• *To what extent was the famine a watershed in the history of the period (and/or in the history of Ireland generally)?*

• *What were the main causes of sectarian tensions during the period?*

or

• *To what extent did cultural and religious developments fuel sectarian tensions during this period?*

• *Did the political union have any significance for creative artists, writers and scientific and technological innovators?*

Student activities

Some of the above questions lend themselves to whole class work; others provide good opportunities for group work and comparative analysis. For example, the teacher might choose to address the question, '*How was the country ruled under the Union?*' to the class as a unit on the basis that the response is essentially one of finding out information. A textbook can be used to identify the main features of government, politics and administration during the period. The completion of tables can be a useful learning and/or teaching tool for such work e.g.

IRELAND IN 1815

Name of state:

Head of state:

Head of government:

Centres of power

in London:

in Dublin;

DUBLIN ADMINISTRATION

Monarch's representative:

Government member:

Head of civil service:

LOCAL ADMINISTRATION

Towns:

Counties, Poor Law unions:

Roads etc.:

Poverty:

On the other hand, the question '*How much opposition was there to the way the country was ruled under the Union?*' provides an opportunity for group work and source analysis. As a preliminary exercise, the class could be divided into groups and given a range of sources to help them decide on their initial response. The group might be given a sheet with the question on top and three categories of response below. The sheet might be laid out as follows:

How much opposition was there to the way the country was ruled under the Union?		
Much	A little	None at all

The group discusses which of the three columns is most appropriate for each source and which answer is most supported by the evidence.

The exercise can only result in a very tentative answer (or set of answers) which will be tested as the appropriate elements of the topic are studied. However, the exercise can help to establish some of the key principles set down in the objectives e.g.

• If the same set of sources is given to each group and different conclusions are arrived at, this can illustrate how a body of evidence may be interpreted differently by different historians.

• If different sources have been given to each group, this can be used to illustrate how historical judgements depend on the available evidence.

If the questions posed are to engage the interest of students they are best introduced by a 'hook' or attention-grabber. In the case of the question, '*What was the impact of Daniel O'Connell on Irish affairs?*' this might take the form of political cartoons and/or ballads showing opposing views of O'Connell and his influence. Insofar as is practicable, and particularly with sensitive or controversial issues, a range of perspectives should be provided so that students may realise such syllabus objectives as developing the ability '*to look at a contentious or controversial issue from more than one point of view*'. The presentation of a range of perspectives is of particular importance when dealing with the case studies.

THE CASE STUDIES

To familiarise students with the different perspectives on an issue, a variety of source materials should be examined when dealing with a case study. e.g.

Case study	Types of sources	Different perspectives
Private responses to Famine, 1845-1849	Private papers, government papers, newspaper comments, historians' comments	Complimentary, critical, evaluative
The campaign for Catholic Emancipation, 1823-1829	O'Connell's papers, government papers, newspaper reports, political cartoons, political ballads, historians' comments	O'Connell's, government's, supporters', opponents', evaluative
The Synod of Thurles, 1850, and the Romanisation of the Catholic Church	Official proceedings, government papers, newspaper comment, historians' comments	Catholic leaders', Catholic laypersons', government's, other church leaders', evaluative

Appropriate questions to be used here to introduce the work on the case studies might include the following:

What sources are most helpful in telling us about the range of private responses to the Famine?

To what extent was the successful campaign for Catholic Emancipation a personal achievement of O'Connell's?

How significant was the impact on the Catholic Church in Ireland of the Synod of Thurles, 1850?

DIFFERENTIATION

For the most part, the same work can be undertaken with students regardless of the level they are likely to take in the terminal examination. However, the wording and intent of shared key questions should be clear to all students; for the more able student, questions may be 'expanded' to test higher thinking skills. For example, the following question could be explored by all the students in a class, *'What were the main causes of sectarian tensions in Ireland during this period?'* while Higher level students might focus on the question of *'To what extent did cultural and religious developments fuel sectarian tensions during the period?'*

ASSESSMENT

As the work on a topic progresses, it will be appropriate to set some source-based questions, particularly in relation to the case studies. (See the assessment guidelines for an example of a documents-based question on the case study, *Dublin 1913 – Strike and lockout*.) The key questions will provide the basis for written exercises as the work on a particular set of elements is concluded. The manner in which such exercises are phrased should reflect the language level of the group for which they are set. Answers should be variable in length, depending on such factors as the scope of the question set and the evaluative element (if any). At the conclusion of a topic, some sort of overarching question (or questions) should be set so that the student takes away a meaningful overview of the topic. Some examples of useful questions follow:

Why was the period 1815-1850 a time of economic crisis in Ireland?

What changes in Irish society and economy were either caused or accelerated by the Famine?

What are the main ways in which new technologies had an impact on Irish society and economy between 1815 and 1870?

Why did Belfast grow faster than Dublin during this period?

Compared to the role of the Viceroy, how important was the role of the Chief Secretary in the ruling of Ireland during this period?

How much of the credit for the success of the campaign for Catholic Emancipation in 1829 does Daniel O'Connell deserve?

Why did O'Connell succeed with the campaign for Emancipation and fail with the campaign for Repeal?

Why were the Fenians heroes to some and villains to others?

How important was the role of Cardinal Paul Cullen in creating a stronger Catholic Church in Ireland?

Why do the life and writings of William Carleton provide an interesting case study for students of this period?

To what extent did evangelical preachers influence the development of Irish Protestantism between 1815 and 1870?

Between 1815 and 1870, in what ways did the political union have an impact on the everyday lives of people all over Ireland?

Some of the above questions are suited to individual answering by students and will form part of the preparation for the eventual terminal examination. However, some are more suited to group work and class debates where the emphasis is on interrogation of evidence and the forming of judgements based on an evaluation of evidence. For example, the question, *'How much of the credit for the success of the campaign for Catholic Emancipation in 1829 does Daniel O'Connell deserve?'* provides much opportunity for classroom debate and group evaluation of evidence. By engaging in such exercises, students are enabled to fulfil one of the key objectives of the syllabus viz. to develop the ability to *'think critically by making judgements based on an evaluation of evidence.'*

B: A MULTI-PERSPECTIVE APPROACH

RATIONALE

A multi-perspective approach can help students to grasp some of the key points that underlie the syllabus objectives, e.g.

- that there is not necessarily one correct version of a particular historical event

- that the same historical event can be described and explained in different ways depending on the standpoint of (for example) the eye-witness or historian

- that the same piece of evidence may be interpreted differently by different historians

- that few historical sources of evidence can be deemed to be totally impartial and that the context in which they were produced must always be taken into consideration.

TEACHING IMPLICATIONS

Firstly, the teacher will need a range of texts or other sources that display different perspectives on the historical phenomena under investigation. Secondly, the teacher will need to direct students in identifying similarities and differences in the accounts. If students are to understand particular viewpoints on an historical episode, they will need to be provided with a context i.e. where the holders of a particular viewpoint are 'coming from'; what their political, economic, social or cultural circumstances are and what are their specific objectives and priorities. Thirdly, the teacher will need to assist students in relating one perspective to another so that a more rounded and complete picture emerges. While the approach involves exposure to different perspectives, it also involves the development of analytical skills and a way of thinking historically that is always conscious of alternative viewpoints.

EXEMPLAR

Let us take as an example Topic 5 in the history of Europe and the wider world from the Later Modern field of study: **European retreat from Empire and the aftermath, 1945-1990**. Here, there are clearly two broad perspectives or viewpoints that permeate the whole topic viz. that of the coloniser and the colonised. In the case of a number of elements, a broader range of perspectives applies e.g. in the element, 'British withdrawal from Palestine and origins of Arab-Israeli conflict', the British,

Arab and Israeli perspectives are obviously of key importance. Indeed, 'Arab' here is plural in that one is referring not only to the Palestinian Arabs but also to those surrounding Arab states which were drawn into the conflict. The perspectives of France and the USA are also relevant.

The main focus of the topic from the political and administrative perspective is the withdrawal of European powers from an imperial role in Asia (with a particular focus on India, Indochina and the East Indies), Palestine and Africa (with a particular focus on Algeria, Nigeria, the Congo, Tanzania and Angola) and their subsequent relations with their former colony or mandate. The two European powers that feature most prominently are Britain and France.

The first set of elements refers to European retreat from empire in Asia and subsequent relations between the formerly colonising and colonised powers. The related case study examines 'British withdrawal from India, 1945-1947'. While students will need to be made aware of the parallels and dissimilarities between the situation in the Indian sub-continent and that in Indochina and the East Indies, the multi-perspective approach applied to India can be applied to the other areas, albeit in a less detailed way. The following are examples of source extracts that could be used in dealing with British withdrawal from India and the consequent establishment, as independent states, of India and Pakistan:

BRITISH PERSPECTIVE

The Indian Independence Bill … received the royal assent on the 18th [July]. The effect on India was magical; confronted for the first time with real responsibility, realizing that Parliament meant what it said and that the future of the country lay in their own hands, political India came to rapid conclusions. The inevitability of partition was accepted by the Indian National Congress; the … regrettable consequence, the division of Bengal and the Punjab, was agreed to… Regrets there must be at the passing of the miracle of British rule in India.…

Sir Stanley Reed, (1952) *The India I Knew, 1897-1947* Odhams Press.

CONGRESS PARTY PERSPECTIVE

…We end today a period of ill-fortune and India discovers herself again. The achievement we celebrate today is but a step, an opening of opportunity, to the greater triumphs and achievements that await us… We think also of our brothers and sisters who have been cut off from us by political boundaries and who unhappily cannot share at present in the freedom that has come. They are of us and will remain of us whatever may happen.…

Jawaharlal Nehru to Constituent Assembly, 14 August, 1947.

[Source: Brian MacArthur, ed. (1999 second revised edition) *The Penguin Book of Twentieth Century Speeches.*

MUSLIM LEAGUE PERSPECTIVE

Now, if we want to make this great State of Pakistan happy and prosperous we should wholly and solely concentrate on the well-being of the people … If you will work in co-operation, forgetting the past, burying the hatchet, you are bound to succeed … in course of time … the Hindu community and the Muslim community … will vanish … You are free; you are free to go to your temples, you are free to go to your mosques or to any other place of worship in this State of Pakistan … We are starting with this fundamental principle that we are all citizens and equal citizens of one State.

Muhammad Ali Jinnah, on his election as first President of the Constituent Assembly of Pakistan, 11 August, 1947.

[As quoted in Akbar S. Ahmed , (1998) *Jinnah, Pakistan and Islamic Identity* Oxford University Press.

Questions such as the following could be used to draw attention to the different assumptions and perspectives of the three people quoted:

- *Based on the evidence of the extracts, is it likely that Nehru and Jinnah shared Sir Stanley Reed's regret at 'the passing of British rule in India'?*

- *Why, do you think, did Nehru place emphasis on 'the greater triumphs and achievements that await us'?*

- *Why did Jinnah talk about the need to 'work in co-operation, forgetting the past, burying the hatchet…'?*

In many cases, the context in which particular comments were made will need to be explained to students. In the above extracts, it is helpful for students to know that Sir

Stanley Reed was editor of 'The Times of India' from 1907 to 1923 and a Conservative M.P. at Westminster from 1938 to 1950; that Jawaharlal Nehru was at the forefront of the struggle for Indian independence from 1919 to 1947, spending nine years in gaol; and that Muhammad Ali Jinnah realised the importance of tolerance and co-operation, internally, if his geographically-divided state were to survive into the future.

In teaching a topic such as this with its multiple perspectives, starting with the perspectives of the 'others' can help to resist the tendency to present a Eurocentric focus. The shift in emphasis involved in this approach can help to prevent the perspectives of 'foreign' nations or national minorities being marginalised. In dealing with British withdrawal from India, for example, one would start with the perspectives of the Congress Party and the Muslim League; this can help to avoid an undue concentration on the independence struggle as the problem that had to be solved.

In dealing with society and economy, there are also many opportunities to look at developments from a number of perspectives. For example, the policies of Julius Nyerere provoked a range of reactions – both in Africa and in Europe – ranging from admiration and respectful support to derision and outright hostility. Immigration policies in Britain and France had their critics as well as their champions and, frequently, a range of opinion in between. The case study here, 'The secession of Katanga, 1960-1965', examines an episode that provoked a variety of responses and remains controversial. The multi-perspective approach allows the various facets to be considered and weighed in the balance.

The elements relating to culture and religion also provide many opportunities for multi-perspective work e.g. *'Tensions between indigenous culture and colonial culture', 'the Islamic faith in Europe', 'cultural diversity in multi-racial Britain and France'.* Students may come to such elements with pre-conceived notions of their own, and the teacher can play an important role here in helping students to confront and question their own prejudices and to attempt to identify and understand the reasons and the thinking behind the perspectives of those who see things differently from themselves.

HISTORICAL EMPATHY

Historical empathy lies at the heart of the multi-perspective approach. One of the stated objectives of the syllabus is that students should *'be able to look at a contentious or controversial issue from more than one point of view.'* The following are some ways in which students can be encouraged to develop such an approach:

• Taking a cartoon or photograph (from a textbook or other source), students are asked to write captions for it that represent different perspectives.

• Taking a first-hand and (initially, at least) anonymous account of a particular event (e.g. the Suez Crisis, 1956), ask students to identify the point of view and/or country of the author. Ask students to suggest how the event might have been described or interpreted differently by a commentator from one of the other countries that had a key interest in the crisis.

• The teacher or textbook writer produces short 'character sketches' that represent a particular perspective on an issue or event (e.g. with regard to the 'winds of change' in Algeria, a colon, a representative of the FLN, a pragmatist in the de Gaulle mould). Students are asked

to analyse and interpret the sketches based on their study of the issue or event. Such sketches can also form the basis for role-play as discussed on page 52.

CRITICAL EVALUATION

In following a multi-perspective approach, students should be encouraged to critically evaluate their textbooks and other classroom resources. In doing so, they might usefully address such questions as the following:

• *Is it possible to identify the author's own perspective on this topic? What are the clues or references that enable us to do so?*

• *Are there any missing perspectives here that make it difficult to form a rounded version of the events?*

• *Is any bias on the part of the author evident (e.g. in her/his commentary, in the selection of perspectives or evidence)?*

Similar questions could be used in evaluating the content of television documentaries, magazine articles and other such media.

C: THE TEACHING FOR UNDERSTANDING APPROACH

RATIONALE

The 'teaching for understanding' approach makes understanding the key focus for all classroom activities. It provides a framework for the preparation of lesson plans and an evaluation mechanism for the assessment of student performance. It involves the application of five main aspects which are formulated to enhance teacher focus and student understanding. These aspects are as follows:

- *Understanding goals* – The teacher identifies what she/he want students to understand at the end of the lesson or series of lessons.

- *Images and examples* – The teacher uses a range of images, stimulus materials, examples and case studies to assist the students' understanding of particular topics.

- *Prior experience* – The teacher tries to find examples from the students' experiences or past learning which may help to illuminate the topic.

- *New information* – The teacher presents new information in the classroom or the student researches new information, usually outside of the classroom. Where the teacher is presenting new information, an imaginative approach is required to rouse curiosity and sharpen motivation.

- *Understanding performances* – Students are required, by a variety of mechanisms, to express their understanding of the topic. These performances will also help to reinforce student learning and understanding. Typical understanding performances would include the ability to

  - explain in own words

  - identify key issues

  - explain role of key personalities

  - debate or argue from different points of view

  - use evidence evaluation skills on previously unseen sources

TEACHING METHODOLOGIES

A wide range of standard classroom methodologies can be used in the application of teaching for understanding, e.g.

- *Discussion, brainstorming, oral questioning* – Feedback should be recorded and used as a basis for refining understanding.

- *Group work and reporting back* – This is particularly useful when working with sources in the classroom.

- *Worksheets for individual tasks* – These are particularly useful in identifying misunderstanding and gaps in understanding in the case of individual students.

- *Inviting responses to stimulus material* – Stimulus material will often provide the 'hook' to draw students into engagement with a particular topic or aspect of a topic. It may also provide a 'lens' through which students' understanding is clarified and crystallised.

- *Formulation of research objectives* – If students are to conduct a research study in accordance with the stipulated objectives, they need to understand the underlying purpose of the study and the need to set goals that are worthwhile and feasible.

EXEMPLAR

To illustrate the application of the teaching for understanding framework, let us take as an example Topic 1 in the history of Ireland from the Early Modern field of study: **Reform and Reformation in Tudor Ireland, 1494-1558**. An approach to the teaching of the politics and administration elements might be set out as follows:

POLITICS AND ADMINISTRATION

Understanding goals

Students should be able to

- identify the reasons for the dominance of the 8th Earl of Kildare and the manner in which his power was exercised

- explain the reasons for the decline of Kildare power

- identify the measures taken by successive Tudor administrators to extend the royal sovereignty

- explain the significance for future developments of the policies of surrender and regrant and plantation.

Images and examples

Teachers use

- maps to illustrate the nature of Kildare hegemony in 1494 and the changed nature of political relationships by 1558

- pictures of some of the main protagonists so that their separate identities can be more clearly differentiated

- timelines to identify steps in the decline of Kildare power and the extension of Tudor sovereignty

- primary sources to illustrate such concepts as 'surrender and regrant' and 'plantation'.

Prior experience

Teachers

- refer back, as appropriate, to relevant work done in Junior Certificate history

- draw in references to events or personalities that have a local relevance or resonance

- focus on familiar, hackneyed accounts that afford the opportunity to challenge stereotypes and misrepresentation (e.g. the rebellion of Silken Thomas).

New information

Teachers

- provide textual or other resources to clarify and develop understanding of the elements and case studies

- focus attention on personalities and events not previously encountered

- draw attention to conflicts of interpretation (where appropriate).

Understanding performances

Students should be able to   -   present an account of the fortunes of the Kildare family during the period under study

- identify the key steps in the extension of Tudor sovereignty in Ireland up to 1588

- discuss the effectiveness of the main political initiatives up to 1588 and, in particular, the workings of the Plantation of Laois/Offaly.

The above approach can also be applied to the teaching of the society and economy elements and the culture and religion elements. An approach to the teaching of the society and economy elements might be set out as follows:

SOCIETY AND ECONOMY

Understanding goals

Students should be able to   -   understand the role of pastoral farming in the economy of Gaelic Ireland

- discuss the issue of feudal relationships and their significance in the society and economy of Tudor Ireland

- identify the factors inhibiting and the factors encouraging the growth of towns and trade during the period

- understand the significance of the concepts of kinship and family in Gaelic society

- explain the status of women in Gaelic society

- identify the different orders of Gaelic society and discuss the potential for social mobility within that society.

Images and examples

Teachers use   -   pictures illustrative of Gaelic society in the 16th century e.g. pictures from John Derricke's "The Image of Ireland"

- sixteenth century maps to illustrate settlement and land use features (including the growth of towns)

- primary source extracts to illustrate such elements as feudalism and bastard feudalism, towns and guilds, trade, the family and kin.

Prior experience

Teachers   -   refer back, as appropriate, to relevant work done in Junior Certificate History

- draw on knowledge of current pastoral farming practices to highlight different nature of 16th century pastoralism.

New Information

Teachers   -   provide textual or other resources to clarify and develop understanding of the elements and the case study

- focus attention on unfamiliar concepts or terminology e.g. transhumance, bastard feudalism

- draw attention to conflicts of interpretation (where appropriate).

Understanding performances

Students should be able to
- explain the important role of pastoralism in Gaelic society and economy
- discuss the effect of feudal arrangements on society and economy in Tudor Ireland
- identify the factors that hindered and the factors that encouraged the growth of towns and trade during the period
- explain the concepts of family and kin as they applied in Gaelic Ireland
- discuss the status of women under Gaelic law
- identify the different orders of Gaelic society and discuss the prospects for social mobility.

An approach to the teaching of the culture and religion elements might be set out as follows:

CULTURE AND RELIGION

Understanding goals

Students should be able to
- understand the main reasons for the divisions in the pre-Reformation church
- explain the impact on the monastic orders of (a) the Observantine reform and (b) the dissolution of the monasteries
- the impact on liturgy and practice in Ireland of the Reformation under Henry VIII and Edward VI and the Counter-Reformation under Mary I
- the role in Gaelic society of the brehons, bards and annalists.

Images and examples

Teachers use
- primary source extracts to illustrate such elements as the monasteries and their dissolution, the Reformation under Henry VIII, the state of Gaelic culture
- timelines and/or tables to outline the main religious ordinances and regulatory changes brought in by Henry VIII, Edward VI and Mary I
- pictures of some of the main protagonists of religious change to facilitate differentiation of their main policies
- map(s) to help illustrate the limitations on the enforcement of religious conformity.

Prior experience

Teachers
- refer back, as appropriate, to relevant work done in Junior Certificate history
- use local examples (e.g. dissolved monasteries), where applicable
- work from the familiar (e.g. reasons for Reformation under Henry), challenging misinterpretation where appropriate.

New information

Teachers

- provide textual or other resources to clarify and develop understanding of the elements and the case study

- focus attention on unfamiliar elements (e.g. a divided church in pre-Reformation Ireland, the Observantine reform, the work of annalists)

- draw attention to conflicts of interpretation (where appropriate).

Understanding performances

Students should be able to

- identify the main reasons for division in the pre-Reformation church

- explain how the monastic orders were affected by the Observantine reform and by the dissolution of the monasteries

- discuss the progress of the Reformation in Ireland up to the death of Mary I

- discuss the role of the bardic schools in Gaelic Ireland

- explain the roles of brehons and annalists in preserving Gaelic culture.

D: APPROACHING A TOPIC THROUGH THE KEY PERSONALITIES AND KEY CONCEPTS

The key personalities and key concepts have a crucial role to play in assisting students to engage with the main issues and events that are covered in the topic. The integration of these two 'keys' can greatly enhance the student's overall understanding and help to elucidate the teacher's presentation of the elements of a topic. To illustrate this, let us take as an example Topic 4 in the history of Europe and the wider world from the Later Modern field of study, **Division and realignment in Europe, 1945-1992.**

KEY PERSONALITIES AND KEY CONCEPTS

It is important to stress at the outset that the approach to the key personalities should not be equated with the traditional notion of 'biography'. Biographies of well-known figures are generally presented in a particular manner – date and circumstances of birth, childhood, education, adult life, with reference to national and/or international events and an assessment of the person's importance. The presentation of key personalities does not require this degree of comprehensive coverage. Indeed, the view of the historian Lewis Namier may be of relevance here: *'What matters in history is the great outline and the significant detail, what must be avoided is the deadly mass of irrelevant detail.'* The 'significant detail' here is contained in the elements. The key personalities are not to be studied in isolation but, rather, in the context of their contribution as participants in and/or witnesses to the events outlined in the elements.

Equally, it is not intended that the key concepts be studied in isolation. The identification and discussion of a concept should arise from an exploration of the elements and, in many cases, the role in those elements of one or more key personalities. Many of the key concepts are 'gateway' concepts that open the way to an understanding of a set of elements for students, and for Ordinary level students in particular. For Higher level students, their ability to place specific events and trends studied within a contextual framework will be an important indicator of their historical understanding.

INTEGRATING KEY PERSONALITIES AND KEY CONCEPTS

Most, though not all, of the key concepts for this topic can be associated with one or more of the key personalities. The first elements under 'Politics and administration' concern the emergence of a post-World War Europe divided between a communist East and a capitalist West. Several key concepts relate to the new territorial and ideological division e.g. *Cold War, capitalism, communism, Iron Curtain, satellite state, sovietisation. These provide an important contextual framework for such elements as 'major crises of the Cold War'. Through the experiences of two of the key personalities, Nikita Khrushchev and Imre Nagy, the application of the concepts can be exemplified and clarified. The case study, 'The Hungarian Uprising, 1956', provides the opportunity to examine in detail the actions and motivation of these two leaders in an episode that encapsulates many of the themes implicit in the cited concepts.*

When one moves on to the elements dealing with 'emergence of reform movements in Eastern Europe; collapse of Soviet Union; fragmentation and realignment in Europe', the figure of *Mikhail Gorbachev* assumes particular significance and his actions illustrate and illuminate a number of key concepts. He contributes to the ending of the *Cold War* after a period of *détente*, he moves away from the traditional Soviet dominance of the Eastern European *satellite states*, and his reforming role as a leader leads to a re-definition of traditional *communism*. The concept of *glasnost* [openness of expression] is central to an understanding of his style of leadership.

Pope John Paul II fits into important elements in each of the three perspectives. Under 'Politics and administration', he has a peripheral but, arguably, crucial role in the element, 'collapse of Soviet Union'. His commentaries on 'Marriage, the family and the changing role of women…Affluence…and the consumer society' provide a counterpoint to more 'progressive' views under 'Society and economy'. Under 'Culture/religion/science', his inheritance of the legacy of the Second Vatican Council (of which there is a case study) is relevant to the element 'Changing patterns in religious observance' and to the concept of an *ecumenical movement*.

Jean Monnet is central to the elements, 'Moves towards European unity, 1945-1957' and 'establishment and evolution of EEC', as well as 'moves towards free trade' under the 'Society and economy' perspective. He believed that individual European countries could not gain stability and prosperity unless they worked towards the concepts of a *federal Europe* and a *common market* where goods and services could be traded freely across national frontiers. These two concepts mark Monnet's political and economic goals, although they were not exclusively the preserve of the Frenchman. Teachers can draw on the ideas of Monnet to illustrate the trend towards integration in western Europe and how his career demonstrated the slow progress towards that goal.

While Monnet is associated with the birth of the European ideal, *Jacques Delors* is associated with the development of institutions that embodied the ideal in the 1990s and beyond. He championed the Single European Act (1986) and oversaw the adoption of the Maastricht Treaty (1992). He articulated the blueprint for the European Community as it approached the 21st century after the collapse of communism in Eastern Europe. His vision of a community of five hundred million people living in a regulated market economy further expands the concept of *capitalism*.

An alternative vision is evident in the words and career of *Margaret Thatcher* whose antipathy to a *federal Europe* placed her in opposition to Jacques Delors. As a significant advocate of the policy of *nuclear deterrence* she is an important figure in relation to the element, 'collapse of [the] Soviet Union'. Under the 'Society and economy' perspective, Mrs. Thatcher is especially important in the element examining the 'changing role of women', while she clarifies the definition of *feminism* by eschewing many of its basic premises. Her role in the re-definition of the concept of the *welfare state* helps to broaden and illustrate the concept of capitalism.

The concept of *feminism* sits more comfortably with the figure of *Simone de Beauvoir*. While Thatcher is associated with the increasing entry of women into higher education and public life, de Beauvoir is associated with more radical ideas of female emancipation. Her ideas form a backdrop to the element, 'Marriage, the family and the changing role of women'. Her own personal life – through her relationship with Jean Paul Sartre – provides an example of the unorthodox lifestyles that emerged from the decline in marriage, as well as the changing structure of the family, during the period of this topic. Her insistence on the independence of women can also contribute to the element dealing with the 'changing patterns of religious observance.'

The concept of *dissident writer* is clearly identified in the figure of *Alexander Solzhenitsyn* whose contribution to the element, 'Literature and social criticism, East and West' is pivotal. Solzhenitsyn's dissent, or disagreement with the government, and his protests at perceived abuses and injustice led to his imprisonment and expulsion from the official writers' organisation. His treatment shows the censorious and repressive policy of the governments of the USSR until the Gorbachev era of *glasnost*.

The concept of *pop star* arises in the context of the element, 'Youth and popular culture…and the mass media'. It links with the figure of *John Lennon* whose starring role as performer and songwriter with the Beatles brought him global fame in a manner that neatly illustrates the role and influence of the *mass media*. The appeal of the Beatles to young people throughout Europe also brings in the concept of the *teenager*.

STUDENT WORK

To consolidate the approach outlined above, students need to engage in activities that reflect the integration of key personalities and key concepts with the appropriate elements. The following are examples of questions that could be set as classroom or homework exercises or, alternatively, explored with the class as the basis for an enquiry based on evidence:

- *Did Mikhail Gorbachev's policy of 'glasnost' cause the collapse of the Soviet Union?*

- *On the idea of a federal Europe, what were the different views held by Jacques Delors and Margaret Thatcher?*

- *How does the life and work of Simone de Beauvoir show the influence of feminism on the changing role of women?*

- *How does the career of John Lennon demonstrate the role of the mass media in creating popular culture during the 1960s and 1970s?*

E: A BALANCED APPROACH TO GROUP AND INDIVIDUAL WORK

There is a widespread consensus that students learn better where teachers use a range of teaching and learning styles combining whole class teaching, small group work and individual work. Group work has a crucial role to play in helping students to achieve the syllabus learning outcomes. Students' ability to 'be able to look at a contentious or controversial issue from more than one point of view' can be greatly enhanced through carefully-structured group work. The research study requires that students undertake individual work in a structured manner which is knitted in to the general principles and many of the key objectives of the history syllabus. The ability to undertake such work will be honed through group and individual work on the documents-based study and on the other topics for study.

To illustrate some of the aspects that need to be considered in attempting to balance group and individual work, let us take as an example Topic 1 in the history of Europe and the wider world from the Early Modern field of study: **Europe from Renaissance to Reformation, 1492-1567.**

CLASSROOM READING

Since written sources play such a key role in the work of the historian, reading is an important and integral part of the study of history. All students should be engaged in the classroom reading of texts as a shared activity and here, as elsewhere, the teacher should be leader and facilitator. It is important that students be exposed to a reasonable variety of historical materials if they are to understand the relationship between primary sources and secondary works produced by historians. In the case of this topic, a wide variety of primary sources is available. For example, most of the writings of Martin Luther are in print and many are available on the internet. Many of these writings are published in convenient booklets with explanatory notes and/or questions suitable for Senior Cycle students. Examples include the *Cambridge Topics in History: Documents and Commentary* series and Hodder and Stoughton's *History at Source* series. Some series include extracts from secondary works. Where a textbook is the main resource being used in the teaching of a topic, it is important that students have some understanding of the basis on which the narrative has been framed. Questions such as the following could usefully be explored with students: *Do we know anything about the author? What are the author's credentials for writing this book? Does it acknowledge its main sources? Does it present different perspectives? Does it contain any statement on the nature of history? Does it contain a good range of documentary extracts? Are these used to assist students' understanding of the nature of history and/or to develop students' confidence and competence in working with evidence?*

All classroom reading should be accompanied by questions. Where a source is being read for the first time, the appropriate questions from the scheme outlined on page 24 can be used. Much source-based work lends itself to small group discussion since answers need to be teased out and are rarely black or white in nature. Groups may vary in size depending on a variety of factors such as classroom configuration, familiarity with small group work, and extent of involvement in source-based work; however, a figure between four and six is probably preferable.

NOTE-TAKING

The syllabus objectives list a number of research skills that students are expected to develop in the course of their study. These include the ability to *'select and record relevant data'*. For the individual student this is a key part of her/his work in history: learning to identify the *'significant detail'* and recording it in his/her own words. It is a fundamental part of the preparation for the research study, where the student gets the opportunity to demonstrate her/his competence as an independent learner.

While note-taking may come naturally to some students, for others support and assistance will be required. Initially, it may be useful to take a narrative extract – say, a chapter or part of a chapter from a textbook – and, having set a task or identified a theme, explore with the class how one might draft notes that would be relevant to the issues raised. In some cases, this work could be best conducted through the use of small groups where the end results could be compared and students encouraged to engage in constructive criticism of their own and other groups' work.

Among the note-taking skills that students need to acquire are: how to identify the '*significant detail'*, how to record such information or evidence in their own words, how to organise their points in a meaningful way, how to keep references about their sources and how to organise their notes for easy reference. An indexed folder is a good option for most students, where teacher hand-outs, students' own notes, worksheets, articles downloaded from the internet and other material can be filed according to topic and perspective. Each case study [here, 'The divorce of Henry VIII and Catherine of Aragon', 'Seville, the port

of the New World' and 'Calvin's Geneva'] would have its own dedicated section. Whatever system of notes organisation students operate, the key consideration is that it allows them to find information or references easily when needed.

WRITTEN ASSIGNMENTS

Writing is an important part of school history. The syllabus objectives make it clear that '*Students should develop a range of skills associated with the study and writing of history.*' This requires guidance and support from the teacher and regular practice on the part of the pupil. 'Regularity' here does not necessarily imply a weekly essay given as homework. It is important that students are adequately prepared for essay-type assignments, that they have a working knowledge of the events and issues involved. It is also important that the teachers take time to identify strengths and weaknesses in students' writing, so that students have the opportunity to learn from the exercise and improve their skills and understanding. Some teachers like to agree a contract with students at the beginning of Fifth Year e.g. an essay-type assignment every fortnight and an undertaking by students to plan their answers and to strive to take on board the teacher's comments on their writing.

While the writing of answers is usually an individual pursuit, there is merit, at least occasionally, in dealing with the initial planning of answers as a group exercise. To take an example, let us say that the written assignment to be given to the class is '*To what extent did the marriage of Ferdinand and Isabella result in a dynastic but not a political union?*' Their first task is to identify the key focus of the question, that of 'union'. Students then need to examine their sources of information and list the issues that are relevant to the idea of union e.g. different political institutions, different currencies, the war against Granada, recruitment of armies, economic barriers to trade. The relevance or otherwise of particular issues can often be best teased out in a group context. As individual players, students need to make notes on important points relevant to each issue on their list. Keeping the question constantly in mind, they need to assess the nature and degree of union involved in each case and to make a note of their assessment. The issues identified need to be placed in some sort of logical order so that each one will form the material for a paragraph. Their concluding paragraph should offer a tentative conclusion that acknowledges (either explicitly or implicitly) the possibility that the evidence available to

them may be interpreted differently and/or that the conclusion might be different if more evidence were available.

ROLE-PLAY

Role-play is a useful group strategy to help students develop an understanding of the differing perspectives of key players in past events. In this topic, the Case Study of 'The divorce of Henry VIII and Catherine of Aragon' provides an ideal opportunity to apply this strategy. The class can be divided into small groups which are asked to consider the available evidence from the perspective of such key players as Catherine, Henry, Cardinal Wolsey, Charles V, Clement VII and Anne Boleyn. Group discussion, based on prior research and examination of evidence needs to be carried out to enable each member of the group to understand their perspective. Students prepare arguments to justify their perspective based on the available evidence. The intention is that the role-play be based on real factors that may have influenced people's decisions to act as they did. An individual (or individuals) from each group represents their perspective and argues it to the class as a whole. Discussion, either in or out of the roles, should follow so that students clarify their own ideas and understand and appreciate those of others. A useful concluding exercise would be for each individual to set down in a short paragraph the alternative perspective that s/he found most persuasive and the reasons why that was so.

CLASS DISCUSSIONS

Group discussion is another strategy that can prove helpful in covering certain topics. Here, the emphasis might be more on marshalling evidence to sustain an argument than on understanding personal motivation. Let us say, for example that the teacher poses the question: *Which of the following was the most important factor leading to the beginning of the Reformation – the personality and preoccupations of Martin Luther? The financial demands of the Papacy? The work of Erasmus and the humanists? Abuses in the Church? German resentment at the control exercised by the Pope from Rome?* (The list could easily be extended). Each one of a number of small groups could be asked to focus on a different contributory factor and present, and attempt to sustain, the case for it to be recognised as the pre-eminent factor. The exercise could end with an attempt, under the teacher's guidance, to prioritise the factors in terms of the importance they appear to have based on the evidence available to the class.

HISTORY AND THE INTERNET

The internet is an important resource for the teaching and learning of history. It provides unprecedented access for teachers and students to materials that support their work and studies. It provides opportunities for students to practise the skills of the historian. In the Information Age in which we live, the history teacher has a unique role to play in equipping students to make sense and derive value from the phenomenal mass of data that the worldwide web contains. If students are to make effective use of the internet in the course of their studies, they need to know how to search for information or evidence in a systematic and organised manner. They then need the enquiry skills that will enable them to evaluate the usefulness and/or limitations of what they have found.

POTENTIAL USES

For teachers and students, the internet provides access to

- a wide range of primary sources

- multimedia and other visual sources (e.g. photographs, newspaper articles, posters, newsreel clips)

- secondary source articles and commentaries on primary sources

- different perspectives on historical events from different countries and different historians or other commentators.

Access to such a wide range of sources provides new opportunities to

- practise the skills of the historian (e.g. devising a search strategy, enquiry skills, assessing reliability, cross-referencing).

ADVICE FOR TEACHERS

The teacher needs to adopt the same critical and evaluative frame of reference when dealing with the internet as would be applied to traditional printed sources. The internet has no overall editorial standards – anyone, after all, can create a website and students need to be made aware of the common pitfalls that are to be found there. Many sites are irresponsible in intent and/or shoddy in presentation and content.

To avoid the problems caused by propagandistic motives or lax standards, teachers should direct students to established educational sites (such as *www.scoilnet.ie* or *http://www.bbc.co.uk/history/*) to reputable libraries (such as Fordham University's at *http://www.fordham.edu/halsall/*), to archives (such as NetSerf at *http://www.netserf.org/*) and to universities (such as the Open University at *http://www.open.ac.uk/Arts/history/resources.htm*).

Before assigning or recommending students to carry out research on the internet, teachers should acquaint themselves with the internet usage policy of the school and follow whatever guidelines are provided to ensure that students do not gain access to inappropriate material.

POTENTIAL DANGERS

Teachers and students need to be aware that the internet is no place for the uncritical and the unwary. Some historical material has been put on the internet for political or propaganda purposes; it may be highly selective and distorted in meaning by being removed from its original context. On the other hand, such sites may have a role to play in developing students' critical skills if they are examined with the teacher's assistance as part of a systematic approach to skills development.

The teacher should scrutinise the content and determine the quality of a site before it is recommended to students. If a website contains links to other sites with inappropriate material, it may be wise to avoid it. (Some websites on Nazi Germany with excellent illustrative material host links to extreme fascist political sites.)

GUIDANCE FOR STUDENTS

Students using the internet should apply the same standards of evaluation and criticism that apply to more traditional sources of evidence. It is especially important that students learn how to cite or refer to material that has been read or downloaded from the internet. This is an essential skill of the historian since it ensures that any material used can be accessed and checked by those who wish to study the same source, in whole or in part.

If students wish to refer to an internet site, they should supply the following information:

- the name and title of the author

- the title of the page or article (and that of the main title page, if the page quoted is only a part of the main site)

- the date it was written (if available)

- the website address or URL

- the date on which the material was read or downloaded.

Students should only use a primary source from the internet where the site contains a reference to the book, organisation, archive or repository where the source is to be found. Otherwise, the source should not be used. This stricture need not apply where sources appear on the website of the museum or library where the source is held.

A PRACTICAL EXERCISE FOR STUDENTS

There is no specific requirement in the syllabus that students use the internet as part of their course of study. Nevertheless, the teacher should provide guidance and direction to students in relation to its use. An exercise such as the following could be undertaken with students, perhaps in dealing with the introductory section on history and the historian or, alternatively, as part of the preparation for the research study.

Students are given a research task using the search facility on the internet. (The teacher needs to preview the type of material that emerges from a specific search before assigning it to students.) A clear set of instructions is provided to direct the work of students, something, perhaps, along the following lines:

1. *Define the topic to be researched.*

2. *Select the specific search terms to be used.*

3. *Narrow down the first set of results, if needed. (Often, a search will produce thousands of results and these will need to be filtered down.)*

4. *Open up a small number of sites that appear to have appropriate and relevant material.*

5. *Select the most appropriate and relevant material by careful reading and evaluation.*

6. *Print off, download or take notes on chosen material.*

7. *Reflect on the process of research. Why were some sites chosen and not others? Why was some material deemed relevant and appropriate and other material deemed irrelevant and inappropriate? What have I learned about the process of research?*

8. *Write the citation or reference information for each internet source that is used.*

THE INTERNET AND THE RESEARCH STUDY

All of the above advice should be borne in mind where students are using internet-based sources in carrying out their Research Study. As the syllabus document makes clear, a 'protocol' or standard approach is to be adopted on the use of 'internet-sourced material'. While this may be adapted from time to time to reflect changing practice and/or the lessons of experience, initially, at least, it is likely to resemble the citation procedure described above.

Section five
assessment guidelines
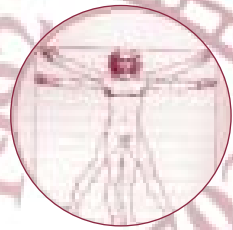
5. ASSESSMENT GUIDELINES

Assessment is an integral part of the process of teaching and learning. As such, it is a process that takes place in the classroom as well as in the more pressurised precincts of the examination hall. Assessment, therefore, can serve a number of different purposes. It can provide feedback to students as to the steps they need to take to improve their learning. It can help teachers to evaluate the effectiveness of different teaching strategies. It can be used as an indicator of student achievement in fulfilling the objectives of a syllabus. However, it must be emphasised that that these purposes are not necessarily compatible. Assessment for certification purposes may provide useful information on student performance; it may be less successful in helping students to improve their future learning.

This section looks at the two types of assessment that are fundamental to teaching and learning viz. assessment for learning and assessment of learning. The purpose of each of the two types of assessment may be summarised as follows:

• assessment for learning – to improve student learning

• assessment of learning – to grade student performance

Assessment for learning should be an integral part of the learning process for students following a course based on this syllabus. Both teachers and students can derive significant benefits from the use of assessment for learning strategies in day-to-day classroom work. Students learn to monitor their own progress because they receive regular feedback on their work. Ultimately, they learn how to learn and develop good learning habits for the future. While much work remains to be done on assessment for learning strategies at this level, many of the exercises outlined in the section on teaching strategies can be used to evaluate and support students' learning. Teachers who wish to keep abreast of developments in this area may wish to consult the NCCA's assessment for learning website at *www.afl.ncca.ie*.

The rest of this section addresses some of the issues relating to the formal assessment of learning that leads to certification at the end of the students' course of study. Since the requirements of the research study report are covered in detail elsewhere in these Guidelines, this section will concentrate on the requirements of the terminal examination.

The overall allocation and weighting of marks are as follows:

OVERALL ALLOCATION OF MARKS

Research study report	20%
Terminal examination	80%

MARKS WEIGHTING FOR RESEARCH STUDY REPORT

Outline plan	3%
Evaluation of sources	5%
Extended essay	12%

MARKS WEIGHTING FOR TERMINAL EXAMINATION (BOTH LEVELS)

Documents-based question	20%
Each one of three general questions	20% each

THE TERMINAL EXAMINATION – ORDINARY AND HIGHER LEVEL

• Candidates answer four questions in the examination. The questions are of equal marks value.

• One of the four questions is a documents-based question. The documents used will relate to one of the three case studies for the nominated topic. The format of the documents-based question is set out below.

• The format of the general questions at Ordinary level is set out on page 60.

• The format of the general questions at Higher level is set out on page 61.

THE DOCUMENTS-BASED QUESTION AT ORDINARY AND HIGHER LEVEL

- Documents chosen are to relate to one of the listed case studies. These case studies will have been taught making extensive use of documents. Candidates will be familiar with the subject matter of the case studies and will have developed their evidence-handling skills in the analysis of documents related to the case studies.

- Documents may be either visual or written. In this context, 'written' is defined as including transcripts of radio and T.V. interviews and oral testimony. Some documents may have visual and written elements, e.g. a political cartoon.

- The supposed reading level of the particular examination cohort will be taken into account in the selection of documents. Documents will be edited and/or glossed, where deemed necessary.

- The documents-based question has four sections as follows:

Section 1 Comprehension

Candidates will be required to extract relevant data from documents to answer questions that are designed to test their understanding of a passage or their interpretation of a visual source.

Section 2 Comparison

Candidates will be required to compare two or more accounts of the same historical experience and to note similarities and contrasts.

Section 3 Criticism

Candidates will be required to recognise bias and propaganda; to note viewpoint; to identify contradictions; and to make judgements about the reliability of various sources.

Section 4 Contextualisation

Candidates will be required to place the subject matter of the documents in their historical context and to show understanding of issues and events associated with that period as outlined in the elements of the topic.

Marks weighting

The overall allocation of marks to this question will be 25% of the total marks in the terminal examination. There will be a higher weighting for the Comprehension section at Ordinary level and a higher weighting for the Contextualisation section at Higher level. The proposed weighting is as follows:

	Higher	Ordinary
Comprehension	5%	10%
Comparison	5%	5%
Criticism	5%	5%
Contextualisation	10%	5%

AN EXAMPLE OF A DOCUMENTS-BASED QUESTION FOR EACH OF THE TWO LEVELS FOLLOWS.

DOCUMENTS-BASED QUESTION

HIGHER LEVEL

Topic: LMI, Topic 2 – Movements for political and social reform, 1870-1914

Case study to which documents relate: Dublin 1913 - Strike and lockout

Study the following documents carefully and answer the questions that follow. Both documents refer to the events of 'Bloody Sunday', 31st August, 1913.

A   *I was in O'Connell Street one evening when Jim Larkin...appeared on the balcony of the hotel, wearing a beard as a disguise. He spoke amidst cheers and hoots for the employers. Police swept down from many quarters, hemmed in the crowd, and used their heavy batons on anyone who came in their way. I saw women knocked down and kicked - I scurried up a side street; at the other end the police struck people as they lay injured on the ground, struck them again and again...I was in favour of the strikers.*

Ernie O'Malley - *On Another Man's Wound* (1936)

B   *Violent scenes were associated in an attempt made by a crowd, about 5.30 p.m., to force the motormen of six trams to give up their driving handles in Camden Street. The conductors were also asked to leave their cars. Both the drivers and conductors refused to comply with the demand of the crowd, who then flung stones and missiles at the cars......There were only a few policemen on the scene at the time, and they were vigorously stoned by the crowd. Reinforcements soon arrived...and at least six baton charges were delivered on the crowd before they were finally dispersed.*

Freeman's Journal, Monday, 1st September, 1913

1. (a) According to document A, how did the crowd react to Larkin's speech from the hotel balcony?

   (b) In document A, why do you think Ernie O'Malley 'scurried up a side street'?

   (c) In document B, what demand was made by the crowd in Camden Street and how did they react when their demand was refused?

2. (a) Which document, A or B, is most sympathetic to the actions of the policemen? Explain your answer.

   (b) Which document, A or B, do you consider the less biased account? Explain your answer.

3. (a) Document A was first published in 1936. What factors should be taken into account in our evaluation of its reliability?

   (b) What are the advantages and limitations of a contemporary newspaper account as in document B?

4. To what extent was there interaction between the labour movement and other movements for political and social reform in the decades prior to 1913?

DOCUMENTS-BASED QUESTION

ORDINARY LEVEL

Topic: LMI, Topic 2 – Movements for political and social reform

Case study to which documents relate: Dublin 1913 - Strike and lockout

Study the following documents carefully and answer the questions that follow. Both documents refer to the events of 'Bloody Sunday', 31st August, 1913.

A   *I was in O'Connell Street one evening when Jim Larkin...appeared on the balcony of the hotel, wearing a beard as a disguise. He spoke amidst cheers and hoots for the employers. Police swept down from many quarters, hemmed in the crowd, and used their heavy batons on anyone who came in their way. I saw women knocked down and kicked - I scurried up a side street; at the other end the police struck people as they lay injured on the ground, struck them again and again...I was in favour of the strikers.*

Ernie O'Malley - *On Another Man's Wound* (1936)

B   *... an attempt [was] made by a crowd, about 5.30 p.m., to force the motormen of six trams to give up their driving handles in Camden Street. The conductors were also asked to leave their cars. Both the drivers and conductors refused to comply with the demand of the crowd, who then flung stones and missiles at the cars......There were only a few policemen on the scene at the time, and they were ...stoned by the crowd. Reinforcements soon arrived...and at least six baton charges were delivered on the crowd before they were finally dispersed.*

Freeman's Journal, Monday, 1st September, 1913

5. (a) In document A, did the crowd like Larkin's speech from the hotel balcony? Explain your answer

  (b) In document A, why do you think Ernie O'Malley 'scurried up a side street'?

  (c) In document B, what did the crowd in Camden Street try to force the motormen and conductors to do?

  (d) In document B, how did the crowd react when their demand was refused?

  (e) In document B, what is meant by 'baton charges'?

6. (a) Does either document show sympathy for the police? Explain your answer.

  (b) Would you say that either document is a biased account? Explain your answer.

7.   Document A was published in 1936, twenty-three years after 1913. Document B was published in a newspaper the day after the events described. Does that mean that document B is more reliable than document A? Explain your answer.

8.   What were the social and economic factors that caused increasing tensions between employers and workers in the years leading up to 1913?

THE GERNERAL QUESTIONS AT ORDINARY LEVEL

• One multi-part question will be set on each topic. Each question will be stimulus-driven. The stimulus may be a picture, a map, a prose or verse extract or some other stimulus chosen or designed to facilitate candidate recognition of the topic. Questions on the stimulus will mostly test comprehension and/or identification and are intended as a reasonably gentle lead-in to more testing examination of the learning outcomes.

• The other parts of the questions will have an element of choice.

• Answers requiring most detail will relate to key personalities and the case studies.

The following is an example of a general question at Ordinary level

Topic: EME, Topic 1 - Europe from Renaissance to Reformation, 1492-1567

Study the accompanying picture and answer the questions that follow:

Luther burns the Pope's Bull Woodcut 1557

A. Luther burns the Pope's Bull [1520], Woodcut 1557

(i)   Which one of the people labelled A, B and C is Luther? Give a reason for your answer.

(ii)   Explain what is meant by 'the Pope's Bull'.

(iii)   In what European country did this event take place?

(iv)   Did Luther and the Pope reconcile their differences? Explain your answer.

B. Write a paragraph on ONE of the following for 30 marks:

(i)   The impact of the new technology of printing

(ii)   Charles V's military campaigns against the Turks

(iii)   The problem of inflation in Spain and other parts of Europe in the first half of the sixteenth century

(iv)   Work carried out by Michelangelo Buonarroti for Pope Julius II, 1503-1513

C. Answer ONE of the following questions for 40 marks:

(i)   What was the role of Hernan Cortes in creating a Spanish empire overseas in the early sixteenth century?

(ii)   How did the divorce between Henry VIII of England and Catherine of Aragon lead to changes in the power of the king?

(iii)   Why was the banker Jacob Fugger an important person in Europe between 1510 and 1525?

(iv)   What changes – religious, cultural and social - took place in Geneva when it came under the control of John Calvin from 1541?

THE GERNERAL QUESTIONS AT HIGHER LEVEL

- A specified number of questions will be asked on each of the topics. (A figure of no less than three is envisaged.)

- In the case of each topic, at least two of the three perspectives will be examined each year.

- Insofar as is practicable, and in line with the focus on enquiry in the syllabus, the questions will be framed as questions (i.e. the mode of questioning will be interrogative) and the use of instructions such as 'discuss' or 'evaluate' will be avoided.

The following are some examples of general questions at Higher level

Topic: EMI, Topic 5
Colony vs. Kingdom – Tensions in mid-18th century Ireland, 1715-1770

1. What was the impact on Irish political affairs of the Wood's Halfpence controversy, 1722-1725?

2. How did the enclosures of the period 1715-1770 affect economic activity and social stability?

3. What role was played by Courts of Poetry in keeping alive native modes of expression during the period 1715-1770?

Topic: EME, Topic 2
Religion and power: politics in the later 16th century, 1567-1609

1. Account for the recurrence of discontent in the Spanish Netherlands in the years between 1567 and 1609.

2. To what extent was the great inflation of the later 16th century the result of the importation of large amounts of silver from Spanish America?

3. Why was Calvinism perceived to be a greater threat to Christendom in Europe than other forms of Protestant dissent?

Topic: LMI, Topic 1
Ireland and the Union, 1815-1870

1. What factors contributed to the success of O'Connell's campaign for Catholic Emancipation?

2. Assess the impact of the Famine on society in rural Ireland between 1845 and 1870.

3. Can the term 'renewal' be applied to the Catholic Church during the period 1829 to 1870?

Topic: LME, Topic 4
Division and realignment in Europe, 1945-1992

1. With reference to two or more countries, how successful was the 'Sovietisation' of Eastern Europe between 1945 and 1990?

2. How did the movement towards European unity develop between 1945 and 1957?

3. How successful was the Second Vatican Council in responding to changing patterns of religious observance in Europe?

*S*ection six
resource guidelines
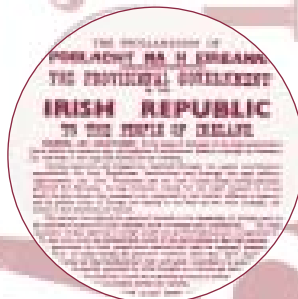
6. RESOURCE GUIDELINES

Many resources exist to support the teaching and learning of history at Leaving Certificate level. Many others will become available in the years ahead. This section considers how resources can be identified and located and their usefulness evaluated. The use of information and communications technology in the teaching of history is briefly considered. The section concludes with two exemplars of support material for the teaching of the topics. It is intended that similar material will be made available online for all of the syllabus topics.

IDENTIFYING AND LOCATING RESOURCES

The term 'resource' is used here to describe anything (or anybody) that assists in the attainment of the syllabus objectives. This includes reference books, specialist secondary works, document packs, on-line archives, libraries, videotapes, CD ROMs, DVDs and many more, from older people to new technologies. Many schools will have existing resources that are of relevance to the revised syllabus. However, the new emphasis on the use of primary sources and the extension of the research study to all students has resource implications for schools. Students and teachers need access to a good range of historical sources suitable for classroom use and improved facilities for carrying out research.

A number of journals can be useful in the identification of relevant and appropriate resources. *Stair* (published annually) is the journal of the History Teachers' Association of Ireland and publishes articles on syllabus content and classroom practice as well as reviews of books and other resources. *History Ireland* (published quarterly) carries a wide range of articles on different aspects of Irish history and its book reviews and advertisements are a good way of keeping abreast of current publications. It is currently (from summer 2004) publishing one article per issue specifically written on a topic, element or case study of the revised history syllabus.

A number of national institutions such as the National Archives, the National Library and the National Museum have produced useful resources and their websites have details of current publications. RTÉ has produced television and radio programmes that are of relevance to many of the syllabus topics. Heritage centres are another resource that can be linked in to many of the topics. For all history teachers, one of the most useful providers of resources is the public library service. As well as their own stocks of books and other resources, the inter-library loan service, local history collections and internet facilities are other services that libraries can provide to assist the teaching and learning of history.

Any resource - whatever its nature, and however attractively or unattractively packaged - needs to be evaluated by the teacher to determine its likely usefulness. Such an evaluation might consider aspects such as the following:

- what learning outcome(s) will this help me achieve?

- to what topic(s) and to what elements of the topic(s) is this relevant?

- how would I use this in the classroom? How would I expect students to use or interact with this resource?

- will the use of this resource contribute to a more positive or beneficial learning environment?

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The use of information and communications technology in the teaching of history is assuming increasing significance. Currently, a significant number of Leaving Certificate history higher-level students use the internet as a resource in preparing a research topic. Many use word processing packages in presenting their research essay to teachers. The world wide web has become a repository for a rapidly expanding store of primary source materials. The use of PowerPoint and other multimedia presentations is increasingly popular in the history classroom. The availability of interactive CDs and DVDs is set to mushroom in the years ahead and offers history teachers with access to the appropriate technology further opportunities for enlivening and reinforcing their classroom teaching. (It should never be forgotten that the most important resource in any history classroom is the history teacher herself/himself.)

A set of useful questions for evaluating new technologies can be found in Robert Stradling (2001) *Teaching 20th-century European history*, Council of Europe Publishing.

HISTORICAL FICTION

For some students, historical fiction can be a gateway to a more dynamic and personal engagement with history. It can be a useful step in helping to give students a 'feel' for a particular period. It can help them understand that historical figures were as real as they themselves are and that history is not just a series of significant tableaux but a constantly changing and dynamic process. Even where the quality of the historical detail is questionable, it can provide the basis for the development of critical skills through the identification of ahistorical or culturally improbable details. Irish writers of historical novels include Eilís Dillon whose work has been widely acclaimed. Her historical novels include: *Across the Bitter Sea* (1974), *Wild Geese* (1981) and *Children of Bach* (1993). Other exponents of the genre include Michael Mullen [e.g. *The Flight of the Earls* (1991), *The Last Days of the Romanovs*] and Brendan Graham [*The Whitest Flower* (1998), *The Element of Fire*. (2001)].

RECOMMENDED RESOURCES

1. Some useful publications

Andretti, Keith (1993) *Teaching history through primary evidence*. David Fulton

Arthur, James and Phillips, Robert (ed.) (2001) *Issues in history teaching*. Routledge Farmer

Boylan, Henry (1998) *A Dictionary of Irish Biography (third edition)*. Gill and McMillan, Dublin .

Bourdillon, H. (ed.) (1994) *Teaching history* Open University Press

Connolly, S.J. (ed.) (1998) *The Oxford companion to Irish history* Oxford University Press

Fines, John (ed.) (1983) *Teaching history* Holmes McDougall

Gallagher, Carmel (1996) *History teaching and the promotion of democratic values and tolerance: a handbook for teachers* Council of Europe

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Stradling, Robert (2001) *Teaching 20th-century European history* Council of Europe Publishing

2. Some useful addresses

National Archives,
Bishop Street, Dublin 8.
Ph. 01 – 4072300
Website: www.nationalarchives.ie

National Gallery of Ireland,
Merrion Square West, Dublin 2.
Ph. 01 – 6615133
Education section
Ph. 01 – 6633504
Website: www.nationalgallery.ie

National Library of Ireland,
Kildare Street, Dublin 2.
Ph. 01 – 6030200

National Photographic Archive,
Meeting House Square,
Temple Bar, Dublin 2.
Ph. 01 - 6030200
Website: www.nli.ie

National Museum of Ireland:
Decorative Arts & History,
Collins Barracks, Dublin 7.
Ph. 01 – 6777444

Archaeology & History,
Kildare Street, Dublin 2.
Ph. 01 – 6777444
Irish Folklife,
Turlough Park, Castlebar, Co. Mayo.
Ph. 094 - 9031628
Education & Outreach Dept.
Ph. 01 - 6486453
Website: www.museum.ie

Dúchas, the Heritage Service,
Education and Visitor Service,
Department of the Environment
and Local Government,
6 Ely Place Upper, Dublin 2.
Ph. 01 – 6472453
Website: www.heritageireland.ie

Federation of Local History Societies,
Rothe House, Kilkenny.

History Teachers' Association of Ireland,
Blackrock Education Centre,
Kill Avenue, Dún Laoghaire,
Co. Dublin.
Ph. 01 - 2300977
Website: www.htai.ie

History Ireland,
P.O. Box 69, Bray, Co. Wicklow.
Ph. 01 – 2765207
Website: www.historyireland.com

Irish Architectural Archive,
73 Merrion Square, Dublin 2.
Ph. 01 - 6763430
Website: www.iarc.ie

Irish Film Institute,
6 Eustace Street, Dublin 2.
Ph. 01 - 6795744
Website: www.irishfilm.ie

Irish Georgian Society,
74 Merrion Square, Dublin 2
Ph. 01 - 6767053
Website: www.archeire.com/igs

Irish Labour History Society Museum,
Beggars Bush Barracks,
Haddington Road, Dublin 4.
Ph. 01 - 6681071
Website: www.ilhsonline.org

Library Association of Ireland,
53 Upper Mount Street, Dublin 2.
Ph. 01 – 6761167
Website: www.libraryassociation.ie

Military Archives,
Cathal Brugha Barracks,
Rathmines, Dublin 6
Ph. 01 - 4975499
National Committee for History
Website: www.historians.ie

Public Record Office of Northern Ireland,
66 Balmoral Avenue, Belfast,
BT9 6NY, Northern Ireland
Ph. 0232 - 661621
Website: www.proni.nics.gov.uk

Royal Irish Academy,
19 Dawson Street,
Dublin 2.
Ph. 01 – 6762570
Website: www.ria.ie

The Historical Association,
59a Kennington Park Road,
London SE11 4JH,
United Kingdom.
Ph. 020 7735 3901
Website: www.history.org.uk

Women's History Association of Ireland
Website: www.womenshistoryireland.com

SUPPORT MATERIAL FOR THE TEACHING OF THE TOPICS

Some material has been prepared that will be of use to teachers in their teaching of the topics.

The format involves provision of the following for each of the syllabus topics:

1. Identification of the major theme(s) of the topic.

2. A brief explanation of the significance of each of the three case studies.

3. Brief notes on key personalities.

4. A short bibliography

5. A list of enquiry questions for use in the teaching of the topic.

Two exemplars are included here. The topics chosen are the two to be nominated initially for documents-based study i.e.

Early Modern Ireland, Topic 2, **Rebellion and conquest in Elizabethan Ireland, 1558-1603**

and

Later Modern Ireland, Topic 2, **Movements for political and social reform, 1870-1914.**

It is intended that this material along with similar material covering the remainder of the syllabus topics will be available online and that the bibliographies and, where appropriate, other data, will be updated periodically.

EARLY MODERN IRELAND

TOPIC 2: REBELLION AND CONQUEST IN ELIZABETHAN IRELAND, 1558-1603

THEME:

The title refers to the conflicts engendered by the extension of Tudor sovereignty from the accession of Elizabeth I to her death in 1603.

CASE STUDIES:

The Lordship of Tír Eoghain provides a valuable microcosm of the main themes of the topic as it looks at tensions within the lordship and changing attitudes to the exercise of the queen's sovereignty.

The growth of *Elizabethan Dublin* illustrates many significant feature of social and economic change.

The manner in which one notable prelate attempted to reconcile conflicting loyalties to church and monarch is examined in *Meiler Magrath's clerical career*.

KEY PERSONALITIES:

Shane O'Neill (c.1530-1567): chief of the O'Neills from 1559

Hugh O'Neill (c.1550-1616): 2nd Earl of Tyrone and last inaugurated O'Neill

Sir Henry Sidney (1529-1586): Lord Deputy, 1565-1567, 1568-1571, 1575-1578

Sir John Perrot (c.1527-1592): provincial president of Munster 1571-1573, Lord Deputy, 1584-1588

Archbishop Adam Loftus (c.1533-1606): Archbishop of Armagh 1563, Archbishop of Dublin 1567, Lord Chancellor 1581

Richard Creagh (c.1525-1585): Catholic Counter-Reformation priest

Agnes Campbell: Scottish noblewoman, married Turlough Luineach O'Neill 1569

Grace O'Malley (c.1530-c.1603): alias 'Granuaile'; legendary pirate-queen of Connacht

James Fitzmaurice Fitzgerald (d.1579), cousin of the Earl of Desmond, instigator of rebellion

Tadhg Dall Ó hUiginn (1550-1591): poet, member of well-known bardic family

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Brady, Ciaran (1996) *Shane O'Neill* Dublin

Brady, Ciaran and Gillespie, Raymond (eds.) (1986) *Natives and Newcomers: the making of Irish colonial society, 1534-1641* Dublin

Canny, Nicholas (2001) *Making Ireland British, 1580-1650* Oxford.

Canny, Nicholas (1976) *The Elizabethan Conquest of Ireland: a pattern established 1565-1576* Hassocks

Chambers, Anne (1998) *Granuaile, The Life and Times of Grace O'Malley c1530-1603* Dublin

Ellis, Stevan G. (1998) *Ireland in the Age of the Tudors, 1447-1603: English expansion and the end of Gaelic Rule.* London

Falls, Cyril (1997) *Elizabeth' s Irish Wars* London

Ford, Alan (1997) *The Protestant Reformation in Ireland 1590-1641* Dublin

Knott, Eleanor (ed. and trans.) (2 vols. 1922, 1926) *The Bardic poems of Tadhg Dall Ó hUiginn*

Lennon, Colm (1994) *Sixteenth Century Ireland, the incomplete conquest* Dublin

MacCarthy Morrogh, Michael (1985) *The Munster Plantation 1580-1641* Oxford

Meigs, Samantha A. (1997) *The Reformations in Ireland, Tradition and Confessionalism, 1400-1690* Dublin

Morgan, Hiram (2004). *The Battle of Kinsale* Bray

Morgan, Hiram (1993) *Tyrone's rebellion: the outbreak of the nine years war in Tudor Ireland* Dublin

O'Faolain, Seán (1997) *The Great O'Neill, A Biography of Hugh O'Neill, Earl of Tyrone, 1550-1616* Cork

KEY QUESTIONS

Politics and administration

- To what extent was Ireland at peace on Elizabeth's accession to the throne in 1558?

- What techniques of control were used in Elizabethan Ireland and to what purpose?

- Was Sir Henry Sidney as effective an administrator as his propaganda suggested?

- Why did the lordship of Tír Eoghain present particular difficulties for Elizabeth's administrators?

- What was Shane O'Neill's legacy?

- Was the Desmond rebellion a 'holy war' or a reaction against Elizabethan centralisation?

- What were Hugh O'Neill's motives for rebellion?

- What were the implications for Ireland and England of O'Neill's submission?

Society and economy

- What internal changes occurred in the society and economy of Gaelic lordships during this period?

- In social and economic terms, how did the Pale differ from the rest of the island?

- Did the burden of successive military campaigns make a policy of plantation inevitable?

- In what ways did the many wars of the Elizabethan period disrupt society and economy in Ireland?

Culture and religion

- What was the impact on Ireland of the Elizabethan religious settlement of 1560?

- Was Trinity College established simply as an instrument of Elizabethan religious policy?

- Why did the militant approach to Counter-Reformation in Ireland fail?

- What institutional developments contributed to the persistence of recusancy and growth of nonconformity?

- To what extent does the poetry of Tadhg Dall Ó hUiginn and his contemporaries reflect an awareness of a changing political and cultural order?

LATER MODERN IRELAND

TOPIC 2: MOVEMENTS FOR POLITICAL AND SOCIAL REFORM, 1870-1914

THEME

The title refers to a range of influential movements that created a new dynamic for political and social change during the period. The topic also examines some of the tensions underlying this renewed pressure for change.

CASE STUDIES

The contrasting perceptions of Unionists and Nationalists on the Home Rule issue and the wider political implications are examined in *The elections of 1885 and 1886: issues and outcomes*.

The conflicting priorities of capital and labour and the explosive social tensions they engendered are examined in *Dublin 1913 – strike and lockout.*

The early fortunes of a movement for cultural regeneration and the conflicts that hampered its early development are examined in *The GAA to 1891*.

KEY PERSONALITIES

Charles Stewart Parnell (1846-1891): M.P. 1875-1891; President of Land League, 1879-1882; Irish Parliamentary Party leader, 1880-1890; leader of 'Parnellite' faction, 1890-1891.

John Redmond (1856-1918): M.P. 1881-1918; leader of 'Parnellite' faction of Irish Parliamentary, 1891-1900; Irish Parliamentary Party leader, 1900-1918.

Edward Carson (1854-1935): Irish Solicitor-General, 1892; M.P. for DublinUniversity, 1892-1918; English Solicitor-General, 1900-1906; Unionist Party leader, 1910-1921.

Isabella Tod (1836-1896): Suffragist and campaigner for women's education, whose work influenced the decision to include girls in the Intermediate Education Act, 1878.

Hanna Sheehy Skeffington (1877-1946): Founder of Women's Graduate Association, 1901; co-founder of the Irish Women's Franchise League in 1908.

Michael Davitt (1846-1905): Founder of Land League, 1879; M.P. 1882, 1892, 1895-1899; editor, *Labour World*, 1890-1891; published *The Fall of Feudalism in Ireland*, 1904.

James Connolly (1868-1916): Founder Irish Socialist Republican Party, 1896, and the *Worker's Republic*, 1898; in America (1903-1910), founder of Irish Socialist Federation; Belfast organiser of ITGWU, 1911; originator of Irish Labour party, 1912; played major role in leading strikers and founding Irish Citizen Army, 1913; led labour movement in opposition to war, 1914.

James Larkin (1876-1947): Founder, Irish Transport and General Workers' Union, 1908; President of Irish Trades Union Congress, 1911; workers' leader during 1913 lock-out.

Douglas Hyde (1862-1947): Co-founder of Irish Literary Society in London, 1891; President of National Literary Society, Dublin, 1892; co-founder of Gaelic League, 1893, and its first President, 1893-1915; writer of first modern play in Irish language, *Casadh an tSúgáin*, 1901; Professor of Modern Irish in UCD, 1909-1932.

W.B. Yeats (1865-1939): Co-founder of Irish Literary Society in London, 1891; Co-founder of National Literary Society, Dublin, 1892; co-founder of Irish Literary Theatre, 1899, which performed his plays, The *Countess Cathleen* (1899) and *Cathleen Ní Houlihan* (1902); president of Irish National Theatre Society, 1902, and co-founder of Abbey Theatre, 1904.

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Foster, R.F. (1988) *Modern Ireland, 1600-197*2 London

Hyland, J.L. (1997) *James Connolly* Dundalk

Lyons, F.S.L. (1973) *Ireland since the Famine* London

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Mitchell, A. (1974) *Labour in Irish Politics, 1890-1930* Shannon

Moody, T.W. (1981) *Davitt and the Irish Revolution* Oxford

O'Brien, C.C. (1944) P*arnell and his Party* Oxford

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Ó Tuama, S. (ed.) (1972) *The Gaelic League Idea* Cork

Thornley, D. (1964) *Isaac Butt and Home Rule* London

Travers, P. (1988) *Settlements and Divisions: Ireland 1870-1922* Dublin

Vaughan, W.E. (1984) *Landlord and Tenants in Ireland 1848-1904* Dundalk

Ward, Margaret (1997) *Hanna Sheehy Skeffington: a life* Cork

KEY QUESTIONS
Politics and administration

- Why did a movement for Home Rule develop at this time?

- How effective a leader of the Home Rule movement was Butt?

- How effective a leader of the Home Rule movement was Parnell?

- How effective a leader of the Home Rule movement was Redmond?

- How effective a leader of the Unionist opposition to Home Rule was Carson?

- Why did the Ulster Question emerge as a significant issue?

- What was the impact of the Suffrage movement on the political landscape?

- What significance did the first Sinn Féin party have for the politics of the day?

- Why were the Irish Volunteers established?

Society and economy

- Why did land agitation become prevalent in the late 1870s and on a number of other occasions thereafter?

- How satisfactorily did land reforms of the period satisfy the demands of (a) the agitators and (b) the farmers?

- How significant was Jim Larkin's role in the unionisation of the working classes?

- What was the significance for rural Ireland of the work of the Co-operative movement?

- How significant were the shipyards in the on-going industrial development of Belfast?

- What are the pros and cons of the system introduced by the 1878 Intermediate Education Act?

- Did the university reforms of 1879 and 1908 have any significant impact on the society of the time?

Culture and religion

- What was the significance for Irish cultural identity of the establishment of (a) the G.A.A. and (b) the Gaelic League?

- What did the Anglo-Irish Literary Revival seek to revive?

- What forces fortified a sense of Catholic identity during this period?