



LEAVING CERTIFICATE

HISTORY  
SYLLABUS

(ORDINARY AND HIGHER LEVELS)



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## PREFACE

### **The nature of history**

#### **Human experience – the concern of history**

History deals with the experience of human life in the past. The study of history involves an investigation of the surviving evidence relating to such experience. It brings the student of history into contact with human experiences, which are often very different from his/her own. Thus, the student gains insight into other ways of life, other ways of thinking, other solutions to recurrent human problems. The study of human experience in the past, its particularity and its variety, is indispensable to a student's developing understanding of the human condition and human motivation. In encountering, through the study of evidence, the past experiences of his/her own community, the student gains valuable insights into the roots of his/her own identity and inherited traditions.

#### **Time and change – the essence of history**

Since change is an essential aspect of the human condition, it is a matter of fundamental concern to the student of history. Time and change, indeed, may be described as the essence of history. While other disciplines investigate aspects of human life, human institutions and cultural traditions, only history is primarily engaged with measuring and explaining the manner in which all of these have undergone the experience of change. Since the rates of historical change vary enormously (slow-moving for long-lasting structures and traditions, faster for wars and revolutions), it is the task of the historian to offer an explanation of the dynamic involved in each instance. The student of history will learn of the centrality of change to all human experience and of the complex manner in which different modes of change interact.

#### **Developing understanding – the revision of history**

The study and writing of history is no more static than life itself. New evidence and new insights can lead to revision of the historical record and to a deepening of

our historical understanding. This gives history a unique potential to develop the student's skills of critical thinking. Living within a changing world, the student of history will learn that his/her own judgements concerning the nature of historical events should be subjected to the most searching analysis and criticism.

### **The nature of the syllabus**

The principle underlying the syllabus is that the study of history should be regarded as an exploration of what historians believe to have happened, based on an enquiry into the available evidence.

The following are some of the main features of the syllabus:

#### *In-depth study:*

The syllabus involves a detailed study of a number of historical topics and it provides the opportunity to study aspects of these topics in greater depth. This approach allows for greater appreciation of the complexities inherent in the challenge of interpreting the past and the making of reasoned judgements based on an evaluation of evidence.

#### *Emphasis on skills:*

The in-depth approach facilitates an emphasis on developing the skills of history; in particular, skills in working with evidence and research skills.

#### *Working with evidence:*

The study of one of the topics will involve the structured use of historical documents. This will allow the student to develop expertise in the evaluation of evidence and the capacity to make reasoned judgements.

#### *Research study:*

Involvement in research is an integral part of the syllabus. While offering an insight into the manner in which historians operate, the skills developed through such study have a wide applicability.

# AIMS AND OBJECTIVES

## Aims

### Knowledge and understanding

1. To develop knowledge and understanding of human activity in the past.
2. To promote understanding of the present through the development of a historical perspective on issues of contemporary importance.
3. To develop knowledge and understanding of Irish, European and world history.
4. To develop students' understanding of historical concepts.
5. To provide students with a perspective of change in a world of change.

### Skills of history

1. To develop an awareness of different interpretations of particular historical issues.
2. To develop a range of research skills essential for the study of history.
3. To develop an appreciation of the nature and variety of historical evidence.

### Preparation for life and citizenship

1. To develop the ability to think critically.
2. To develop positive values associated with the study of history.
3. To develop in students an appreciation of the society in which they live and of other societies, past and present.
4. To develop in students an informed and critical awareness of their historical inheritance.

## Objectives

### Knowledge and understanding

1. Students should acquire knowledge and develop understanding of
  - the specific listed elements of the topics studied
  - how the actions and experiences of previous generations have helped influence the world of their successors
  - how elements of the Irish history topics studied fit into a broader international context. Depending on the topic in question, that context may involve consideration of such aspects as
    - the British dimension
    - the European dimension
    - the global dimension
    - the Irish diaspora
  - human activity in the past, from a variety of perspectives. In studying human activity in the past, attention should be given to the experiences of women. The main forms of activity to be studied may be categorised as follows:
    - administrative
    - cultural
    - economic
    - political
    - religious
    - scientific
    - social.

2. Students should develop an understanding of, and an ability to apply such concepts as are fundamental to the study and writing of history e.g.

- procedural concepts
  - source and evidence
  - fact and opinion
  - bias and objectivity
- interpretative concepts
  - change and continuity
  - cause and consequence
  - comparison and contrast
- substantive concepts
  - power and authority
  - conflict and reconciliation
  - democracy and human rights
  - culture and civilisation
  - economy and society
  - identity and community
  - space and time.

### Skills of history

Students should develop a range of skills associated with the study and writing of history.

#### 1. Recognition of the nature of historical knowledge

Students should learn to

- recognise that historical knowledge is tentative and incomplete and, accordingly, subject to revision and/or reinterpretation
- recognise that historical writing must be based on reliable evidence and that the available evidence may be open to more than one valid interpretation.

#### 2. Research skills

Students should learn to

- define an appropriate topic for research study

- locate historical data from a variety of primary and/or secondary sources
- select and record relevant data
- evaluate data
- collate data
- present findings in a well-structured, logical format.

#### 3. Skills in working with evidence

Students should develop the ability to

- recognise different types of historical source materials
- extract information from source materials to answer historical questions
- evaluate the usefulness of particular sources and their limitations
- detect bias
- identify propaganda.

### Preparation for life and citizenship

Through their study of history, students should acquire a unique combination of skill and understanding, which will contribute to their personal growth as individuals and help to prepare them for life and work in society.

1. Students should develop the ability to
  - think critically by making judgements based on an evaluation of evidence.
2. Students should develop positive values associated with the study of history. They should learn to
  - be thorough in the collecting of information and accurate in its recording
  - be aware of bias and strive to be objective
  - be able to look at a contentious or controversial issue from more than one point of view.
3. Students should learn to
  - evaluate their historical inheritance through the study of history from a variety of perspectives.

# SYLLABUS FRAMEWORK AND REQUIREMENTS

## Syllabus framework

The syllabus framework comprises two inter-linking parts as follows:

I: Working with evidence

II: Topics for study

### I: Working with evidence

- a) Introduction: history and the historian
  - b) A documents-based study
  - c) A research study.
- Students will be given a preliminary introduction to the nature of history and the work of the historian. This will form the basis for future work on the topics, on the documents-based study and on the research study.
  - Students will undertake a documents-based study of one of the syllabus topics as the primary means of developing their skills in working with evidence.
  - Students will undertake a research study of a significant historical subject as a means of developing further their skills in working with evidence and as the primary means of developing their research skills.

### II: Topics for study

The topics are arranged in two discrete fields of study: Early Modern, 1492-1815; Later Modern, 1815-1993.

- Students will study topics from one of the fields of study.

Within each field of study, there are six topics from Irish history and six from the history of Europe and the wider world.

- Students will study two topics from Irish history and two from the history of Europe and the wider world from the selected field of study.

Two topics will be prescribed for documents-based study: one from the Early Modern field of study and one from the Later Modern field of study.

- Students will engage in a documents-based study of the prescribed topic from their selected field of study.

*The syllabus framework is presented diagrammatically on the following page.*

## SYLLABUS FRAMEWORK

### Syllabus framework – diagram

<b>I: Working with evidence</b>		
<p>A. Introduction: history and the historian</p> <p>B. Documents-based Study</p> <p>C. Research Study</p>		
<b>II: Topics for study</b>		
<p><b>Early Modern field of study 1492-1815</b></p> <ul style="list-style-type: none"> <li>• This field of study comprises 12 topics.</li> <li>• Six topics relate to Irish history and six to the history of Europe and the wider world.</li> <li>• One topic will be prescribed by the examining authority for the documents-based study.</li> <li>• When that topic is from Irish history, choose one other topic from Irish history plus two topics from the history of Europe and the wider world.</li> <li>• When that topic is from the history of Europe and the wider world, choose one other topic from the history of Europe and the wider world and two topics from Irish history.</li> <li>• Students study 4 topics in all.</li> </ul>	<p><b>or</b></p>	<p><b>Later Modern field of study 1815-1993</b></p> <ul style="list-style-type: none"> <li>• This field of study comprises 12 topics.</li> <li>• Six topics relate to Irish history and six to the history of Europe and the wider world.</li> <li>• One topic will be prescribed by the examining authority for the documents-based study.</li> <li>• When that topic is from Irish history, choose one other topic from Irish history plus two topics from the history of Europe and the wider world.</li> <li>• When that topic is from the history of Europe and the wider world, choose one other topic from the history of Europe and the wider world and two topics from Irish history.</li> <li>• Students study 4 topics in all.</li> </ul>



## Differentiation

The syllabus is designed to be taught at both Ordinary and Higher levels. The levels are differentiated through the specification of learning outcomes. There are outcomes relating to Part I: Working with evidence and a further set of generic outcomes for Part II: Topics for study.

## Topics

While students at both levels will study the same topics, for Ordinary level students a particular emphasis will be placed on the key personalities and the case studies associated with their topics. Higher level students will be expected to study all aspects of topics to a greater depth and to develop a greater level of conceptual understanding.

## Assessment

Further differentiation is achieved through the assessment components employed:

- In the research study, a greater awareness of the broader historical context and a higher level of analysis and/or evaluation will be expected of Higher level students.
- The terminal examination paper for Ordinary level students will differ significantly in terms of format and questioning from that at Higher level. The general questions at Ordinary level will be driven by a stimulus (e.g. a picture or map) and a variety of question types will require responses of variable length.
- While the same format will apply to the documents-based question at the two levels, the weighting of marks will differ and greater critical skills will be required at Higher level.

## I: Working with evidence

### A. Introduction — history and the historian

The principle underlying the syllabus is that the study of history should be regarded as an exploration of what historians believe to have happened, based on enquiry into available evidence. To introduce this principle and to encourage its application throughout the student's study of the course, a preliminary exploration of the following should be undertaken with the student:

#### *What is history?*

- The different meanings attached to the word "history" — the past itself, surviving evidence from the past, written histories
- The provisional nature of historical knowledge - an interpretation of available evidence.

#### *The historian at work*

- The role of evidence in historical research and historical writing
- The main varieties of historical evidence
- The main repositories of historical evidence
- How the historian interrogates a body of evidence
- The different stages of historical research
- The pursuit of objectivity
- The historian's readiness to revise his/her understanding of events in the light of new evidence or new insights
- The complex nature of historical change and the challenge of explaining its dynamics.

The insights gained from this preliminary study should be constantly reinforced throughout the course. An awareness of the nature of the subject and the role of the historian should be evident in subsequent work on the topics and on the documents-based and research studies.

### B. The Documents-based Study

For each examination, the examining authority will prescribe two topics for documents-based study: one from the Early Modern field of study and one from the Later Modern field of study. These topics will be rotated periodically.

The documents to be studied will relate to the case studies listed for each topic. This will help students to develop the evidence-handling skills identified in the list of course objectives.

The availability of appropriate documents will be a key consideration in the prescription of topics for documents-based study.

### C. The Research Study

#### *Purpose of the study*

The research study aims to develop in students a spirit of inquiry about the past and a range of skills that will facilitate the conduct of the inquiry. It allows students to engage in a measure of self-directed learning that is grounded in the procedural values of the historian.

#### *Criteria*

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

When choosing a subject for the research study, the following criteria are to be taken into account:

- The subject for investigation must be clearly defined. Its focus should be narrow rather than broad so as to allow for depth of investigation.
- Sources used should be either primary or specialist secondary.
- At Ordinary level, a minimum of TWO sources should be used; at Higher level, THREE (or more) sources should be used.

- The subject chosen is to be of historical significance. A wide range of possibilities is envisaged, including local history and historiographical studies. A more detailed breakdown of suitable subject matter may be found in the Teacher Guidelines.
- The subject chosen should not be obscure or trivial. It should be based on information that may be readily authenticated.
- The extended essay: This will set down the main findings and conclusions arrived at by the student. It should include a review of the process undertaken and how useful that process was in achieving the aims laid down in the outline plan. Coherence of structure is required: the essay should have a clear introduction and conclusion, and, in between, a line of logical development.

### *Format of the study*

Each student will compile a report on the results of his/her research study. The report will be submitted to the examining authority for marking. The report will have three components, as follows:

- The outline plan: this will define and justify the proposed subject of study, identifying the aims, the intended approach and the sources to be consulted.
- The evaluation of the sources: this will indicate the relevance of the sources to the subject of the study and comment on their strengths and weaknesses.

## Working with evidence: learning outcomes

A: Introduction - history and the historian

B: The documents-based study

C: The research study

While it is expected that the following outcomes will inform all aspects of the student's course of study, they will be assessed mainly through the documents-based study and the research study.

On completing this part of the syllabus, students at both levels should be able to

- show understanding of the role of evidence in the writing of history. Their understanding should encompass such aspects as: the difference between source and evidence, how the historian evaluates evidence, the fact that evidence may be open to more than one interpretation
- identify such different types of historical sources as eyewitness accounts, public records, memoirs, letters, maps, photographs and political cartoons
- interpret a range of historical sources of the types identified above and answer questions relating to their provenance, their purpose and their usefulness
- draw conclusions from historical sources and use these conclusions to help form judgements about historical issues
- display an awareness of objectivity in their own writing by striving to be fair-minded and unbiased
- undertake a piece of research in accordance with the appropriate listed skills. These include the ability to locate historical data from a number of sources, to evaluate the data, to collate relevant data and to present findings in a well-structured format.

In addition to the above, students at Higher level should also be able to

- explain how the word "history" is variously used to describe the past itself, surviving evidence from the past and written histories
- explain which types of historical sources are found in archives, libraries and museums
- identify the main strengths and limitations of different sources by asking appropriate questions relating to such aspects as the purpose for which they were produced, the motives of the person(s) who produced them, their historical context and their relevance to the event(s) and issue(s) being studied
- recognise the provisional nature of historical knowledge — that written histories are an interpretation of available evidence and that new evidence may alter our historical understanding
- show understanding of the broader historical context of research findings.

## II: Topics for study

### Layout

The layout of the topics is as follows:

- Each topic has specified date parameters. Students are not required to study every significant development within the date parameters but, rather, those aspects of the topics that are set down in the list of elements.
- Each topic is studied from a range of perspectives. For a majority of topics, this involves the study of the following aspects of a topic: politics and administration; society and economy; culture, religion and science.
- Each topic has three associated case studies, each of which involves an in-depth investigation of a particularly significant or representative aspect of an element of the topic.
- Each topic has a list of key personalities and key concepts. The intention here is to improve the clear delineation of content and to facilitate differentiation of requirements for Higher and Ordinary level students.

*The full list of topics appears on the next page.*

**Topics for study — list**

<b>Early Modern field of study</b>
<b>Irish history, 1494-1815</b>
<ol style="list-style-type: none"> <li>1. <i>Reform and Reformation in Tudor Ireland, 1494-1558</i></li> <li>2. <i>Rebellion and conquest in Elizabethan Ireland, 1558-1603</i></li> <li>3. <i>Kingdom versus colony — the struggle for mastery in Ireland, 1603-1660</i></li> <li>4. <i>Establishing a colonial ascendancy, 1660-1715</i></li> <li>5. <i>Colony versus kingdom – tensions in mid-18th century Ireland, 1715-1770</i></li> <li>6. <i>The end of the Irish kingdom and the establishment of the Union, 1770-1815</i></li> </ol>
<b>History of Europe and the wider world, 1492-1815</b>
<ol style="list-style-type: none"> <li>1. <i>Europe from Renaissance to Reformation, 1492-1567</i></li> <li>2. <i>Religion and power – politics in the later sixteenth century, 1567-1609</i></li> <li>3. <i>The eclipse of Old Europe, 1609-1660</i></li> <li>4. <i>Europe in the age of Louis XIV, 1660-1715</i></li> <li>5. <i>Establishing empires, 1715-1775</i></li> <li>6. <i>Empires in revolution, 1775-1815</i></li> </ol>
<b>Later Modern field of study</b>
<b>Irish history, 1815-1993</b>
<ol style="list-style-type: none"> <li>1. <i>Ireland and the Union, 1815-1870</i></li> <li>2. <i>Movements for political and social reform, 1870-1914</i></li> <li>3. <i>The pursuit of sovereignty and the impact of partition, 1912-1949</i></li> <li>4. <i>The Irish diaspora, 1840-1966</i></li> <li>5. <i>Politics and society in Northern Ireland, 1949-1993</i></li> <li>6. <i>Government, economy and society in the Republic of Ireland, 1949-1989</i></li> </ol>
<b>History of Europe and the wider world, 1815-1992</b>
<ol style="list-style-type: none"> <li>1. <i>Nationalism and state formation in Europe, 1815-1871</i></li> <li>2. <i>Nation states and international tensions, 1871-1920</i></li> <li>3. <i>Dictatorship and democracy, 1920-1945</i></li> <li>4. <i>Division and realignment in Europe, 1945-1992</i></li> <li>5. <i>European retreat from empire and the aftermath, 1945-1990</i></li> <li>6. <i>The United States and the world, 1945-1989</i></li> </ol>

### Topics for study — learning outcomes

<p>In the case of each of the topics they have studied - and having due regard to the defined parameters - students at both levels should be able to</p> <ul style="list-style-type: none"> <li>• recall the main events as set down in the listed elements and, with particular reference to important changes identified therein, show a basic understanding of the main causes and consequences</li> <li>• recognise that historical study is concerned not just with the powerful and influential but also with the ordinary and the anonymous</li> <li>• recall the issues and event(s) highlighted in the three case studies for each of the topics studied and give a narrative account of these</li> <li>• look at a contentious or controversial issue from more than one point of view, with particular reference to the issues highlighted in the case studies</li> <li>• describe in some detail the role of a number of key personalities in respect of the listed elements and address such aspects as: the manner in which the key personality influenced, or was influenced by, the events described; whether the key personality was a participant in or witness to the events; different contemporary attitudes towards the key personality.</li> </ul>	<p>In addition to the above, Higher level students should also be able to:</p> <ul style="list-style-type: none"> <li>• recall the main issues and events as set down in the listed elements and, with particular reference to important changes identified therein, show a good understanding of the main causes and consequences</li> <li>• recall the issues and event(s) highlighted in the three case studies for each of the topics studied and give a discursive account of these</li> <li>• evaluate the role of the key personalities in relation to the main issues and events set down in the listed elements. Where appropriate, their evaluation should indicate an awareness of current as well as contemporary attitudes towards the key personality</li> <li>• show understanding of the relevance of the key concepts to the topic in question.</li> </ul>
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# ASSESSMENT

There will be two assessment components:

1. A report on the research study
2. A terminal examination

## Report on the research study

The research study will be assessed through the medium of a report. The report will be pre-submitted to the examining authority.

### Mark allocation

The percentage of the total marks to be allocated to this component is 20%. The marks are to be weighted as follows:

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

## Authentication procedures

The report must be the candidate's own work. Authentication procedures will be put in place to ensure compliance with this requirement. These will include a protocol in relation to the use of internet-sourced material.

## The terminal examination

### Mark allocation

The percentage of the total marks to be allocated to this component will be 80%.

### The Higher level paper

- Candidates will answer four questions, one on each of the four topics studied. All four questions will be of equal value. One of the questions will be documents-based.
- With the exception of topics nominated for the documents-based study, a specified number of questions will be asked on each of the topics.
- In the case of each topic, at least two of the three perspectives will be examined each year.

### The Ordinary level paper

- Candidates will answer four questions, one on each of the four topics studied. All four questions will be of equal value. Three of the questions will be general questions, while one will be documents-based.
- One question will be set on each topic.
- An element of choice will be "built in" to each of the general questions.
- A common format will apply to each of the general questions and each will be stimulus-driven. The stimulus is intended to facilitate candidate recognition of the topic and as a reasonably gentle lead-in to more testing examination of knowledge and understanding. The common format will include stimulus-driven questions (testing comprehension and/or identification) and paragraphs or short essays linked to the key personalities and case studies.



### **The documents-based question**

- Documents chosen will relate to one of the listed case studies. Documents may be either visual or written. ("Written" is defined as including transcripts of radio and television interviews and oral testimony.)
- The format of the documents-based question will be as follows:

Section 1: Comprehension

Section 2: Comparison

Section 3: Criticism

Section 4: Contextualisation.

- It is envisaged that the documents-based question will involve the use of a number of short, thematically-linked and "pointed" extracts that will test candidates' ability to interrogate, correlate and evaluate a particular body of evidence.
- The contextualisation section is designed to ensure that candidates can relate the subject matter and provenance of documents to the general themes of the topic and specific issues and events therein, as appropriate.
- In the allocation of marks, there will be a higher weighting for the comprehension section at Ordinary level and a higher weighting for the contextualisation section at Higher level.



LEAVING CERTIFICATE HISTORY SYLLABUS

# SYLLABUS TOPICS

EARLY MODERN IRELAND

**Topic 1: Reform and Reformation in Tudor Ireland, 1494-1558**

Perspective	Elements	Case studies
<i>Politics and administration</i>	The character of Kildare hegemony. Tudor reform initiatives: from Poynings to Skeffington, 1494-1534. The Kildare rebellion. Lord Leonard Grey and the Geraldine League. The Parliament of 1541 and the policy of surrender and regrant. The mid-Tudor regimes and the beginnings of plantation.	The Plantation of Laois/Offaly
<i>Society and economy</i>	Pastoralism, transhumance and Gaelic society. Feudalism and bastard feudalism; towns and guilds; trade: internal markets, exports/imports. The family and kin in Gaelic Ireland. Rich and poor: lords, freeholders and churls in Gaelic society.	Women and marriage under Gaelic law
<i>Culture and religion</i>	A divided church in pre-Reformation Ireland. The monasteries and their dissolution. The Observantine reform. The Reformation under Henry VIII. The Reformation under Edward VI. The Counter-Reformation under Mary I. The state of Gaelic culture: brehons, bards and annalists.	The Bardic Schools

In their study of the topic, students should become aware of the role of certain key personalities.

Another “key” to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts.

**Key personalities**

Students should be aware of the contribution of the following to the developments listed under the elements above:

*The 8th Earl of Kildare; the 9th Earl of Kildare; Con Bacach O'Neill; Manus O'Donnell; Eleanor Fitzgerald; Sir Anthony St. Leger; Sir Thomas Cusack; Archbishop George Browne; Archbishop George Dowdall; the 3rd Earl of Sussex.*

**Key concepts**

*Coyne and livery; lordship; kinship; political reform; surrender and regrant; plantation; royal supremacy; citizenship; Reformation; Counter-Reformation.*

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

Perspective	Elements	Case studies
<i>Politics and administration</i>	The structure of administration in Elizabethan Ireland; reform programmes and presidencies; private projects and colonies; the emergence of the policy of composition. Political divisions in the Irish lordships; Shane O’Neill; the Desmond rebellion; the Ulster rebellion and national war (the Nine Years’ War).	The Lordship of Tír Eoghain
<i>Society and economy</i>	Internal changes in the Gaelic lordships. The Pale and the burden of the army. Colonies and plantations. The costs of war.	Elizabethan Dublin
<i>Culture and religion</i>	1560: re-establishment of the Reformation. The university question. Modes of Counter-Reformation: recusancy and militant action.	Meiler Magrath’s clerical career

*In their study of the topic, students should become aware of the role of certain key personalities.*

*Another “key” to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts.*

Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above:  <i>Shane O’Neill; Hugh O’Neill; Sir Henry Sidney; Sir John Perrot; Archbishop Adam Loftus; Richard Creagh; Agnes Campbell; Grace O’Malley; James Fitzmaurice Fitzgerald; Tadhg Dall Ó hUiginn.</i>
Key concepts
<i>Composition; colonisation; feudal rebellion; lordship; the common law; Reformation; Counter-Reformation; recusancy; “faith and fatherland”.</i>

**Topic 3: Kingdom v. colony - the struggle for mastery in Ireland, 1603-1660**

Perspective	Elements	Case studies
<i>Politics and administration</i>	State plantation policy; administrative problems; financial corruption; internal security; the army and the Graces; Buckingham and Ireland; Strafford in Ireland; origin of 1641 rebellion; Confederate division; royalists and parliamentarians; the impact of the Cromwellian experiment in radical political change; the fall of the Republic.	The trial of Strafford
<i>Society and economy</i>	Post-war economic problems; defective titles and tenure; problems of landlords and problems of tenants. State and private plantations: changing landscape and settlement patterns; the state of Ireland in 1641; the Cromwellian transplantsations; patterns of Irish trade.	The Scots migration to Ulster
<i>Culture and religion</i>	The Counter-Reformation: the secular clergy and the orders; the Irish colleges abroad; Old English and Gaelic Irish. Irish Protestantism: Anglicans and dissenters. Visions of Ireland: Keating's Foras Feasa; the Four Masters; the depositions of 1641.	Louvain

*In their study of the topic, students should become aware of the role of certain key personalities.*

*Another “key” to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts.*

**Key personalities**

Students should be aware of the contribution of the following to the developments listed under the elements above:

*Sir Arthur Chichester; Richard Boyle and his family; Elizabeth Butler, Countess of Ormond; Sir Thomas Wentworth; Sir Phelim O'Neill; Patrick Darcy; Owen Roe O'Neill; Archbishop Rinuccini; Piaras Feiritéar; Luke Wadding.*

**Key concepts**

*The Kingdom of Ireland; “Old English”; “New English”; native Irish; “Thorough”; royalists and parliamentarians; confederacy; commonwealth; security of tenure; defective title; mortgages; escheats; plantation; colonisation; “To Hell or to Connaught”; Counter-Reformation; recusancy; Propaganda Fide; divine providence.*

**Topic 4: Establishing a colonial ascendancy, 1660-1715**

Perspective	Elements	Case studies
<i>Politics and administration</i>	The Restoration, 1660; the Acts of Settlement and Explanation; the viceroalties of Ormond (1662-1669, 1677-1684); Church of Ireland influence on parliament and administration; the rise of the Catholics, 1685; Tyrconnell as viceroy; the War of the Two Kings; the Treaty of Limerick; the Williamite confiscations; Irish brigades abroad; introduction of the Penal Laws.	The Parliament of 1689
<i>Society and economy</i>	Population growth and immigration; old and new landholders; varying conditions of the peasantry. The growth and re-building of towns. Increased trade: live cattle; wool; provisions; fish; the beginnings of the linen industry. Trade restrictions: the Cattle and Navigation Acts. The growth of estate management; cutting of woods; Tories and Rapparees.	Restoration Dublin
<i>Culture, religion and science</i>	The Ulster Presbyterians; the Regium Donum; efforts at uniformity; the Popish Plot, 1678; the sacramental test, 1704; policies of conversion and penal legislation. The end of the Gaelic bardic system. Political pamphleteering. The emergence of science in Ireland.	The Jacobite poets

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**Key personalities**

Students should be aware of the contribution of the following to the developments listed under the elements above:

*The 1st Duke of Ormond; Charles II; the Earl of Tyrconnell; the Duchess of Tyrconnell; Samuel Louis Crommelin; Oliver Plunkett; William Molyneux; Patrick Sarsfield; Dáibhí Ó Bruadair; Robert Boyle.*

**Key concepts**

*Dissent; anti-poper; colonialism; ascendancy; absenteeism; uniformity; confiscation; subservience; urban growth; mercantilism; Jacobitism; Tories.*

**Topic 5: Colony versus kingdom – tensions in mid-18th century Ireland, 1715-1770**

Perspective	Elements	Case studies
<i>Politics and administration</i>	The “Protestant Nation”; the structure of central government administration; courts, grand juries, assizes, boroughs, parliament. Wood’s halfpence, 1722; Drapier’s letters; Dean Swift’s pamphleteering. Attempts at reform; the Patriots; the Catholic Committee. Possible French intervention: Thurot’s expedition. Townshend’s viceroyalty; money bills. Political effects of Seven Years’ War in Ireland.	The Ponsonbys
<i>Society and economy</i>	Population change; subdivision of holdings; forms of tenure; the potato; poverty, famine, disease. Absentee landlords, middlemen, cottiers, labourers, spalpeens, journeymen; women and rural society. Trade fluctuations; expansion of the provision trade; increase in smuggling; customs and excise dues. Enclosures; agrarian unrest; model villages; planned towns; new industries; linen and brewing.	The Whiteboys
<i>Culture and religion</i>	Relaxation of Penal Laws; Catholic education. The rise of the Dublin theatre; na Cúirteanna Filíochta; foreign influences on Irish traditional music; decline of the Irish language.	The trial of Fr. Sheehy

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Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above: <i>Dean Swift; the Conolly family; Primate Stone; Charles O’Connor; Thomas Wyse; John Hely Hutchinson; Charles Lucas; Arthur Guinness; Margaret (Peg) Woffington; Turlough O’Carolan.</i>
Key concepts
<i>Patronage; legislative control; anti-popery; patriotism; the “Hidden Ireland”; Jacobitism; the Atlantic economy; cottier; conacre; improvement.</i>



**Topic 6: The end of the Irish kingdom and the establishment of the Union, 1770-1815**

Perspective	Elements	Case studies
<i>Politics and administration</i>	The politics of the Irish parliament; residential lords lieutenant; American War of Independence and the rise of Patriotism; the Volunteers, free trade and Grattan's Parliament; the impact of the French Revolution; the revival of radicalism – the United Irishmen; the emergence of counter-revolutionary movements; the establishment of the Orange Order. Revolution and reaction: the 1798 rebellion – its nature and regional character. The Act of Union: origins and implementation; politics after the Union.	The Wexford Rebellion
<i>Society and economy</i>	Population growth, 1770-1820; economic growth: rise in agricultural output, industrialisation – linen (domestic), cotton (factory); wartime boom, 1793-1815. Rural discontent: land hunger; secret agrarian organisations, and rural sectarianism.	The rise of Belfast
<i>Culture, religion and science</i>	Catholic relief: social and religious, 1771-1782; political, 1783-1793; diocesan reform and the development of Catholic education. The Church of Ireland: conservatives v. revivalists, 1750-1815; Presbyterianism; radical theology in the 1790s; the revival of conservatism. Georgian culture: architecture, art, literature and learning. Gaelic culture: literature and learning.	Maynooth College

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Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above: <i>Henry Grattan; Wolfe Tone; John Fitzgibbon; Lord Donegall; Fr. Arthur O’Leary; Mary Anne McCracken; William Drennan; Nano Nagle; Lord Castlereagh; Eibhlín Dhubh Ní Chonaill.</i>
Key concepts
<i>Parliamentary reform; patronage and corruption; republicanism; sectarianism; subsistence; commercialisation; proto-industry; inflation; the moral economy.</i>



LEAVING CERTIFICATE HISTORY SYLLABUS

## SYLLABUS TOPICS

EARLY MODERN EUROPE  
AND THE WIDER WORLD

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

Perspective	Elements	Case studies
<i>Politics and administration</i>	The union of Castille and Aragon; the discovery of the New World. The structure of the Holy Roman Empire under Charles V and its international relations. The Hapsburg/Valois wars. The consolidation of Tudor government. Humanism and political reform in Western Europe. The struggle against the Turks. The origins of the revolt in the Netherlands.	The divorce of Henry VIII and Catherine of Aragon
<i>Society and economy</i>	The “Vital Revolution”; sources of economic recovery: the impact of the New World; the role of the State; prices, companies. Family size and patterns of marriage.	Seville, the port of the New World
<i>Culture, religion and science</i>	The structure of Christendom; the Papacy. Art and religion. Humanism; printing. The origins of the Reformation in Germany; the spread of the Reformation; the Radical Reformation; the Counter-Reformation.	Calvin’s Geneva

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Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above:  <i>Niccolò Machiavelli; Charles V; Hernan Cortes; Jacob Fugger; Christopher Columbus; Michelangelo Buonarroti; Martin Luther; Desiderius Erasmus; Mary Tudor; Pieter Breughel the Elder.</i>
Key concepts
<i>Balance of power; re-conquest; Christendom; empire; new monarchy; rebellion; subsistence; primogeniture; inflation; just price; Renaissance; humanism; grace; justification; ecclesiastical authority; predestination.</i>

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

Perspective	Elements	Case studies
<i>Politics and administration</i>	Spain under Philip II. Revolt of the Netherlands. The French Wars of Religion. Elizabethan England. The rise of Muscovy. Competition for Empire in the West. The Holy Roman Empire under Rudolf II.	The Spanish Armada
<i>Society and economy</i>	Economic crises: inflation, causes and consequences. Demographic trends; shifting balance of trade. Techniques of land use. Structure of family; patterns of inheritance.	The decline of the port of Antwerp
<i>Culture, religion and science</i>	The Catholic offensive; close of Council of Trent. International Calvinism; rise of toleration; Patriarchate of Moscow; Elizabethan Anglicanism. Neoclassicism; printing and popular literature. Astronomy.	The Jesuit mission in China

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Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above:  <i>Philip II; William the Silent; Elizabeth I; Admiral Coligny; Matteo Ricci; Jacobus Arminius; Catherine de Medici; Michel de Montaigne; Sir Walter Raleigh; Tycho Brahe.</i>
Key concepts
<i>Sovereignty; “cuius regio, eius religio”; resistance; empire; inflation; kinship; united Christendom; mission; orthodoxy; toleration.</i>

**Topic 3: The eclipse of Old Europe, 1609-1660**

Perspective	Elements	Case studies
<i>Politics and administration</i>	The development of French absolutism. England: constitutional change. Spain: responses to internal and international challenges. The Thirty Years war; the “military revolution”; the Hapsburg empire. The rise of new powers: Sweden, Holland, and Muscovy.	The revolt of the Catalans
<i>Society and economy</i>	Serfdom and varieties of peasantry; women, work and family. Decline of old industry; climatic change. Decline in money supply. Recovery of aristocratic fortunes; war and economic change; the commercial revolution; rise of the entrepreneur; “witch-hunting”.	The Dutch empire in Asia
<i>Culture, religion and science</i>	Baroque music and art. Internal theological disputes: Pietism in Germany; the Papacy and the Jesuits; Anglicans and Puritans. New modes of political thought: theories of constitutions. Rise of empirical science.	Galileo and the Inquisition

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Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above:  <i>Marie de’ Medici; Cardinal Richelieu; Count Olivares; Albrecht von Wallenstein; Queen Christina of Sweden; Claudio Monteverdi; Peter Paul Rubens; Gian Lorenzo Bernini; Hugo Grotius; René Descartes.</i>
Key concepts
<i>Absolutism; republicanism; empire; mercantilism; inflation; state finance; baroque; pietism.</i>

**Topic 4: Europe in the age of Louis XIV, 1660-1715**

Perspective	Elements	Case studies
<i>Politics and administration</i>	The absolute monarchy of Louis XIV. Wars against the Dutch, 1660-1697. The Restoration in England; the fall of the Stuart monarchy. Spain: responses to internal and international challenges; the War of the Spanish Succession. The rise of Brandenburg. Poland under Sobieski. Peter the Great of Russia. The structures of international relations: diplomats, ambassadors, and treaties.	The Streltsy
<i>Society and economy</i>	Economic consequences of war; demographic decline and the evolution of the family; imbalances in trade – new imports; smuggling and piracy. Banking and the development of the money market. Trading companies; commercialisation of agriculture; expansion of cities.	The (English) East India Company
<i>Culture, religion and science</i>	Gallicanism; anti-Popery in England; the Huguenots; the Orthodox Church in Poland and Russia. State patronage of arts and science. Debates within the sciences (Cartesians v. Newtonians) The Grand Tour.	The court of Versailles

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**Key personalities**

Students should be aware of the contribution of the following to the developments listed under the elements above:

*Louis XIV; Peter the Great; Jan de Witt; John Sobieski; Jean Baptiste Colbert; Sir Henry Morgan; Sébastien le Prestre de Vauban; Isaac Newton; Gottfried Wilhelm Leibnitz; Madame de Maintenon.*

**Key concepts**

*Absolute monarchy; patronage; balance of power; credit; joint stock companies; customs and excise; established religion; Gallicanism.*

### Topic 5: Establishing empires, 1715-1775

Perspective	Elements	Case studies
<i>Politics and administration</i>	<p>The structure of European states: bureaucracies, public taxation; the development of provincial administration in the Hapsburg and Russian Empires.</p> <p>European armies: problems of recruitment, training, pay and supplies; the development of strategic military planning.</p> <p>The diplomacy of empires; diplomatic revolutions.</p> <p>European dynastic wars. Prussia under the Fredericks.</p> <p>Imperial war in the west: 1739-1748, 1756-1763.</p> <p>Colonial revolts v. Spain and France; origins of the American Revolution.</p>	The Boston Tea Party, 1773
<i>Society and economy</i>	<p>Territorial expansion; colonial acquisitions and European reclamations.</p> <p>International trade: tobacco, sugar and slaves.</p> <p>Rural society: tradition and change.</p> <p>Mercantilism and laissez-faire; capital accumulation; urban growth.</p> <p>Orders in society; the defence of privilege; new middle class. Poverty, disease and population growth.</p> <p>Communications: road and canal building.</p>	The West Indies slave plantations
<i>Culture, religion and science</i>	<p>Origins of the Enlightenment; historical and scientific criticism; political, social and economic ideas of the Enlightenment; religious ideas of the Enlightenment - deism, anticlericalism; religious revivalists - Pietists, Methodists.</p> <p>Communication of ideas: the novel; the newspaper; the salon; the spread of literacy.</p>	The Encyclopédie

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#### Key personalities

Students should be aware of the contribution of the following to the developments listed under the elements above:

*Catherine the Great; Frederick the Great; Maria Theresa; Robert Clive; the Duke of Bridgewater; Baron de Montesquieu; Voltaire; Denis Diderot; Jean Jacques Rousseau; Benjamin Franklin.*

#### Key concepts

*Balance of power; partition; empire; laissez faire; privilege; capital accumulation; technology; bourgeoisie; the Enlightenment; criticism; reason; nature; deism; social utility.*



**Topic 6: Empires in revolution, 1775-1815**

Perspective	Elements	Case studies
<i>Politics and administration</i>	Establishment of the American Republic, 1776-1789. Origins of the revolution in France, 1775-1789. Origins of the French Republic, 1789-1793. The European revolutionary wars, 1792-1799. The Napoleonic State in France. Napoleonic Europe.	The Committee of Public Safety
<i>Society and economy</i>	Economic change: the impact of the agricultural and industrial revolutions; impact of the revolutionary wars; British dominance and Napoleon's "continental system". Social change: abolition of feudalism and nobility; rise of propertied classes; abolition of slave trade; emancipation of the Jews. The problem of poverty: rise of industrial towns; impact of war; population growth.	The growth of Manchester
<i>Culture and religion</i>	Enlightenment ideas and revolution: popular sovereignty and democracy. Religion and revolution: anticlericalism; deism; church-state relations in France and Napoleonic Europe. Rise of cultural nationalism: resistance in the German states to Napoleon.	The Civil Constitution of the Clergy

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**Key personalities**

Students should be aware of the contribution of the following to the developments listed under the elements above:

*James Madison; Louis XVI; Madame de Staël; Maximilien de Robespierre; Napoleon; William Pitt; Mary Wollstonecraft; Joseph Fouché; Tom Paine; Ludwig van Beethoven.*

**Key concepts**

*Ancien régime; revolution; constitution; reign of terror; republicanism; counter-revolutionary; nationalism; capitalism; utilitarianism; laissez faire; penal servitude; romanticism; ultramontanism.*



LEAVING CERTIFICATE HISTORY SYLLABUS

# SYLLABUS TOPICS

LATER MODERN IRELAND

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

Perspective	Elements	Case studies
<i>Society and economy</i>	The Irish countryside, 1815; economic crisis, 1815-1850; the Famine; the post-Famine economy; emigration; education; impact of the railways; industrial development in Belfast.	Private responses to Famine, 1845-1849
<i>Politics and administration</i>	Administrative and political structures under the Act of Union. O’Connell – the campaigns for Emancipation and Repeal, achievements; the Tithe War; the Poor Law; Young Ireland. Government responses to Famine. Electoral reform; sectarianism in politics; Fenianism; Liberal reforms.	The campaign for Catholic Emancipation, 1823-1829
<i>Culture, religion and science</i>	Developments in the creation of cultural and religious identities; the creative arts; developments in science and technology.	The Synod of Thurles, 1850, and the Romanisation of the Catholic Church

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Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above: <i>Daniel O’Connell; Thomas Davis; Charles Trevelyan; Charles Kickham; James Stephens; Asenath Nicholson; Mother Mary Aikenhead; Cardinal Paul Cullen; William Carleton; William Dargan.</i>
Key concepts
<i>The Union; sectarianism; Catholic Emancipation; physical force republicanism; laissez-faire; economic depression; dowry; landlordism; famine; nation; ultramontanist; evangelicalism.</i>

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

Perspective	Elements	Case studies
<i>Politics and administration</i>	The Home Rule movement: origins; development; leadership – Butt, Parnell, Redmond. The Suffrage movement. The first Sinn Féin party. The Irish Volunteers. Unionism and the Ulster Question.	The elections of 1885 and 1886: issues and outcomes
<i>Society and economy</i>	Land agitation and land reform. Unionisation of the working classes. The Co-operative Movement. Industrial development in Belfast: the shipyards. Educational reforms: schools and universities.	Dublin 1913 – strike and lockout
<i>Culture and religion</i>	The GAA Cultural revivals: the Gaelic League, the Anglo-Irish Literary Revival. The consolidation of Catholic identity.	The GAA to 1891

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**Key personalities**

Students should be aware of the contribution of the following to the developments listed under the elements above:

*Charles Stewart Parnell; John Redmond; Edward Carson; Isabella Tod; Hanna Sheehy-Skeffington; James Connolly; Michael Davitt; James Larkin; Douglas Hyde; W.B. Yeats.*

**Key concepts**

*Democracy; Home Rule; separatism; militarism; socialism; feminism; political agitation; anglicisation/de-anglicisation; Irish Ireland; Anglo-Irish; suffragette.*

**Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949**

Perspective	Elements	Case studies
<i>Politics and administration</i>	The Home Rule Bill, 1912-1914. The impact of World War I; the 1916 Rising; the rise of the second Sinn Féin party; the 1918 election; the War of Independence; Partition; Treaty and Civil War. State building and the consolidation of democracy; from Free State to Republic. Northern Ireland – the Unionist Party in power. The impact of World War II, North and South. Anglo-Irish relations.	The Treaty negotiations, October-December, 1921
<i>Society and economy</i>	Impact of partition on economy and society; impact of world economic crisis; from free trade to protectionism; impact of World War II.	Belfast during World War II
<i>Culture and religion</i>	State and culture, North and South: language, religion and education; promotion of cultural identity.	The Eucharistic Congress, 1932

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Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above: <i>Patrick Pearse; Éamon de Valera; Arthur Griffith; Michael Collins; Countess Markievicz; W. T. Cosgrave; James J. McElligott; James Craig; Richard Dawson Bates; Evie Hone.</i>
Key concepts
<i>Sovereignty; partition; Ulster Unionism; allegiance; physical force; IRB/IRA; “blood sacrifice”; dominion status; republic; free trade; protectionism; neutrality; discrimination; conformity/censorship.</i>

**Topic 4: The Irish diaspora, 1840-1966**

Perspective	Elements	Case studies
<i>Economy and society</i>	The main trends in Irish emigration by origin, destination and type of emigrant; their occupations and where they settled in the country of immigration: pre-1845; the Famine decade, 1845-1855; 1855-1914; 1920-1966. Increased restriction and regulation of emigration after 1920.	Grosse Isle
<i>Politics</i>	Anti-Irish sentiment in both US and Britain in the 19th century; Irish participation in politics in the USA and in Britain; the Molly Maguires; Irish nationalism as an international force from the Famine to independence; the anti-partition campaign; Ulster Unionist efforts to lobby for international support among Ulster emigrants.	De Valera in America, June, 1919-December, 1920.
<i>Culture and religion</i>	Role of Catholic Church and GAA in sustaining a sense of Irishness among emigrants; Irish missionaries in Africa and Asia. Role of Protestant churches in fostering an Ulster-Scottish identity. The Orange Order in Canada and Australia. The creation of Irish images through film and music. Links between Ireland and the wider Irish community through tourism and heritage. The impact of John F. Kennedy.	The Holy Ghost mission to Nigeria, 1945-1966

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**Key personalities**

Students should be aware of the contribution of the following to the developments listed under the elements above:

*John Devoy; Andrew Bonar Law; Joe Kennedy; Boss Croker; Archbishop Mannix; Dombnall Mac Amblaigh; Paul O’Dwyer; Bishop Edward Galvin; Maureen O’Hara; Mother Mary Martin.*

**Key concepts**

*Pre-paid passages; chain-emigration; emigrants’ remittances; discrimination; assimilation; “Ireland’s spiritual empire”.*

**Topic 5: Politics and society in Northern Ireland, 1949-1993**

Perspective	Elements	Case studies
<i>Politics and administration</i>	From Brookeborough to O'Neill; the Civil Rights movement; emergence of the Provisional IRA; the fall of Stormont; Direct Rule; Republican and Loyalist terrorism; Sunningdale and power-sharing; the Anglo-Irish Agreement, 1985. The Republic – responses to the “Troubles”. The Downing Street Declaration, 1993.	The Sunningdale Agreement and the power-sharing executive, 1973-1974
<i>Society and economy</i>	Impact of Welfare State: education, health, housing. Social and economic developments prior to 1969. Impact of the “Troubles”: (a) the economy; (b) society – education, health, housing.	The Coleraine University controversy
<i>Culture and religion</i>	Religious affiliation and cultural identity; ecumenism; cultural responses to the “Troubles”.	The Apprentice Boys of Derry

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Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above:  <i>Terence O'Neill; Conn and Patricia McCluskey; Bernadette Devlin; Ian Paisley; Brian Faulkner; John Hume; James Molyneaux; Margaret Thatcher; Gerry Adams; Seamus Heaney.</i>
Key concepts
<i>Civil Rights; gerrymandering; terrorism; power sharing; sectarianism; bigotry; tolerance and intolerance; cultural traditions; cultural identity; ecumenism; propaganda.</i>



**Topic 6: Government, economy and society in the Republic of Ireland, 1949-1989**

Perspective	Elements	Case studies
<i>Politics and administration</i>	Alternating governments and their economic and social policies, 1948-1959. Economic planning; the move to Free Trade. Changes in education, health and social welfare provision. Economic and social challenges of the 1970s and 1980s. Anglo-Irish relations, 1949-1989. Increasing international involvement – the UN and the EEC.	The First Programme for Economic Expansion, 1958-1963
<i>Society and economy</i>	Demographic change. Social change – status of women, housing, schools, amenities. Economic change and its social consequences; the impact of EEC membership.	Impact of the EEC on fisheries
<i>Culture, religion and science</i>	Changing attitudes towards Irish language and culture; the impact of television; the impact of Vatican II; the impact of the communications revolution.	The impact of RTÉ, 1962-1972

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Key personalities
<i>Students should be aware of the contribution of the following to the developments listed under the elements above:</i>  <i>T.K. Whitaker; Seán Lemass; Archbishop J. C. McQuaid; Jack Lynch; Charles Haughey; Garret FitzGerald; Sylvia Meehan; Mary Robinson; Breandán Ó hEithir; Gay Byrne.</i>
Key concepts
<i>Economic planning; free trade; common market; equality of opportunity; ecumenism; secularisation; balance of payments; discrimination; censorship; pluralism; liberalisation.</i>



LEAVING CERTIFICATE HISTORY SYLLABUS

## SYLLABUS TOPICS

LATER MODERN EUROPE  
AND THE WIDER WORLD

**Topic 1: Nationalism and state formation in Europe, 1815-1871**

Perspective	Elements	Case studies
<i>Politics and administration</i>	The Germanic lands from Confederation to Empire: the system of Metternich under attack. Autocracy in the East: Balkan nationalism; Greece and Serbia. Italy moves towards unity. The State in France: monarchy, republic and Empire.	The 1848 Revolution in Germany
<i>Society and economy</i>	The changing agricultural economy in the West; serfdom in Russia. Industrialisation: trade unionism and socialism; mass politics. Urban growth and migration Primary education: increased literacy.	Robert Owen's model village at New Lanark
<i>Culture, religion and science</i>	City planning. Cultural nationalism: music, art, literature and language. The churches and social change: France and Great Britain. Developments in science: electricity, biology and technology.	Hausmann's Paris

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Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above: <i>Clemens Metternich; Giuseppe Mazzini; Karl Marx; Mikhail Bakunin; Feargus O'Connor; Napoleon III; Victor Hugo; Charles Darwin; Otto von Bismarck; Robert Peel.</i>
Key concepts
<i>Nationalism; autocracy; democracy; liberalism; serfdom; industrialisation / "Industrial Revolution"; laissez-faire; Chartism; socialism; romanticism.</i>

**Topic 2: Nation states and international tensions, 1871-1920**

Perspective	Elements	Case studies
Politics and administration	The Second Reich and the changing balance of power; Anglo- and Franco-German tensions; Bismarck's foreign policy. The structures of European diplomacy; the New Imperialism and colonial rivalries; Wilhelm II and Weltpolitik. Serbia as a fulcrum of Great Power rivalry. The Second International. The outbreak of war in 1914; the conduct of war; war and revolution; the Peace Settlement.	The naval policy of Wilhelm II
Society and economy	Economic growth and social tensions: industrialisation in Germany and its impact on society; industrialisation and economic crisis in Tsarist Russia; the impact of war on society and economy.	Women in the workforce during World War I
Culture, religion and science	Expression of national identity through literature and the arts; the literature of World War I. Church/State tensions in Germany and Italy. Anti-Semitism in France and Russia. Key developments in science, technology and medicine.	The invention and early history of the motor car

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**Key personalities**

Students should be aware of the contribution of the following to the developments listed under the elements above:

*Otto von Bismarck; Wilhelm II; Douglas Haig; Woodrow Wilson; the Krupp family; Rosa Luxemburg; Wilfred Owen; Leo XIII; Marie Curie; Karl Benz.*

**Key concepts**

*Balance of power; nationalism; the New Imperialism; world war; war of attrition; conscription; self-determination; war guilt; anti-Semitism.*

**Topic 3: Dictatorship and democracy in Europe, 1920-1945**

Perspective	Elements	Case studies
<i>Politics and administration</i>	Origins and growth of the fascist regimes in Europe; the Nazi state in peace and war. Communism in Russia: the regimes of Lenin and Stalin; the Stalinist state in peace and war. France: the Third Republic, 1920-1940, and the Vichy state. Wartime alliances, 1939-1945.	Stalin's show trials
<i>Society and economy</i>	Economic and social problems of the inter-war years, with particular reference to Britain and Germany. The Soviet alternative. Society during World War II: the Home Front; rationing/evacuees; refugees; collaboration/resistance. Anti-Semitism and the Holocaust.	The Jarrow March, October 1936
<i>Culture, religion and science</i>	Nazi propaganda – State control and use of mass media. Church-state relations under Mussolini and Hitler. Anglo-American popular culture in peace and war: radio and cinema. The technology of warfare.	The Nuremberg Rallies

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**Key personalities**

Students should be aware of the contribution of the following to the developments listed under the elements above:

*J. M. Keynes; Adolf Hitler; Benito Mussolini; Vladimir Ilyich Lenin; Josef Stalin; Winston Churchill; Joseph Goebbels; Leni Riefenstahl; Bing Crosby; Charlie Chaplin.*

**Key concepts**

*Inflation; the Depression; protectionism; collectivisation; communism; fascism; dictatorship; personality cult; totalitarianism; democracy; propaganda; anti-Semitism; herrenvolk; Reichskirche; the Holocaust; collaboration; resistance; lebensraum; blitzkrieg.*

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

Perspective	Elements	Case studies
<i>Politics and administration</i>	Origins of Cold War; division of Germany; "Sovietisation" of Eastern Europe; military alliances; main crises of Cold War; emergence of reform movements in Eastern Europe; collapse of Soviet Union; fragmentation and realignment in Europe. Moves towards European unity, 1945-1957; establishment and evolution of EEC.	The Hungarian Uprising, 1956
<i>Society and economy</i>	The Western economies, 1945-1973: the era of economic growth; Marshall Aid; moves towards free trade; immigration; the Welfare State. The Western economies, 1973-1990: impact of the Oil Crisis; recession and the rise in unemployment. The Communist economies: problems and outcomes. Marriage, the family and the changing role of women. Affluence, leisure time and the consumer society.	The Oil Crisis, 1973
<i>Culture, religion and science</i>	Literature and social criticism, East and West. Changing patterns in religious observance. Youth and popular culture (including sport) and the mass media. The impact of (a) advances in the biological sciences (b) nuclear power and (c) the computer.	The Second Vatican Council

In their study of the topic, students should become aware of the role of certain key personalities.

*Another "key" to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts.*

#### Key personalities

Students should be aware of the contribution of the following to the developments listed under the elements above:

*Imre Nagy; Nikita Khrushchev; Pope John Paul II; Mikhail Gorbachev; Jean Monnet; Jacques Delors; Margaret Thatcher; Alexander Solzhenitsyn; Simone de Beauvoir; John Lennon.*

#### Key concepts

*Capitalism; communism; Sovietisation; Cold War; Iron Curtain; nuclear deterrence; détente; satellite state; glasnost; common market; federal Europe; welfare state; feminism; dissident writer; ecumenical movement; mass media; information technology; pop star; teenager.*

**Topic 5: European retreat from empire and the aftermath, 1945-1990**

Perspective	Elements	Case studies
<i>Politics and administration</i>	Implications of World War II for European role in Asia; independence struggles and the reactions of the European powers (with particular reference to India, Indochina and East Indies); post-independence relations with the colonial power. British withdrawal from Palestine and origins of Arab-Israeli conflict; the Suez Crisis, 1956. Africa – the "winds of change" (with particular reference to Algeria, Nigeria, the Congo, Tanzania and Angola); post-independence relations with the colonial power.	British withdrawal from India, 1945-1947
<i>Society and economy</i>	Economic consequences of the process of de-colonisation; the Lomé Conventions; trade, aid and famine in post-colonial Africa; Julius Nyerere and the policy of ujamaa. Immigration patterns and policies in different European states – Britain, France.	The secession of Katanga, 1960-1965
<i>Culture and religion</i>	Tensions between indigenous culture and colonial culture; the spread of Islam and Christianity in Africa; the Islamic faith in Europe; cultural diversity in multi-racial Britain and France; English as a world language; post-colonial literature.	Race relations in France in the 1980s

In their study of the topic, students should become aware of the role of certain key personalities.

*Another "key" to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts.*

Key personalities
Students should be aware of the contribution of the following to the developments listed under the elements above: <i>Mohandas Gandhi; Ho Chi Minh; Achmad Sukarno; David Ben-Gurion; Gamal Abdul Nasser; Charles de Gaulle; Sese Seko Mobutu; a development worker in Africa; Nadine Gordimer; Chinua Achebe.</i>
Key concepts
<i>Colonial rule; assimilation; de-colonisation; Zionism; terrorism; tribalism; racism; (British) Commonwealth; (French) Union and Community; IMF; World Bank; transnational economy; NGO (non-governmental organisation); cultural diversity; identity.</i>



**Topic 6: The United States and the world, 1945-1989**

Perspective	Elements	Case studies
<i>Society and economy</i>	Sources of the US economic boom: the war; public investment and international financing, 1945-1968. The development of the US industrial structure: the multinational corporation, 1945-1968. The Vietnam War; the federal deficit; domestic recession; international competition from Japan and Europe, 1968-1989. Demographic growth; affluence – consumerism, leisure, the role of work, the changing role of women and the family. Troubled affluence: racial conflict, urban poverty, drugs and crime	The Montgomery bus boycott, 1956
<i>Politics and administration</i>	US politics: structures and tensions – federal government and the states; the separation of powers. The Presidency from Roosevelt to Reagan. Domestic factors in US foreign policy: McCarthyism, the anti-war movement, race relations. US foreign policy, 1945-1972: Berlin, Korea, Cuba, Vietnam. Decline of Cold War certainties, 1973-1989: withdrawal from Vietnam, détente, SALT and Star Wars.	Lyndon Johnson and Vietnam, 1963-1968
<i>Culture, religion and science</i>	Consensus? 1945-1968: Hollywood – the American Dream; the "red scare". Collapse of consensus, 1968-1989: youth culture, "counter-culture", and multiculturalism. Religion in modern American culture; the mass media in modern American culture; mass higher education. Advances in military, space and information technology.	The Moon landing, 1969

*In their study of the topic, students should become aware of the role of certain key personalities.*

*Another "key" to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts.*

**Key personalities**

Students should be aware of the contribution of the following to the developments listed under the elements above:

*Harry Truman; Joe McCarthy; Martin Luther King; Lyndon Johnson; the "Organization Man"; Betty Friedan; Norman Mailer; Muhammad Ali; Billy Graham; Marilyn Monroe.*

**Key concepts**

*Corporate capitalism; globalisation; internationalism; imperialism; consumerism; technological development; the military-industrial complex; discrimination; liberalism; presidential bureaucracy; mass media; public opinion; fundamentalism; moral majority; feminism.*



## **Procedures for drawing up National Syllabuses**

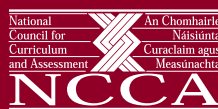
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- *Association of Secondary Teachers, Ireland*
- *Teachers' Union of Ireland*
- *Joint Managerial Body*
- *Association of Community and Comprehensive Schools*
- *Subject Association*
- *Irish Vocational Education Association*
- *National Council for Educational Awards*
- *Conference of Heads of Irish Universities*
- *Department of Education and Science (Inspectorate)*
- *State Examinations Commission.*

On the basis of a brief provided by Council, the NCCA's Course Committees prepare the syllabuses.

Recommendations of Course Committees are submitted to the Council of the NCCA for approval. The NCCA, having considered such recommendations, advises the Minister for Education and Science accordingly.

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