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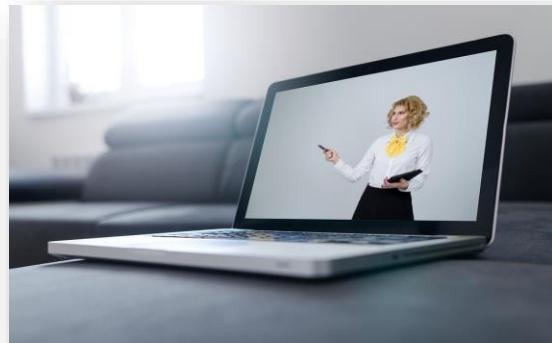
Supporting the Professional
Learning of School Leaders
and Teachers

Supporting Effective Research Skills in our History Students

Online participation



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You are invited to use your camera throughout the day, especially in the breakout rooms



Please unmute to contribute to the conversation at any stage or use the chat function

If you lose connection...



- Use the link used in the morning from your email
- You will be admitted from the waiting room as soon as possible

This day is **not** being recorded

Today's sessions



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Session 1:
Getting Started with Research



Session 2:
Supporting Source Evaluation



Session 3:
Using formative assessment
and feedback to support
students' research skills

Today's breaks



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Coffee break
11.00 – 11.20



Lunch
13.00 – 14.00



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Junior Cycle and Leaving Cert History Updates



Revised arrangements

	Current 2 nd year students to be examined in 2026	Current 3 rd years to be examined in 2025
CBA 1	At least one	At least one
CBA 2		
Assessment Task	No	No
SEC exam	Yes	Yes




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

Revised arrangements for the completion of Classroom-Based Assessments

September 2024

Student cohort 2022 - 2025 (students in 3rd year in 2024/2025)

An Roinn Oideachais
Department of Education



Circular Number: 0028/2023

To: Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools, Special Schools and Chief Executives of ETBs

Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024.

CBA dates



Student Cohort 2022 – 2025 (3rd years in 2024/2025)

Classroom-Based Assessment 2 in English, Science, Business Studies, Modern-Foreign Languages, Mathematics, History, Geography, Classics, Religious Education, Jewish Studies

Latest date for completion	Thurs 13 th March 2025
Latest date for award of provisional descriptors by the teacher	Mon 24 th March 2025
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Fri 28 th March 2025

Please note that the latest date for completion of CBA1 in all subjects was May 2024 and has now passed.

Student Cohort 2023– 2026 (2nd years in 2024/2025)

Classroom-Based Assessment 1 in all subjects

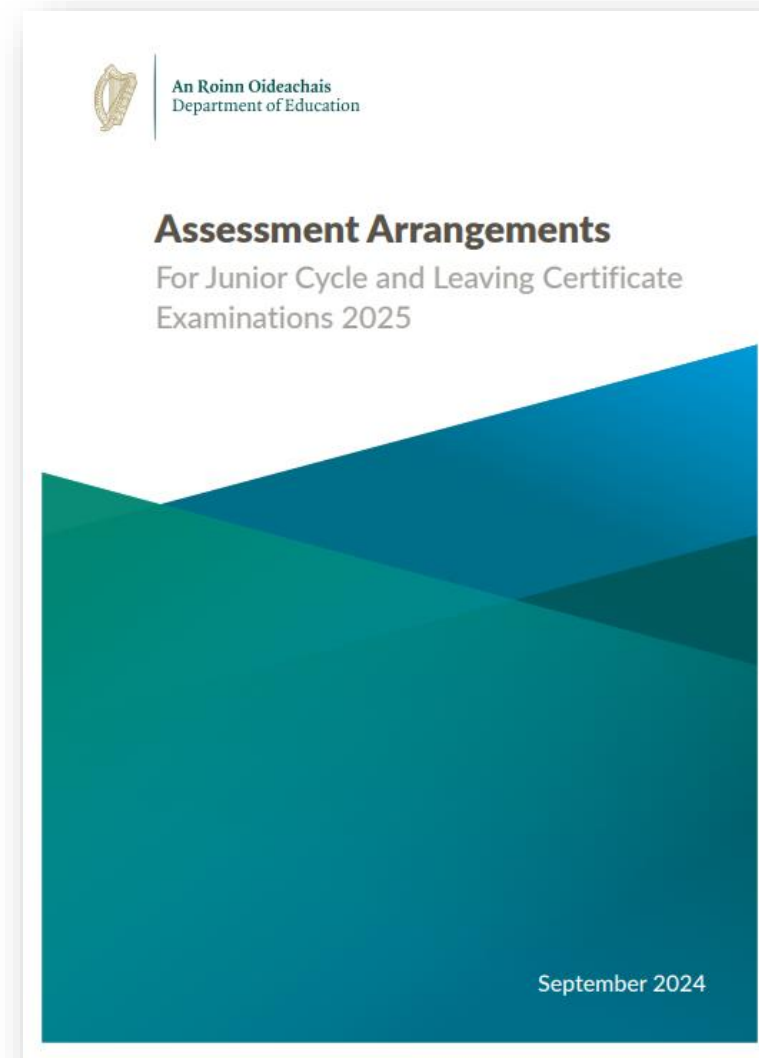
Window for completion	Monday 4 th November 2024 – Friday 9 ^h May 2025
Latest date for award of provisional descriptors by the teacher	Wednesday 14 th May 2025
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Wednesday 21 st May 2025

Assessment Arrangements For Junior Cycle 2025



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JUNIOR CYCLE		HISTORY
LEVEL	PRE-ADJUSTED ARRANGEMENTS	ADJUSTMENTS FOR 2025
Common	COMPONENTS All have an externally marked Assessment Task and Written Examination.	COMPONENTS The AT element will not be examined in 2025. The Written Examination will not be adjusted.



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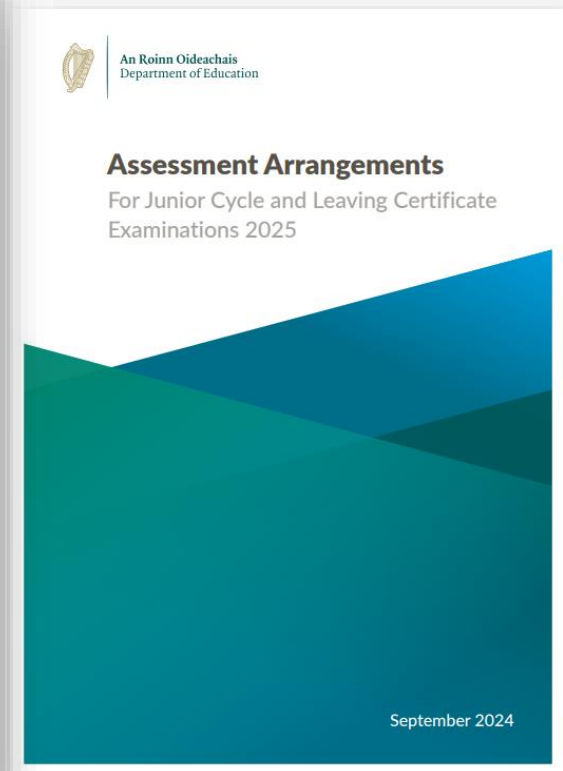
Assessment Arrangements For Leaving Certificate 2025



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LEVEL	PRE-ADJUSTED ARRANGEMENTS	ADJUSTMENTS FOR 2025
Higher	<hr/> <p>RSR (RESEARCH STUDY REPORT)</p> <hr/> <hr/> <p>WRITTEN EXAMINATION</p> <hr/> <p>Section 1: Documents Based Question (100 marks).</p> <p>Section 2: Answer one question from each of two topics on Irish History (2 x 100m).</p> <p>Section 3: Answer one question from one topic on Europe and Wider World (100m).</p>	<hr/> <p>RSR (RESEARCH STUDY REPORT)</p> <hr/> <p>No adjustment. As the briefs for this coursework issued in the 2023/24 school year, the normal timelines for completion apply.</p> <hr/> <p>WRITTEN EXAMINATION</p> <hr/> <p>Candidates may answer the paper in the usual way, if they wish.</p> <p>OR</p> <p>Section 1: answer the DBQ as normal. Sections 2 and 3: answer three questions from two topics in Section 2: Ireland and Section 3: Europe and the Wider World, as set out below.</p> <p>This means that candidates would answer two questions from one of their chosen topics. A candidate could decide to answer one of the following combinations:</p> <ul style="list-style-type: none"> • All three answers from two Irish topics. • Two answers from one Irish topic and one answer from a topic in Europe and the Wider World. • One answer from one Irish topic and two answers from one European topic.

LEVEL	PRE-ADJUSTED ARRANGEMENTS	ADJUSTMENTS FOR 2025
Ordinary	<hr/> <p>RSR (RESEARCH STUDY REPORT)</p> <hr/> <hr/> <p>WRITTEN EXAMINATION</p> <hr/> <p>Section 1: Documents Based Question (100 marks).</p> <p>Section 2: Answer Part A, Part B and Part C from each of two topics on Irish History (2 x 100m).</p> <p>Section 3: Answer Part A, Part B and Part C from one topic on Europe and Wider World (100m).</p>	<hr/> <p>RSR (RESEARCH STUDY REPORT)</p> <hr/> <p>No adjustment. As the briefs for this coursework issued in the 2023/24 school year, the normal timelines for completion apply.</p> <hr/> <p>WRITTEN EXAMINATION</p> <hr/> <p>Candidates may answer the paper in the usual way, if they wish.</p> <p>Or</p> <p>Section 1: answer the DBQ as normal. Sections 2 and 3: answer three sets of questions from two topics from Section 2: Ireland and Section 3: Europe and the Wider World. This means that candidates would answer two questions from Part B and two questions from part C in one of their chosen topics. As the candidate would have already answered the Part A questions in that topic, an additional Part A (stimulus material with five questions) will be provided on p. 15 of the examination paper. A candidate could decide to work through the examination paper in one of the following ways:</p> <ul style="list-style-type: none"> • Answer Parts A, B and C from two Irish topics. Answer a second question from Part B and Part C from one of these topics and the extra Part A on page 15 of the exam paper. • Answer Parts A, B, and C from one Irish topic and one European and the Wider World topic. Answer a second question from Part B and Part C of the same Irish topic and the extra Part A on p. 15 of the exam paper. • Answer Parts A, B, and C from one Irish topic and one European and the Wider World topic. Answer a second question from Part B and Part C of the same European and the Wider World topic and the extra Part A on p. 15 of the exam paper.



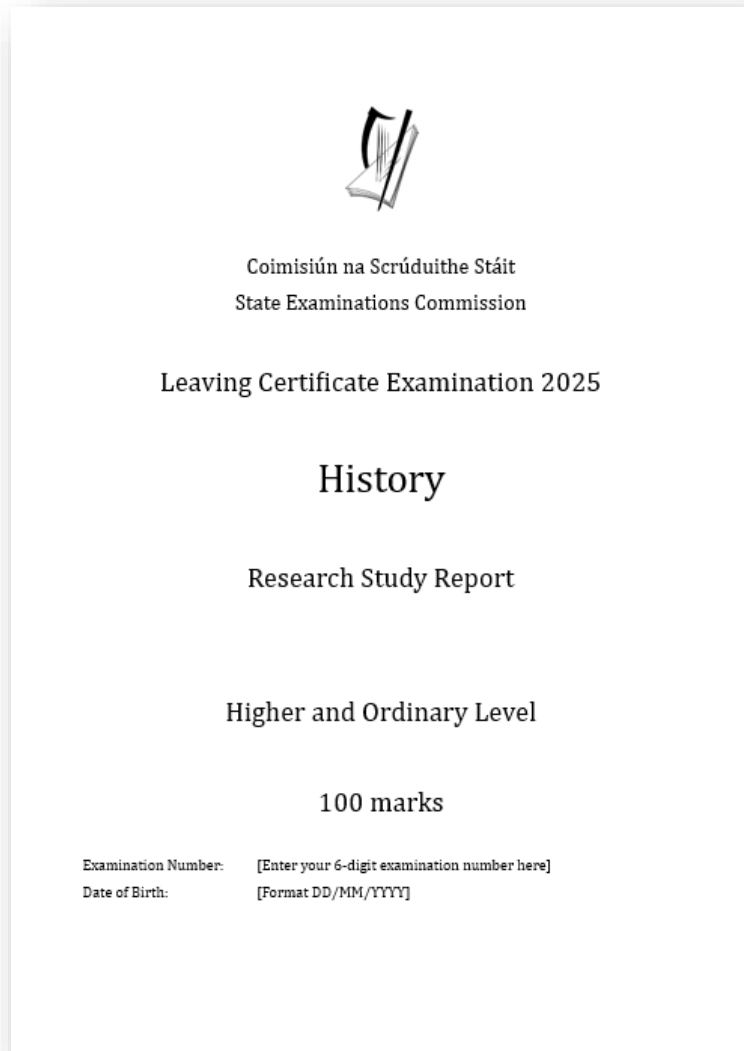
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RSR Arrangements For Leaving Certificate 2025



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The Digital Booklet for Leaving Certificate History is now available on examinations.ie

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Session 1: Getting Started with Research

Focus of the session



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Examine opportunities and supports to getting started with research

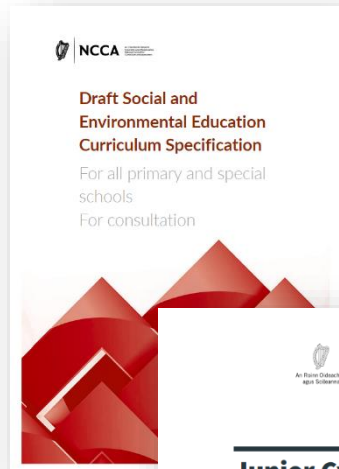


Consider approaches to support students in the research process

Rationale



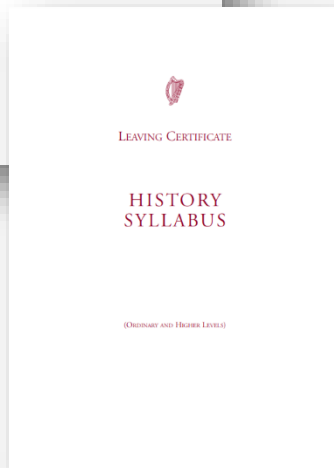
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‘Through inquiring, communicating and; understanding and connecting, children learn to think critically, ask authentic questions and examine historical evidence in a variety of formats.’ p. 8



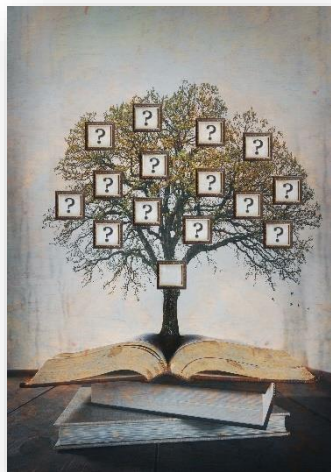
The Junior Cycle History specification aligns with key features of the Leaving Certificate History syllabus. The unifying strand ... helps students to acquire the skills and dispositions to engage in research and working with documents—both key features of senior cycle history.’ p. 14



‘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.’ p. 2



Where do your students engage with research?



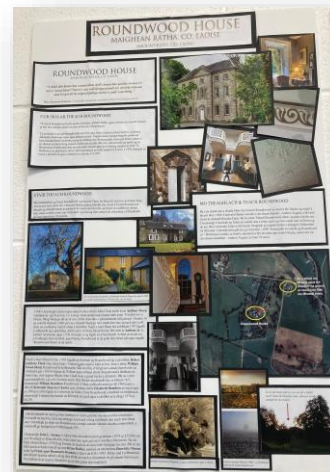
Family history



Local history



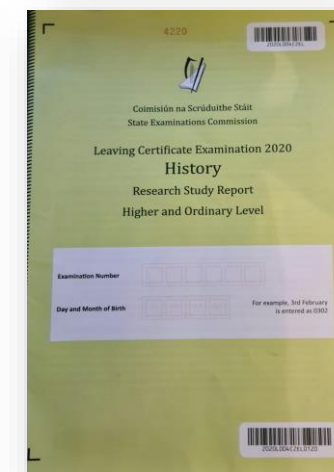
Project work



CBAs



TY History



RSRs

Where does your passion and interest for history come from?



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Where did your passion for history come from?



Liz Gillis

Historian, lecturer, and author of 'Women of the Irish Revolution', 'Revolution in Dublin' and 'The Fall of Dublin'.

 Click the image to play

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Personal area of interest



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1. What is an area of historical research that **you** would enjoy?
2. What are the opportunities of research for **students** in their local area?
3. What do **students** need support with when carrying out research?





Supporting students through the research process



- Choosing a subject
- Narrowing the focus
- Developing enquiry questions
- Identifying sources
- Choosing a format
- Record keeping
- Reflecting on the experience

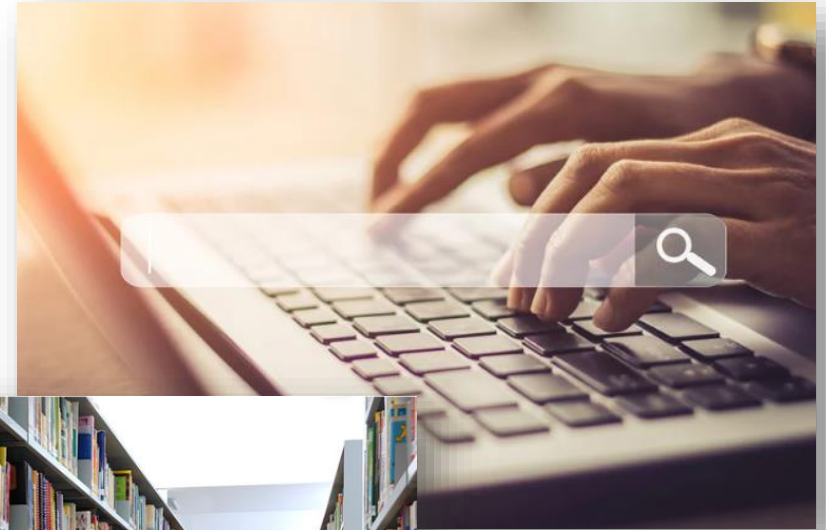
Steps	Challenges of this step for students?	How do/could you support students in this step?	How could you model this step for your students?
Subject selection and narrowing the focus			<p>How would you identify your research subject?</p> <p>How would you narrow the focus of your research subject?</p>
Develop enquiry question(s)			<p>Enquiry question(s)</p> <ol style="list-style-type: none"> 1. 2. 3.
Identify potential sources			<p>Potential sources</p> <ol style="list-style-type: none"> 1. 2. 3.
Choose format			Format options/requirements
Record keeping			Type of recordkeeping required/recommended
Reflect on the research experience			Reflective supports and suggestions

What research skills are required at Junior & Senior Cycle History?



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- Collection of information
- Interviewing skills
- Analysis of information
- Critical thinking
- Evaluation
- Communication of findings
- Organising of research
- Planning
- Investigation



What is historical literacy?



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“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.”
(Syllabus p.2)

Students who are historically literate are familiar with both the **subject matter** of history as well as the **discipline** of the subject.



The student perspective on research



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**Where have you
encountered
research?**

What stands out to you from
the students' perspectives
on research?

Students from Inver College,
Carrickmackross,
Co. Monaghan

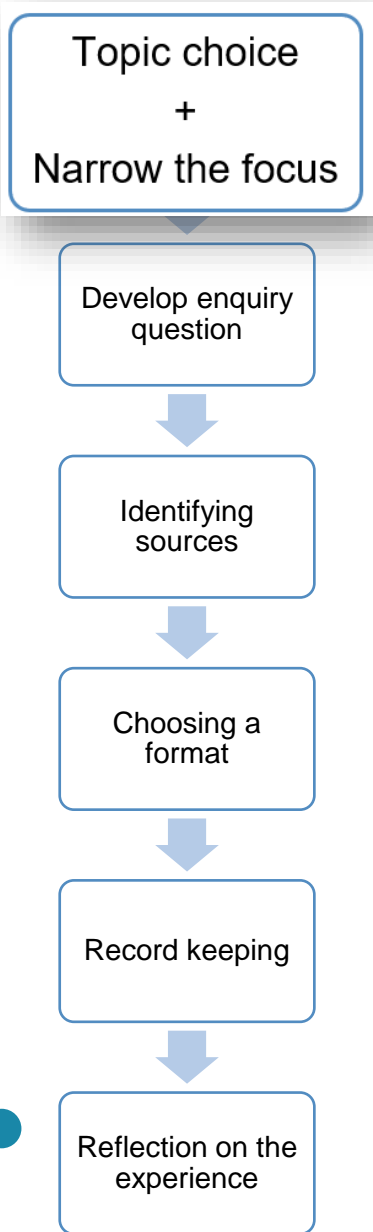


Click the image to play

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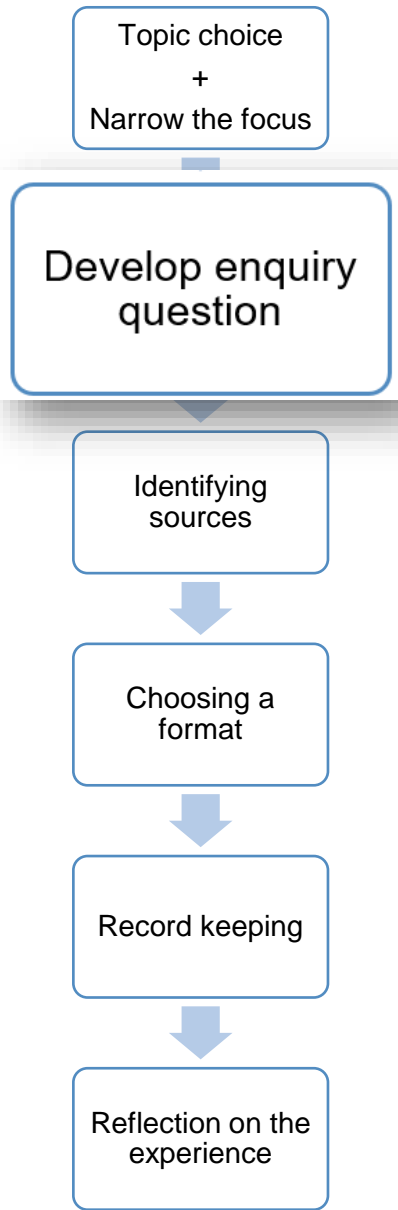
What inspires your students' research?



What unique or more unusual research subjects have you encountered from your students?



Developing enquiry questions



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Crafting a Historical Enquiry Question

Topic/area of research:

Circle/highlight what you are hoping to learn from your research.

- Causes of your topic.
- Consequences of your topic?
- Why it was important at the time?
- How/why things stayed the same.
- How/why things changed?
- Comparing two things?
- Other

Write your first draft of the question:

Write your second draft of the question:

- o The question is clear and makes sense.
- o It is related to the topic.
- o There are multiple ways of answering the questions.
- o It is interesting and important.

Final research question:



How do you support your students' engagement with historical sources?

The skills of working with historical evidence

- Source and evidence
- Fact and opinion
- Bias and objectivity
- Change and continuity
- Cause and consequence

JC Strand 1 and LC Syllabus

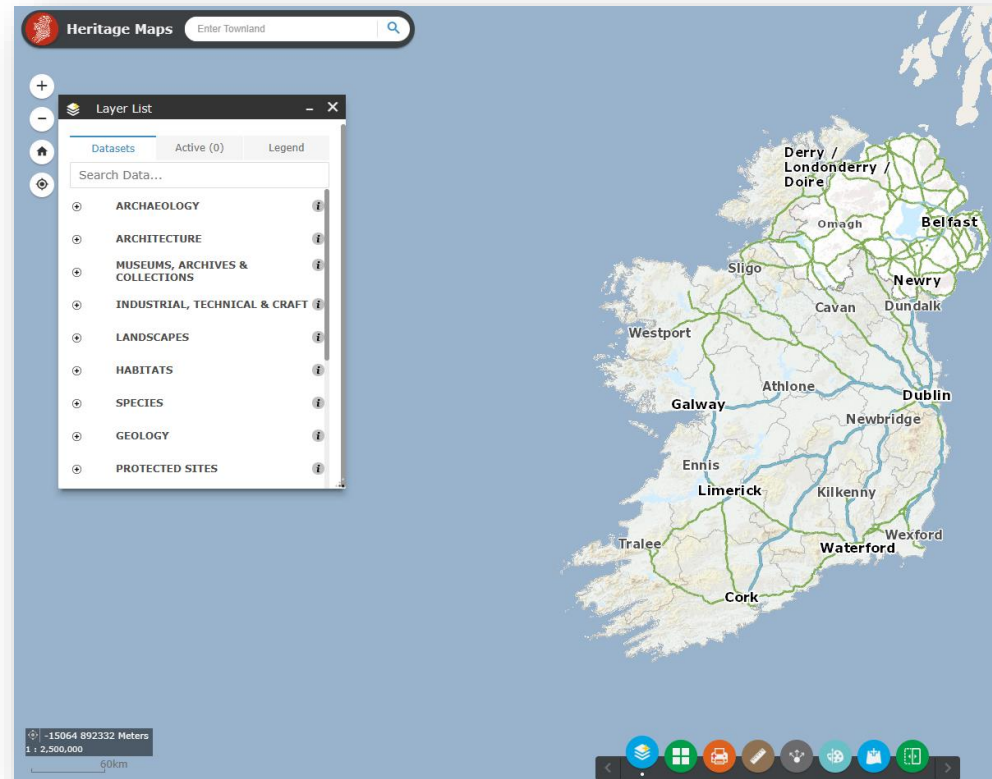
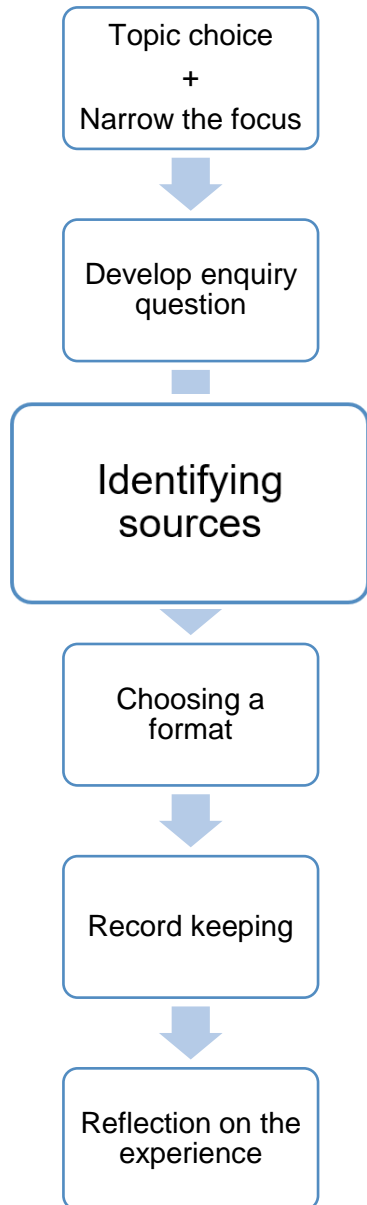
History teacher David Dillon
St. Francis College,
Rochestown, Cork

 [Click the image to play](#)

Source availability



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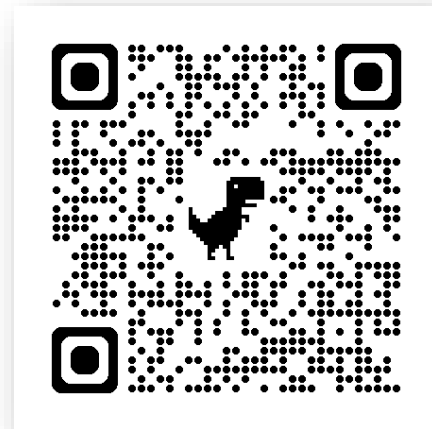


Heritage Maps



Can you recommend a repository or online database that you have used with your students?

What support might students require when using a website such as this?



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Archives Padlet



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The screenshot shows a Padlet board titled "Archives" with a search bar in the top right. The board is organized into columns and rows of resource tiles. The tiles include:

- Ireland (general)**: Archives Directory Ireland (OSCR), Mná 100, Central Statistics Office Ireland.
- pre 1900 Ireland**: The Famine (WAI-AA), pre-1901 Census, Ireland Illustrated, 1680-1860, Historic Environment.
- post 1900 Ireland**: Oireachtas Archives, WWI Veterans.
- pre 1900 Europe**: British History Online.
- post 1900 Europe**: The National Archives UK, Harvard Library.
- pre 1900 Wider World**: United States Holocaust Memorial Museum, The Museum of Jewish Heritage - A Living Memorial to the Holocaust, French Revolution Images.
- Other**: National Archives - The American Revolution, Library of Congress - Chronicling America, African Studies: Digital Historical Archives.

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English as an additional language

English as an Additional Language (EAL)

To access support in any of the areas below:

- Scan the relevant QR code on your phone/device to access the Padlet
- OR
- Click on the title below the QR code to access the Padlet on a desktop/device.



[Support for School Leaders](#)



[Digital Supports](#)



[Support for Mainstream Classrooms](#)



[Support for Learning Support Classrooms](#)



Oide + 1 + 8d

EAL in the Mainstream Classroom

A collection of supports and ideas for teachers. Resources are highlighted in red, while relevant initiatives/websites/networks are highlighted in green. Lastly, important information is highlighted in blue.

Important information + ...

Meeting Additional Language Needs: Whole-school and Classroom Approaches for Inclusive Language Learning

Meeting Additional Language Needs: Whole-school and Classroom Approaches for Inclusive Language Learning

PDF

The Quality of Education for Children and Young People from Ukraine

The Quality of Education for Children and Young People from Ukraine

February 2024

PDF

Key Messages for EAL Teachers

Key Messages for EAL Teachers

DOCX

Grade your Language

Typical class instructions can be a barrier to learning for EAL learners. Classroom Instructions often include complex grammar, unnecessarily difficult words and phrases, phrasal verbs and idioms an EAL learner must get through to find the actual instructions. Use simple, short, concise and clear sentences omitting any

Digital Supports for EAL

This Padlet will be regularly updated with digital supports for the teaching of EAL in the classroom.

DeepL - Translator

deepl.com

DeepL Translate: The world's most accurate translator

Diffit

web.diffit.me

Diffit

PowerPoint Live (How to video)

drive.google.com

PowerPoint Live How to.mp4

YouTube Closed Captions Translator (How to video)

drive.google.com

youtube-closed-caption-translator_CGhW9mwT.mp4

Helpful tool for name pronunciation

namecoach

name pronunciations in the tools you love

cloud.name-coach.com

Namecoach - Personalized Naming Solutions for Your Business and Brand

Immersive Reader

Video • 02:00

Immersive Reader

Immersive Reader in Google Docs

Immersive Reader in Google Docs

YouTube

Closed captions in Google Slides

Suite Life

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YouTube

Closed captions in Google Slides

Immersive Reader



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Digital Literacy Supports for All Learners

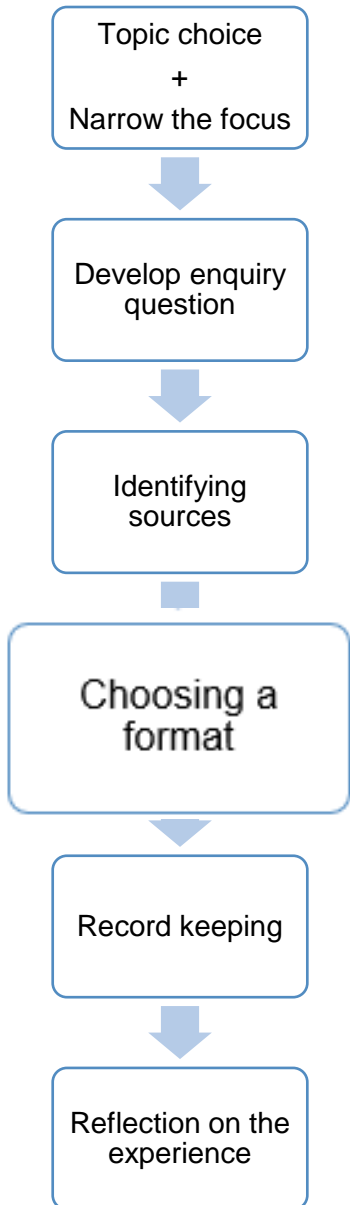
Immersive Reader

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Format considerations



‘The format of the display may feature any combination of modes of presentation, for example, text, excerpts from primary and/or secondary sources, display folder or booklet, digital format(s), photographs, images, timelines, charts, graphs, audio or audio-visual recordings, model(s), artefact(s) etc.’

Guidelines for the Classroom Based Assessment Guidelines CBA 1 p.17

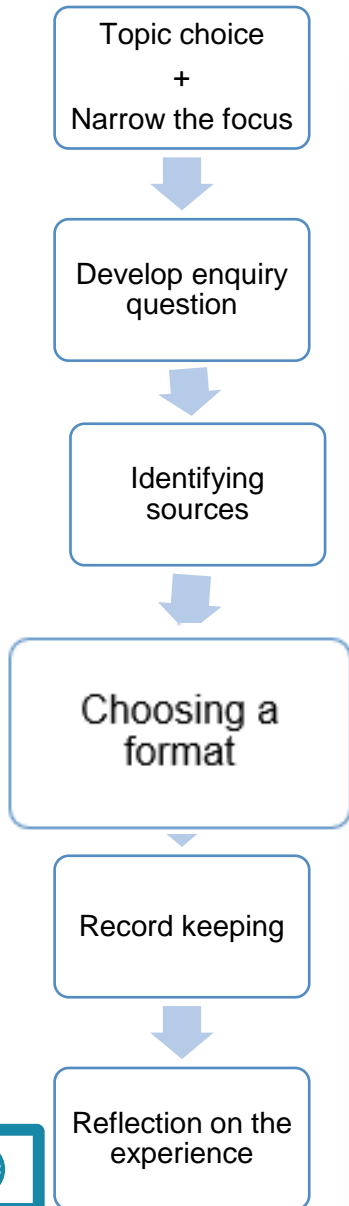
‘Students may choose from a variety of formats to present the written record, such as, an article, essay, blog, script for a broadcast, address to an audience, letter to a journal or newspaper, obituary, speech etc..’

Guidelines for the Classroom Based Assessment Guidelines CBA 2 p. 27

‘The research study will be assessed through the medium of a report.’

Leaving Certificate History Syllabus p. 14

Format considerations



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Considering Narrative Structures in History Research Essays

Choosing a narrative format can assist with structuring the outline of a research essay:

- Where does it begin?
- Where does it finish?
- How does it cover the key events/developments of the research subject?

Circular Narrative

Circular Narrative – The narrative ends where it began. E.g. an account of a prison escape that starts with the escape and then looks back to how it happened.

Ep is odic

Episodic Narrative – A series of stories linked together by the same key figure, place or event. These can be held apart by their plot, purpose, and subtext. E.g. an account of a battle told through research on several people involved.


Linear

Linear Narrative – following the chronological order – telling the events in the order in which they occurred. E.g. an account of a civil rights march that starts with its organisation and then talks about the march and finishes with its impact.

Oide History


Home Sessions Language and Literacy Supports Links Leagan Gaeilge

Sessions




[Session 1](#)

Getting Started with Research



[Session 2](#)

Supporting Source Evaluation



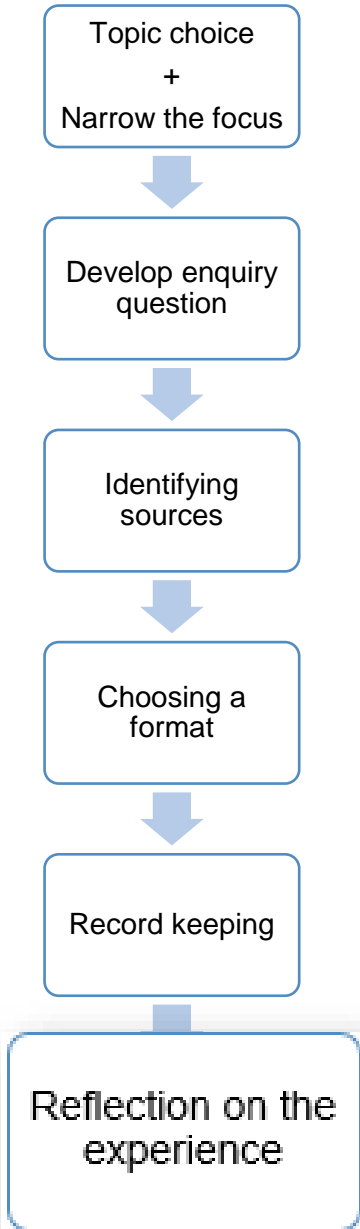
[Session 3](#)


Using Formative Assessment and Feedback to Support Students' Research Skills

Reflection



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Reflection

Research title:

What were the positives things I encountered during my research?

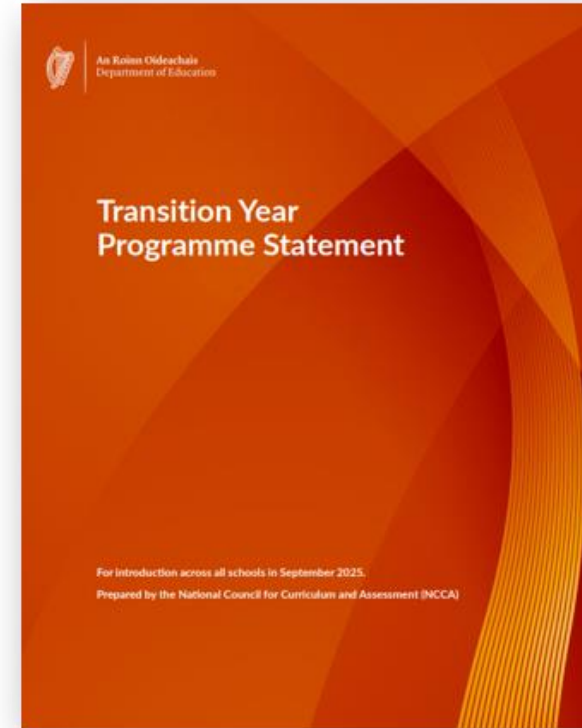
What were the challenges I encountered during my research?

If I was to start my research again what is one thing that I would do differently?

What did I learn about with working with sources?

What aspect of learning about my area of research did I find most significant/interesting?

What did I learn about the role of the historian in conducting and presenting research?



‘The student reflection is a form of assessment and can also be a significant learning experience for the student.’

Transition Year Programme Statement p. 24

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Modelling the research process



Steps	Challenges of this step for students?	How do/could you support students in this step?	How could you model this step for your students?
Subject selection and narrowing the focus			How would you identify your research subject? How would you narrow the focus of your research subject?
Develop enquiry question(s)			Enquiry question(s) 1. 2. 3.
Identify potential sources			Potential sources 1. 2. 3.
Choose format			Format options/requirements
Record keeping			Type of recordkeeping required/recommended
Reflect on the research experience			Reflective supports and suggestions



Activity instructions



1. In your groups discuss the areas from the template that you think your students might need support with during their research process.
2. Once you have chosen the three areas you wish to focus on in your groups, discuss and record the challenges for your students in engaging in these areas and how you would support them in this step.
3. Once you have both these boxes filled in, discuss and record how you would model your suggestions for your students.
4. Nominate one person to document your feedback on the template and one person to give feedback to the room.





Time for a break. See you in 20 minutes.



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