



European Schools

Office of the Secretary-General

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HISTORY SYLLABUS 4th & 5th YEARS

Approved by the Board of Governors of the European Schools

Meeting on 25th and 26th April 2006 – DEN HAAG

Entry into force: September 2006.

EUROPEAN SCHOOLS HISTORY SYLLABUS 4th & 5th YEARS

	1.0	OBJECTIVES	
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	1.1	General objectives	
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The secondary section of the European Schools has the two objectives of providing formal, subject-based education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Pupils should learn to describe, interpret, judge and apply their knowledge. Personal development takes place in a range of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, understanding of the environment in which pupils work and live and a development of their individual identity.

These two major objectives are inseparably nurtured in the context of an enhanced awareness of the richness of Europe cultures. This awareness and the experience of a shared European life should lead pupils towards a respect for the traditions of each country in Europe, while preserving their own individual identities.

	1.2	Subject-specific objectives	
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The course aims to promote

- i.** a better understanding of Europe and the wider world;
- ii.** enthusiasm for, and interest in, the study of the past;
- iii.** understanding of different points of view;
- iv.** an ability to communicate effectively in a working language.

More specific objectives are to

- i.** impart knowledge of major events and movements of the history of the period;
- ii.** give an understanding of important historical concepts;
- iii.** develop historical skills and judgement;

	2.0	CONTENT	
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	A.	Knowledge	
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1. Middle Ages

- feudalism and kingship
- town and country
- religions
- war
- culture.

2. Renaissance and Reformation

- Italy and beyond
- art
- humanism
- science and technology
- the Reformation and the Counter-Reformation
- the wider world: new perspectives and ideas

3. Absolutism and Revolutions

- absolute monarchies
- Enlightenment
- the American and French Revolutions

4. Social and Economic Change

- Industrial revolution -
 - causes
 - development
 - spread
 - effects

5. Nationalism and Liberalism

- Congress of Vienna,
- Liberal ideas,
- national aspirations,
- the changing map of Europe.

6. Other topics or examples

Additional aspects of political, economic, social or cultural history may be studied and, where appropriate, additional examples taken from the history of countries relevant to the teaching group may be used.

All sections 1-5 must be covered at least at a minimum level.

	B.	Concepts	
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The course will teach:

1. ideas encountered in history

e.g. feudalism,
humanism,
revolution, etc.

2. important notions such as

- cause and consequence
- similarity and difference
- change and continuity

3. historical perspective

- sequencing periods and events in chronological order
- looking at events and issues from the perspective of people from the past
- comparing and contrasting ideas and attitudes of the past with those of the contemporary world
- realising the limitations of the historical knowledge of the period

	C.	Skills	
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1. Research

Students should be encouraged to

find relevant historical information:

- (a) identify problems and formulate questions
- (b) know where to look for information
- (c) collect material
- (d) select what is relevant

2. Analysis

Students should be able to

interpret and evaluate a wide range of historical sources

- (a) understand what a document is saying
- (b) distinguish between fact, opinion and judgement
- (c) detect bias, inconsistencies and gaps
- (d) compare and contrast different sources and different interpretations

3. Exposition

Students should be able to

present historical information

both orally and in writing

- (a) narrate a sequence of events, describe situations and explain issues
- (b) give a logical presentation of the evidence
- (c) structure the argument clearly
- (d) reach informed conclusions

Note: Skills to be developed at the appropriate level

	3.0	METHODOLOGY	
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Possible strategies include:

	3.1	Use of resources	
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1. written materials

- documents, primary and secondary
- works of fiction
- poetry, songs
- handouts
- textbooks

2. other materials

- photographs
- maps
- cartoons
- statistics, graphs
- paintings
- music

3. media

- video, DVD -
 - film, documentaries
 - students create own piece of work
- audio -
 - recorded programmes, schools' radio
 - students record inter-views, speeches, role play
- computer -
 - history programmes, simulation
 - Internet – research methods
 - CD-Rom, DVD
 - students create own work
 - word processing
 - notes
 - presentations, e.g PowerPoint
- slides, OHP

	3.2	Activities	
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1. Oral work

- groupwork, pair work, class discussion, debate
- prepared presentations, speeches
- role-play, simulation, drama
- outside speaker, interviews

2. Written work

- answers to questions
- note-taking skills, note-writing
- development of structured, extended writing
- research work
- creation of timelines
- examinations, class tests, practice examination papers

3. Visits

- museums
- sites
- cinema and theatre
- exhibitions
- public libraries, etc.

	4.0	ASSESSMENT OF LEARNING OUTCOMES	
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	4.1	Functions and Principles	
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Assessment is both a formative and a summative process.

Formative assessment is an ongoing process providing information about pupils' learning. It should also be a basis for pupils' further development and plays an important role in the provision of educational guidance for pupils, parents, or guardians and the school. Assessment need not always involve the award of a mark and it should not be punitive, but it should evaluate performance. For teachers, assessment of learning outcomes provides an opportunity to review the objectives, methods and results of their teaching.

Summative assessment provides a clear statement of the knowledge and skills possessed by a pupil at a particular point in time.

The following general principles of assessment of learning outcomes should be observed:

- Performance should be assessed against all the objectives relating to knowledge and skills set out in the syllabus.
- Assessment must relate to work which has been covered in the course.
- All types of work done by the pupil on the course should be a part of the assessment process – e.g. oral and written contributions, class tests, practical work.
- Pupils should be aware of the work to be done and the standards to be achieved in order to attain each level in the assessment scale.
- Pupils should know how their performance compares with other pupils, in the same or other sections. This requires co-ordination between the teachers of the same and different sections to ensure comparability.

	4.2	Assessment in 4th and 5th Years	
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In assessments, language errors should only be taken into account if they impair communication of the historical facts and ideas.

In the 4th and 5th Years the semester mark shall comprise two components : the A mark and the B mark.

1. A mark

The A mark is the reflection of all the observations and of the pupil's overall performance, both written and oral, not taken into account in the B mark.

The A mark may include

- (a) Written work class tests, classwork, homework
- (b) Oral work and participation in class
- (c) Practical work presentations, group work, etc.
- (d) Engagement and effort

2. B mark

The B mark corresponds to the marks obtained in the semester examinations, tests and part examinations.

B mark in 5th Year

Two examinations, each two periods long.

In each School the teachers concerned will determine by common assent for the 5th year the parts of the syllabus to be covered in the first and second semesters respectively.

The written examinations will be based on the parts of the syllabus studied in the 5th year, although they will also test knowledge and skills acquired previously. Questions are source based.

The first examination, at the end of the first semester, is arranged by the school and is set by the teachers. It is not harmonized.

The second, at the end of the second semester, is a harmonized examination. "Harmonized examination" means questions of the same type and of the same level in the three working languages. Where there are parallel groups for one of the three languages, the questions must be identical for these groups. The same amount of material is demanded from the pupils in all the language sections. The number of marks allotted to each question is indicated on the examination paper.