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History Syllabus (years 6 & 7)

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HISTORY SYLLABUS - YEARS 6 & 7

1. OBJECTIVES

1.1 General objectives

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

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. tolerance and openness to 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 recent history;
- ii. give an understanding of important historical concepts;
- iii. develop historical skills and judgement.

The course prepares students for the possibility of further study.

2. CONTENT

A. Knowledge

i) Four hour course

Year 6 - World History 1870-1945

1. *imperialism and beginnings of decolonisation*
 - a) origins, motives and explanations of imperialism;
 - b) spread and implementation of imperialism;
 - c) consequences of imperialism in the colonies and colonial power;
 - d) nationalism: the growth of resistance to colonialism in Africa and Asia to 1945.
2. *World War 1*
 - a) origins of the war;
 - b) course of the war;
 - c) nature of the war;
 - d) consequences of the war - domestic and international impact including the Peace Treaties.
3. *Marxism, Russia and the USSR*
 - a) communist theory: the ideas of Karl Marx and Lenin;
 - b) Tsarist Russia;
 - c) the 1917 revolutions: causes and events;
 - d) Bolshevik Russia under Lenin;
 - e) the USSR under Stalin.
4. *Fascism and Nazism*
 - a) fascism: origins; Italy after World War 1; the growth of fascism; political, economic and social policies, foreign policy;
 - b) Nazism: Germany after World War 1; the rise of the Nazis; taking power and consolidation of power, political, economic and social policies; foreign policy; racism and the Holocaust.
5. *The democracies in Europe and America to 1945*
 - a) democratic theories and systems;
 - b) USA: economic growth, the Great Depression, Roosevelt and the New Deal;

- c) study of at least one European democracy.
- 6. *World War II - origins and course*
 - a) origins, Nazi expansion, appeasement;
 - b) key military events, turning points (European and Pacific wars);
 - c) new technology: rockets and atomic bomb;
 - d) immediate and short-term results (world-wide);
 - e) changing balance of power.
- 7. *Other topics or examples*
 - a) 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 1-6, including sub-headings, must be covered at least at a minimum level.

Year 7 World History 1945-1991

- 1. *Cold War and Detente*
 - a) origins, results of World War II, post-war situation;
 - b) major events, wars and crises, including Berlin, Korea, Cuba and Vietnam;
 - c) detente: conferences treaties;
 - d) end of the Cold War.
- 2. *Decolonisation and emergence of the Third World*
 - a) post-1945 situation, changes in balance of power;
 - b) different patterns of decolonisation;
 - c) study of African or Asian decolonisation (two examples in some detail);
 - d) results of decolonisation;
 - e) development of newly independent states (at least one example in some detail).
- 3. *USA since 1945*
 - a) the political system of the USA and the role of the president;
 - b) economic and social change;
 - c) major internal issues: McCarthyism, Civil Rights, the peace movement, Watergate (at least two examples in some detail).
- 4. *USSR and China (internal developments)*
 - USSR
 - a) the Soviet Union after World War II;
 - b) Khrushchev: desalinisation, economic policy, successes and failures;
 - c) the decline and collapse of the USSR.
 - China
 - a) the Communists take power;
 - b) China under Mao: Great Leap Forward, Cultural Revolution;
 - c) China under Deng Xiaoping: economic and political changes.
- 5. *Europe since 1945*
 - a) post-war arrangements 1945-49;
 - b) integration in Western Europe (EC - Maastricht);

- c) sovietisation and de-sovietisation of Eastern Europe after 1949;
- d) Germany divided and united.
- 6. *Important regional developments and international co-operation*
 - a) UNO, origins, structures and examples of work;
 - b) Arab-Israeli question;
 - c) Southern Africa.
- 7. *Other topics or examples*
 - a) 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 1-6, including sub-headings, must be covered at least at a minimum level.

ii) 2 hour course

Year 6 - World History 1870-1945

- 1. *Imperialism and the beginnings of decolonisation*
 - a) spread of imperialism with major events;
 - b) reasons;
 - c) nature;
 - d) reactions.
- 2. *World War I*
 - a) origins;
 - b) course and nature;
 - c) consequences.
- 3. *Marxism and Russia*
 - a) theory;
 - b) revolutions;
 - c) Lenin;
 - d) Stalin.
- 4. *Fascism and Nazism*
 - a) ideologies for Mussolini and Hitler;
 - b) taking power and removing opposition;
 - c) nature of regime;
 - d) the Holocaust.
- 5. *The democracies in Europe and America*
 - a) democratic government in time of economic and political crisis;
 - b) Europe;
 - c) USA.
- 6. *World War II - its origins and course*
 - a) origins;
 - b) course and nature;
 - c) consequences.
- 7. *Other topics or examples*
 - a) 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 1-6, including sub-headings, must be covered at least at a minimum level.

Year 7 - World History 1945-1995

1. *Cold War and detente*
 - a) origins;
 - b) course and nature;
 - c) end of Cold War - and after.
2. *Decolonisation and emergence of the Third World*
 - a) decolonisation;
 - b) new nations;
 - c) developments and external relations.
3. *USA*
 - a) politics;
 - b) society;
 - c) economy;
4. *USSR and China*
 - a) contrasting Communist systems;
 - b) changes in:
 - USSR
 - China.
5. *Europe*
 - a) divisions in Europe;
 - b) unifying Europe;
 - c) national experiences.
6. *Important regional developments and international co-operation*
 - a) regional studies;
 - b) growth of globalisation;
 - c) The United Nations.
7. *Other topics or examples*
 - a) 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 1-6, including sub-headings, must be covered at least at a minimum level.

B. Concepts (2 and 4 hour courses)

The course will teach:

1. *ideas encountered in history:*
 - (e.g. revolution, totalitarianism, imperialism, 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 ideas and attitudes of the past with those of the contemporary world;
 - realising the tentative nature of historical knowledge.

C. Skills (2 and 4 hour courses)

1. *Research*
Students should be able 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 prepare historical topics and present them 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) show awareness of academic conventions;
 - d) structure the argument clearly;
 - e) reach informed conclusions.

3. METHODOLOGY

Possible strategies include:

1. *Use of media*
- video - film, documentaries
- students create own piece of work
 - audio - recorded programmes, schools' radio students record interviews, speeches, role play

- computer
 - history programmes, simulation
 - Internet ® research methods
 - CD ROM
 - students create own work
 - ® word processing
 - ® notes
 - ® presentations
- 2. *Use of written sources*
 - documents, primary and secondary
 - works of fiction
 - poetry
 - handouts
 - teacher generated
 - student generated
 - analysis of textbooks
- 3. *Use of non-written sources*
 - photographs
 - maps
 - cartoons
 - statistics, graphs
 - paintings
- 4. *Oral work*
 - group work, pair work, class discussion, debate
 - prepared presentations, speeches
 - role-play, simulation, theatre
 - interviews, family history
 - outside speaker.
- 5. *Written work*
 - examinations, class tests, practice examination papers
 - note-taking skills, note-writing
 - essay plans, timed essays
 - writing simulations, role-plays, speeches etc.
 - individual “project” work, extended essay
 - research work ® local history
 - creation of timelines
 - by teacher
 - by student
- 6. *Visits*
 - museums
 - sites
 - cinema and theatre
 - galleries
 - public libraries.

4. **ASSESSMENT AND LEARNING OUTCOMES**

4.1 Functions and principles

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 Participation in class (2 and 4 hour courses)

This contributes to the A mark in Years 6 and 7 and may be based, in part, on formal oral work such as a presentation to the class by each pupil. A formal oral may also be arranged as part of the A mark assessment in Year 6, but is not required.

4.3 Written work and tests

i) Four hour course

Year 6 A mark

- a) will normally include a long written essay of between 2500 and 4000 words, completed within one term and showing evidence of use of original documents. It must be formally presented with footnotes and bibliography. This will count for at least 20% of a semester A mark;

- b) will include written document work;
- c) will include written essay work.

Year 6 B mark

is determined by two semester examinations each of 2 hours 15 minutes.

Year 7 A mark

- a) will include written document work;
- b) will include written essay work.

Year 7 B mark

is determined by one 3-hour examination at the end of the first semester.

ii) **Two hour course**

Years 6 and 7 A mark

Written work assessed over the two years for the A marks may take a variety of forms:

- historical essay;
- document work;
- work on other types of source (e.g. maps, cartoons)
- findings of research;
- imaginative reconstruction;
- answers to questions etc.

Years 6 and 7 B mark

- two written tests per semester of one period each.

4.4 The Baccalaureate

1. Baccalaureate written examination (3 hours)

Questions will be based on Year 7 work but will take account of work done in earlier years.

Part 1 will be a 'document' question from an agreed section of the Year 7 syllabus. A choice will be provided. Each question will contain at least one document and contain a maximum of five sub-questions. A 'document' may include written text, cartoons, photographs, statistics, maps etc.

Part 2 will require an essay. There will be a choice from the sections 1-6 of the syllabus not specified for Part 1 above.

The paper will allow students to demonstrate knowledge, understanding of concepts and their acquisition of historical skills.

2. Baccalaureate oral examination (20 minutes)

Four hour course:

Candidates will choose one question by lot twenty minutes before the examination. Questions will consist of one or more documents. Documents used for the examination must not have been studied or presented in class. Questions will be based on a detailed topic identified by the teacher from six of the seven sections of the Year 7 course.

Two hour course:

In both written and oral assessments, language errors should only be taken into account if they impair communication of the historical facts and ideas. Questions will be based on a range of topics from the seventh year.