



Schola Europaea

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BROCHURE OF HISTORY: GUIDE FOR NEW TEACHERS

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GUIDE

**FOR NEW
TEACHERS**

HISTORY

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Dear Teacher

Welcome to the European Schools. This system, created over 50 years ago has the principal aim of allowing pupils to affirm their own cultural identity, the foundation stone of their future development as European citizens.

As History teachers you are going to play a very important role in helping pupils accomplish this objective! You will be the guarantors of their development; you will endow them with a greater understanding of Europe and of the World in the broadest sense, as well as with a spirit of tolerance and openness.

Teaching History in a diverse social and cultural context implies being conscious of appropriate educational attitudes and having a broad understanding of the working environment and framework of European School pupils

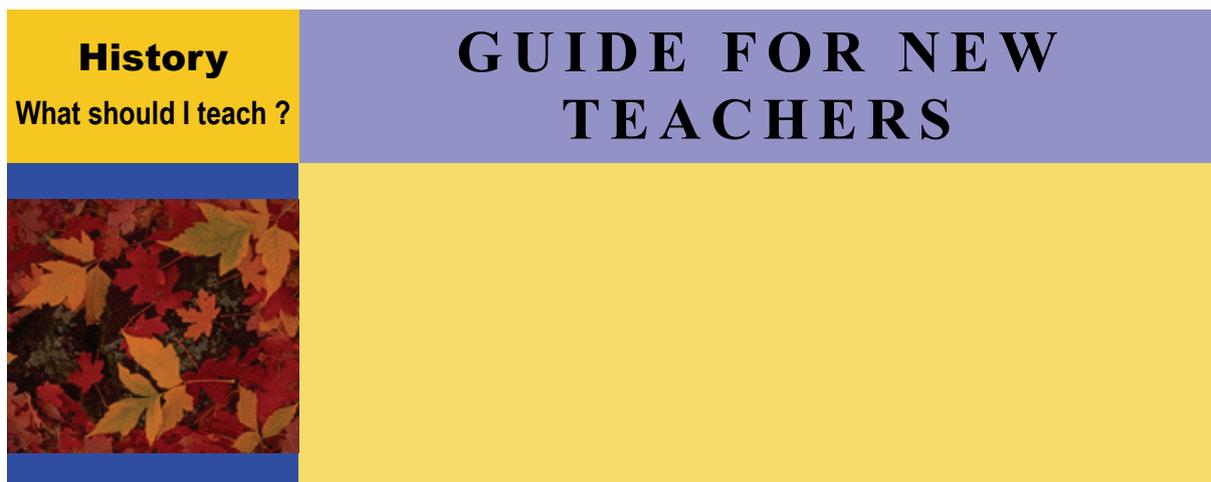
Teaching History in the European Schools also implies accepting the following professional challenges which are both profound and extremely interesting::

- Having classes with pupils of different nationalities who study History in a language other than their native tongue;
- Teaching History through the transversality of a European historical approach, using examples drawn from countries of interest to the pupils of a particular class;
- Developing pupils' awareness of a common European existence which leads to a respect for the traditions of all European countries while preserving pupils' own individual identity.

A group of European School History Teachers, having considerable knowledge of this system and with broad experience, accepted my request to produce this brochure.

We hope that the content of this brochure will be of particular interest to you and that it will guide you in taking your first steps through a system which, by its very nature, is somewhat different from your national educational systems.

**L'Inspectrice Générale
Helena Teixeira Coelho**



The European Schools are official educational establishments controlled jointly by the governments of the Member States of the European Union. In all these countries they are legally regarded as public institutions.

The mission of the European Schools is to provide a multilingual and multicultural education for nursery, primary and secondary level pupils.

They are intended primarily for children of persons working for European institutions.

In principle, pupils start secondary school once they have reached the age of 11 and having successfully completed their primary studies at the European School. Otherwise, they must be holders of an equivalent certificate issued by a recognised educational establishment.

The seven years of the secondary cycle are organised in the following way: during the first three years, pupils follow a common programme called the “observation cycle”. Most of the subjects are taught in mother tongue. From the second year, all pupils begin studying a second foreign language. In the third year of secondary school, everyone studies History and Geography in their vehicular language (L II). Latin is offered as an option in the third year.

Years six and seven are considered as a single entity leading to the Baccalaureate. Although there is a core of **compulsory subjects** (including mother tongue, L II, Mathematics, a science subject, philosophy, physical education, **History (two hours)** and Geography), pupils also have the choice of a large range of optional courses of two hours, or **four hours** (for example: History 4).

The schools' ethos

The words which express the very essence of the European Schools' ethos have been inscribed on the foundation stones of every school: " Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. *Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.*"

These aims are of particular interest to history teachers, since they embody the spirit of the school system, its ethos and aspiration of nurturing a European spirit among its pupils: future citizens of Europe.

'Without ceasing to look to their own lands with love and pride,' expresses the essence of the role of history in the European Schools, since the history programme has been designed to highlight national identity within a European framework.

The teaching of History

The contents and skills of the History teaching programme are featured in a subsequent chapter of this brochure. It is important however to emphasise that fundamental to the delivery of the history programme is **use of the pupils' second language**.

In other words, in using L2, to deliver the history programme, **the teacher is indirectly but demonstrably enhancing levels of pupils competence in that language**.

The European Dimension

The European Dimension in teaching lies at the heart of various initiatives and policies advocated by both the European Union and the European Parliament.

At the European School the European dimension is regarded as a tool of pedagogic and intercultural potential which can play an invaluable role in harmonizing our history curriculum by introducing a common core of themes and ideas which present a unified and coherent European history; not one which is fragmented through concerns for national particularism.

Such an approach facilitates the teaching of history and creates greater harmonization and coherence across the years. There is also scope for productive and mutually beneficial cross-curricular links with L2 teachers.

History Inspectorate
What should I teach ?

GUIDE FOR NEW TEACHERS



History Teaching in the European Schools is collectively very different from what is taught in national systems. Without going so far as to ignore all the teaching skills acquired previously, there is an absolute need for training to adapt to the needs of our subject. Above all, because the teaching is geared towards second language pupils.

It is necessary therefore to look for guidelines and to look from a different perspective at learning this kind of teaching methodology. Oral work is of particular importance. Moreover, a majority of pupils prepare for an oral examination in this subject. It is therefore indispensable to emphasise and encourage interactive work during lessons.

If the methods used seem similar to those used in the national system in so far as they stress the importance of analysis and criticism, it is essential that content is approached from a totally different angle. It is not a question of teaching a national version of History. There is no point in reusing lessons and simply adapting them to the European curriculum.

**History Teaching is the Teaching of
Europe - singular and plural.**

This subject therefore demands taking into account the idea of a 'European Dimension.' Once again, national syllabuses cannot be used as a sole reference for fear of falling into a kind of purely national teaching, which fails to take into account the diversity of nationalities which make up our classes. Apart from the unavoidable, the examples given should be as varied as possible and most of all, should not be restricted to the big countries such as France, the United Kingdom or Germany.

Europe comprises 27 countries, each of them rich in a history to which one can refer in one's teaching (see examples in the programme chapter). Above all, one should be open-minded, making our pupils aware of the existence of a pluralistic Europe.

It is therefore fundamental, indispensable and beneficial, as much for the teachers as for the pupils, to put this European dimension into practice in our lessons.

The Study Programmes

They consist of a single block for Years 4-5 but are in single annual units for 6 et 7. In the last two years there is a specific syllabus for the 4 hour option. History teaching is conducted during the first three years of the secondary cycle under the heading of a more general framework known as Human Science. (3 périods). It is only at the beginning of the 4th Year that pupils are taught history per se as a compulsory subject for two periods a week. This pattern continues for the remaining four years.

Details of the syllabus can be viewed on:

- The European Schools site: **www.eursec.org**

- **The Learning Gateway** : a data bank containing general and subject related information which is available to teachers of the European Schools. You should request a password immediately upon commencing your duties.

The syllabuses are accompanied by teaching guidelines. They present general objectives as well as more specific objectives for the subject and at the various levels.

They must therefore be read with the greatest of care.

Teaching in the European Schools is therefore being able to transmit historical concepts and important notions such as cause and consequence, similarity and difference, change and continuity and **historical perspective.**

* the 4 period option is chosen by pupils at the end of the 5th Year. For two years they are taught a specific course leading to a specific exam.

Programmes

4th — 5th

4th

1. The Middle Ages (15 weeks) *
 Feudalism and Kingship (6 weeks)
 Town and countryside (4 weeks)
 Religion, Conflicts, Culture (5 weeks.)

2. Renaissance et Reformation (15 weeks)

Italy and other centres (5 weeks)
 Art, Humanism, Sciences et Technology
 Reformation and counter-reformation (5 weeks)
 The wider world: new perspectives and ideas. (5 weeks)

Guidelines and the European Dimension

The European Dimension is of considerable importance for both these years and is the source of numerous examples. They appear here as a guide.

1. Emphasis is placed on the study of society, different civilisations and their relations. *A study of the feudal system could use examples drawn from Poland or the Baltic states.*

2.

References to Sweden and on the major role of the United Provinces.

Portuguese and Spanish discoveries will also be covered.

5th

3. Absolutism and revolutions (12 weeks)

Absolute Monarchy (4 weeks)
 The Enlightenment (2 weeks)
 The American and French Revolutions (6 weeks)

3. *One should refer to the causes and various aspects of absolutism as well as a review of the Enlightenment. The two revolutions, and especially the French Revolution should be used to explain concepts and roots without going into detail.*

Instead of referring exclusively to Louis XIV a study of the Hapsburg dynasty can be considered.

4. Economic and social change (15 weeks)

The Industrial Revolution: causes, development, spread, social and ideological consequences.

4. *To study the economic, social and political transformations of the XIX century.*

Without ignoring the importance of Great Britain, this study can just as easily use examples drawn from central Europe such as Czechoslovakia (Skoda)

5. Nationalism and Liberalism (6 weeks)

Congress of Vienna (1 week)
 Liberalism and national aspirations (4 weeks)
 A new European map (1 week)

5. *Europe in 1815 and the revolutions of 1830 and 1848. The national movements can include: Greece, Belgium or even the example of Poland. Germany and Italy remain as important as ever.*

** for guidance*

Syllabus

6th Year

*World History from 1870 to 1945***Guidelines and the European Dimension***Belgian, Dutch or Portuguese colonisation can equally be used as a reference*

1. *Imperialism and the beginnings of de-colonisation*
2. *The First World War*
3. *Marxism, Russia and the USSR*
4. *Fascism et le Nazism*
5. *Democracies in Europe and up to 1945*
With at least one European democracy being studied.
6. *The Second World War: causes and course*

*The example of Franco's Spain or examples selected from Central Europe could be included in the course.****This syllabus is common to both the 2 and 4 period courses. However, the 4 period option requires an in-depth study of each of these themes.*****Additional aspects of political, economic, social or cultural history can be studied, and, when the occasion arises, other examples drawn from the history of countries of interest to the pupils can be used.**

7th***World History 1945 to 1991***

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. <i>The Cold War and Détente : causes and course</i> 2. <i>Decolonisation and the emergence of the Third World</i> 3. <i>The USA since 1945</i> 4. <i>The USA and China (internal development)</i> 5. <i>Europe since 1945</i> 6. <i>Important regional developments and international cooperation</i> <ol style="list-style-type: none"> a) UNO, origine, structures and examples of its work ; b) The Arab-Israeli question; c) South Africa. | <p>Important</p> <p>While the themes of the syllabus are identical in respect of the 2 and 4 period courses, it is clear that the latter is covered in greater detail. Moreover, the 4 period course includes a specific question which does not appear in the official syllabus. Roughly ten weeks are allowed for the study of this topic.</p> <p>Proposed by a group of experts, this study continues for between two and three years. It is examined as part of the written baccalaureate and appears in the form of sources which make up half of the total marks.</p> |
|--|--|

Resources**Recommended****4th: Contrasts and Connections SHP****5th : New History in Context, Collins, Gallagher, Byrne, Keogh****6th : GCSE Modern World History, Ben Walsh****7th ; GCSE Modern World History, Ben Walsh****Internets sites: Some useful examples**<http://www.bbc.co.uk/schools/gcsebitesize/><http://www.bbc.co.uk/scotland/education/bitesize/standard/other/hotlinks/history.shtml><http://www.schoolhistory.co.uk/><http://www.spartacus.schoolnet.co.uk/><http://www.britarch.ac.uk/><http://www.iisg.nl/landsberger/><http://www.teachernet.gov.uk/teachingandlearning/subjects/history/usefullinks/><http://www.comptonhistory.com/><http://www.johndclare.net/><http://www.historygcse.org/><http://www.historyonthenet.com/><http://www.learnhistory.org.uk/>



Do the European Schools have their own textbooks?

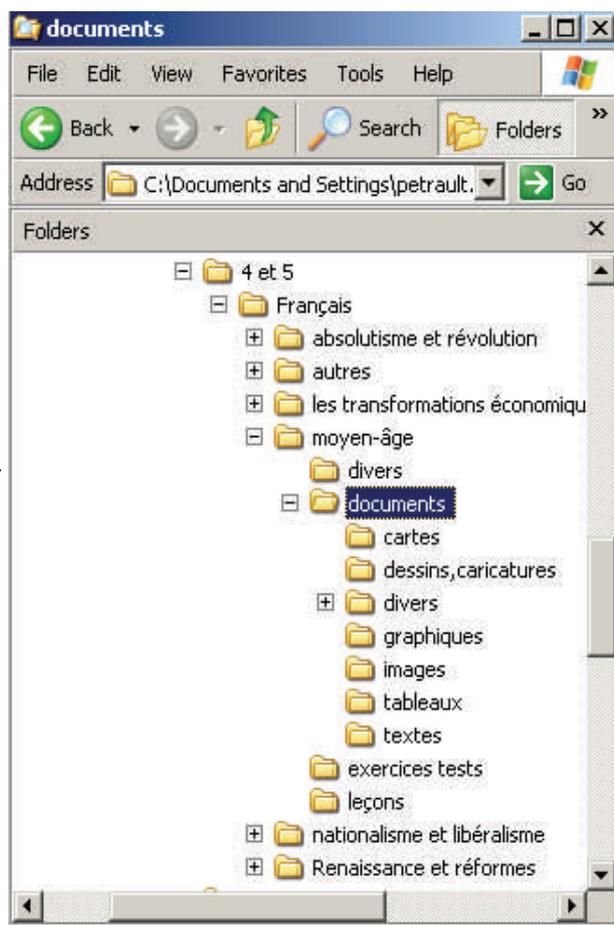
No. With the exception of the 3rd Year (Human Science) for which a booklet was published by colleagues of the European Schools, there is no specific textbook in the E.S. There is currently a proposal to produce a common textbook for Year 6 based on a Franco-German model. Each section chooses which book should be purchased by pupils. The title often corresponds to those currently used in the U.K. or Ireland.

Where do I find references, historical sources, examples?

First and foremost, from **colleagues** in your own language section but equally from the other linguistic sections (French and German). A foreign cartoon can always be put to good use.

Textbooks. It is a good idea to arrive in the ES system with a maximum number of copies at one's disposal. These textbooks allow the teacher to broaden the range of exercises and sources. Many of the texts draw upon European examples (the Weimar Republic, The crusades, the Black Death in Europe.) under useful topic headings..

The Learning Gateway. This data bank, reserved exclusively for teachers of the ES, is updated by existing colleagues who upload photographs, texts, maps.....in other words, any document which is potentially useful in planning a lesson or an exam. (see opposite for an example of how to search for material using the Learning Gateway).



Can I expect any training ?

There is not any ES training as such, as exists in the British or Irish systems. Nevertheless, a History training course is organised every 3 years. This provides an opportunity for participants to exchange and share ideas. It also attaches particular importance to the question of how to teach our subject. For that reason, methodological and thematic workshops are organised (for example: on the use of new technology). Experts participate regularly during these courses, especially with respect to the depth topic for the History option in Year 7.

Is there a person to whom I can refer for our subject?

Yes. Each school nominates a co-ordinator for History who has certain administrative responsibilities and who is responsible for harmonisation of the subject between language sections.

He/she sometimes participates in the History working party, led by the subject inspector. This group meets at least twice a year and is responsible for distributing information within the school. The working party is involved with a number of matters including methodological and linguistic aspects of History teaching.

What is meant by Pedagogical Days ?

They occur either once or twice a year. Such days are holidays for the pupils but not for the teachers. They are used to highlight general pedagogical/disciplinary issues within the individual school. They are an opportunity to raise questions concerning content, the problems of evaluation and harmonisation.

When should I make contact with the school?

It is important to make contact as quickly as possible with the school to which you have been assigned. The buildings are generally open up until mid-July. A visit is recommended since it allows the teacher to make contact with colleagues, receive official documents - syllabuses, exams - and collect examples of tests and exams, both written and oral. All of these documents are extremely precious when beginning to prepare lessons during the summer holiday.



GUIDE FOR THE NEW TEACHER



Methodology in the European Schools relies of course on the experience and pedagogical knowledge of seconded teachers.

However, this foundation is not enough and one's methodology needs to adapt. As for the syllabus, methodology implies taking on board the issue of **Language II**. In this regard, teaching must not simply transmit didactic material but must be mindful of language learning too. The lesson must be as lively as possible, encouraging the pupils to speak.

It is also indispensable to use many and different teaching aids. In general, the European Schools are well-endowed with equipment, especially of the technological kind. This gives the teacher complete freedom in the use of new technologies for lessons.

The teacher is encouraged to use: (recommendations are attached to the syllabuses chapter) :

1. Written sources

- Primary and secondary sources
- documents prepared by the teacher, textbooks

2. other documents

- photographs
- maps
- cartoons
- Statistics and graphs
- paintings

3. Media

video, DVD

- film, documentaries
- historical programmes, simulations
- Internet – research methods
- CD-ROM, DVD
- personal work done by pupils : exposés, posters, exhibitions

Throughout the pupil's career - 4th - 7th years - he/she will be confronted by a variety of historical sources and needs to be gradually introduced to the skill of analysing and evaluating sources, which is essential for success in the baccalaureate examination. This requirement in fact accounts for 50% of the 4 period option exam and is the essence of questions posed during the 2 period oral exam.

Oral work done in class must therefore allow the pupil, not just to progress in a language which is not his mother tongue, but equally, to develop all the qualities needed for the final exam.

Some guidelines :

Oral Work

- group work, pair work, discussions in class, debates
- presentations, exposés
- role play, simulation
- dialogue with an external speaker, interview

Written work

- Answers to questions
- note-taking,
- learning to write using a structured plan
- research work
- creating timelines
- Historical fact sheets: events, biographies (especially for the 4 period course).

Visits

- museums
- sites
- cinema et theatre
- exhibitions

Attention should also be focused on the pupils' ability **to develop a critical sense**, especially with regard to sources.

In this respect, it is advisable to take account of pupils' knowledge of their particular nation or state. Apart from the European dimension aspect, the fact of reaching out to pupils through their life experience and their national history can prove quite enriching for the class as a whole and a good source of motivation for each individual. This kind of exercise can take the form of exposés, which also lend themselves to oral work.

E.S. methodology also emphasises **harmonisation** since, the European School is not an island. In fact, the richness of this educational system lies in the opportunity it gives to compare, contrast and share teaching experiences, sources and documents with French and German colleagues.

However, multinational teaching experience can be so different that it becomes essential to harmonise (also see the evaluation chapter). It is important at the outset to define content and methods in the context of the exams. Starting to teach History in L II **only** in the Third Year, pupil competence can be below expectations. Therefore, starting in the Third Year, but especially from the beginning of the Fourth Year, one should introduce pupils to source analysis and essay writing techniques.

What can appear, at least at the outset, as shocking or even destabilising when confronted by such a variety of teaching techniques, brings a certain richness and positive professional experience.

Another pitfall of teaching in the European Schools: the **Heterogeneity of the pupils**. Depending on the school, this includes language as well as methodology. It is therefore crucial to prepare teaching materials which differentiate and meet different needs. Working in small groups comes into its own but it is also important to prepare mixed ability exercises.

As mentioned in the introduction, History teaching is carried out in **Second Language**: in the three working languages (French, English and German).

For this reason it is essential to adapt one's teaching both in terms of methods and choice of teaching aids.

You should insist that pupils acquire subject-specific vocabulary. Pupils should therefore keep an up to date vocabulary list or glossary (at the back of their exercise books, for instance). Tests could be used to establish the extent to which words have been learnt.

It is also important to use the following in your lessons;

- Clear and relatively short documents. Making sure that pupils know a minimum is better than being too ambitious.
- The selection of documents is therefore important in as much as it has a major impact on how much pupils learn.
- We should check pupils' notes and, at the beginning, set exercises with words missing for the pupils to complete.

In fact, experience shows that in the 6th and 7th Year, even when confident orally, pupils always have difficulty with written work and especially with source analysis and essay writing. Teachers should ensure, starting with the 4th and 5th Years, that these skills are acquired. In this sense, the History teacher is helping pupils progress in their second language.



Can I reuse my own lesson plans ?

No. Reproducing the same lessons isn't possible since they will not include the European Dimension which is central to teaching in European Schools. If it is possible to utilise a general teaching resource bank, then the materials must meet the needs of LII pupils.

Should practical work and exercises be given prominence in our teaching?

Yes. They allow pupils to work on their historical knowledge, concepts and language (structure and vocabulary). The questions also tend to be adapted and simplified (in comparison with what one finds in national textbooks

Should I keep a record of my progress?

Yes. A 'cahier de matière vue' (equivalent to a scheme of work) must be completed regularly at the end of each semester. It emphasises teaching progress and includes the exercises, tests and exams which are set. An annual progress report must be presented either at the end of the academic year or at the beginning of the new term.

Can I organise study tours and trips?

Yes. As in the national system, one must at the outset refer to the school management without forgetting to advise the relevant authorities. The trips can be either cross-curricular or can involve several or all language sections of a particular year.

How long is a lesson ?

In the European School system the duration of a lesson is 45 minutes ! Clearly, lesson content must be tailored to fit this time constraint and one should not be too ambitious in terms of lesson coverage.

May I set homework?

Yes. In this respect there is nothing new. One should ensure that pupils learn the essentials of the lesson. Exercises can be set for completion outside lesson times and each school has a study room and library which can be used for individual and group work or for research.

What is meant by harmonised exams ?

These concern fifth year pupils. The June exam set by each of the three sections should, to all intents and purposes, be identical—in terms of topics, questions, documents and even the structure of questions. The exam emerges from a consensus at the beginning of the year—see the evaluation chapter. Harmonisation can of course have implications for the methodology used in Year 5.

How do I respond to difficulties experienced by pupils?

There are various remedial solutions both from the language and teaching point of view. It is very important to speak to the class teacher (professeur principal), the language II teacher and support staff, who are not necessarily members of the same section. There are Learning Support lessons, organised throughout the year as well as 'Catch-up lessons' which can be temporary, depending on the needs of pupils. On the other hand, certain pupils enjoy a different form of remedial provision known as a SEN (Special Educational Needs) convention. This applies to those whose learning difficulties have been properly diagnosed. They receive special provision tailored to their needs. SWALS pupils are those who do not belong to any of the existing language sections and whose courses meet their specific needs.



History Inspectorate

What should I teach ?

GUIDE FOR NEW TEACHERS



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.

Before explaining the assessment objectives for these two years, it is important to reiterate the specific learning and teaching objectives.

		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.** tolerance and openness to different points of view.
- iv.** an ability to communicate effectively in a working language.

More specific objectives are to
impart knowledge of major events and movements of the history of the period;
give an understanding of important historical concepts;

It is also important that students should demonstrate each of the following skills when analyzing and evaluating documents and 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

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

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 - eg. Oral and written contributions, class tests, practical work.
- Pupils should be aware of the work 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 teachers of the same and different sections to ensure comparability.

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 comprises 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 subject co-ordinator should be consulted as to the exact criteria to be applied in arriving at A and B marks.

- | | | |
|------------|--------------------------------------|----------------------------------|
| (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 corresponds to the marks obtained in the semester examinations, tests and part examinations.

B mark in Year 5

There are two exams, each of two periods long.

In each school the teachers concerned will determine by common consent 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 harmonised.

The second exam, at the end of the second semester, is a harmonised examination. Harmonised exam 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 question paper.

According to the regulations, colleagues are required to keep all exam papers, which, in the case of History teachers, are those set in Years 5, 6 and 7. These are subsequently put into bundles and delivered to the appropriate counsellor for storage.

Differences in assessment procedures in Year 5 classes.

In addition to class tests which are ordinarily taken by Year 5 History pupils, there are two examinations, taken in December and June, each of which should be designed to last two periods (1h½).

It is important to reiterate that only the second of these two examinations is harmonized but that both or them are used to calculate the B mark. All other assessments and tests are used to calculate the A mark.

What other forms of assessment are there in Years 4 & 5?

Class Tests

These are set at the discretion of the individual teacher and are used as a component of the A mark. These are generally very short tests which allow the teacher to check pupil knowledge or vocabulary.

Long tests (B mark)

The 4th Year are required to sit 2 tests each semester. These often occur at the end of a topic and are 45 minutes long. **It is important to note that Year 4 pupils do not take an examination at the end of each semester.**

Assessment in the 6th and 7th Years

The following applies equally to the 2 and 4 period course.

How to assess pupils taking the 4 period options (6th and 7th) ?

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 teachers of the same and different sections to ensure comparability. (This role is principally performed by the subject co-ordinator.

6th Year A Mark

This will normally include:

1. Participation in lessons
2. Short written class exercises showing ability to organize ideas, display knowledge and use references. (Learning to write essays)
3. Analysis of short documents

6th Year B Mark

This is determined by two semester examinations of 2h15 (3 périods). These comprise sources questions and an essay.

7th Year

A mark

The same as in Year 6

Year 7 B mark

There are two exams at the end of each semester. Only the exam held in January is included in the B mark. The second in June is part of the total Baccalaureate mark.

How to assess pupils taking the 2 period course in Years 6 and 7

A mark for 6th and 7th

- Historical essays, sources work including maps, cartoons
- Research
- Oral contributions

B mark for 6th and 7th

This should be based on two written exams per semester of one period each. In the 7th year they are considered official exams within the framework of the baccalaureate.



BACCALAUREAT

The Baccalaureate is subject to special rules and regulations with which one must become acquainted. Here are some important points.

The written baccalaureate exam (3 hours) for the 4 period course

Questions are based on knowledge and skills acquired in the 7th year but are also based on skills acquired in year 6.

The first part consists of source analysis on the depth topic chosen for year 7. Pupils have the choice of two questions.

Sources can include:

- Texts (primary or secondary)
- Pictures, cartoons
- Photographs
- Posters
- Maps
- Graphical data.

The second part consists of an essay. Pupils can choose between five topics each of which is a theme studied during the year with the exception of the depth topic.

The oral exam of the baccalaureate

The oral exam option is chosen by pupils of both the 2 and 4 period course. For those taking the 2 period option, the choice is between History and Geography. Pupils taking the 4 period option can take an oral exam in place of the written paper.



The written part.

History teachers are required to submit an examination proposition in November preceding the examination. This task is overseen in the three sections by the co-ordinator. Examples of the previous Baccalaureate and other examinations are available on the Learning Gateway.

The oral

It is the teachers who set the questions for the pupils of their class and these become the oral component of the baccalaureate. What sort of questions should I set?

Guidance as to the type of questions set should be given by the subject co-ordinator who will be able to provide examples of questions normally set. In addition, questions are drawn from the Year 7 syllabus and in the case of the 4 period option, include the depth topic. The teacher should produce the same number of questions as candidates plus 5. However, for larger groups, the number of questions may be limited to a maximum of 20.



The written exam is taken exclusively by pupils who have opted for the 4 period course. It lasts 3 hours.

The oral exam lasts a maximum of 20 minutes (the same for each course option).

Pupils have an initial preparation time of 20 minutes. There are two examiners: the class teacher and an external examiner. Both the teacher and the examiner enjoy equal status and play an equal role in the conduct of the exam.

A marks grid with precise marks criteria is available. At the end of the exam, the two examiners discuss the candidates' performance according to the grid criteria and arrive at a mark. Marks awarded by the teacher and examiner can be different. The marks are delivered to the secretariat responsible for the baccalaureate and the final mark is calculated as an average of the scores given..

The candidate can refuse the first question drawn. This refusal is noted on an official document and the candidate automatically loses 20% of the available mark. This calculation will be done by the administration.



What is the average mark ?

It should be noted that a mark of 5 does not constitute an average. In fact, a mark of 6 indicates that the main objectives have been attained and is widely considered a 'pass' mark.

Are there any marks grids ?

Yes, there are many. A general one which is used across the curriculum appears at the end of this chapter. There is also a specific grid which is designed for assessment of the baccalaureate in History and which can also be used for oral assessment.

How are Class Councils run ?

They take place at the end of each semester and are organized either according to section or class. They are a veritable marathon and can be conducted in all three working languages. Averages are calculated by computer which determines whether pupils have the necessary score—6 or above—to proceed to the next year. A pupil can have a general mark of 6 but might not be promoted to the next year if his marks are too low in the core subjects.

What is the final mark?

This is awarded at the end of the year. It takes into account all the A and B marks given during both semesters. It isn't necessarily purely arithmetical but should lie between the highest and lowest mark. It is crucial in determining whether a pupil is to enter the next year.

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Marks

Article 60 of the General Regulations of the European Schools– Assessment

Marks guidelines. For assessment, teachers use a scale of marks ranging from 0 to10. The following table shows how marks relate to attainment.

DEFINITIONS	Marks
The performance meets the requirements of the subject and the question especially well. The award of 10 does not mean that the performance is flawless but it does denote a performance which is outstanding in most respects.	9-10
The performance meets the requirements of the subject and the question.	8-8,9
La performance generally meets the requirements of the subject and the question.	7-7,9
The performance does show weaknesses but still meets the requirements of the subject and the question as a whole.	6-6,9
The performance does not meet the requirements of the subject or the question but shows that the necessary basic knowledge exists and that the weaknesses can be remedied in the foreseeable future.	4-5,9
The performance does not meet the requirements of the subject or the question, the basic knowledge being so sketchy that the weaknesses can be remedied, but only in the comparatively distant future.	2-3,9
The performance does not meet the requirements of the subject or the question, the basic knowledge being so sketchy that any weaknesses would not be able to be remedied in the foreseeable future.	0,1-1,9
This assessment will be given in the event of a blank or unacceptable response or in the event of cheating.	0

de