History Syllabus (Years 6 & 7)
Approved by the Joint Teaching Committee on 9 and 10 February 2017 in Brussels

Attainment Descriptors: Entry into force

On 1 September 2019 for S6
On 1 September 2020 for S7

1st Baccalaureate session in June 2021

1 Syllabus approved by the Joint Teaching Committee on 7 and 8 February 2013 in Brussels (with entry into force on September 2013 for S6 and 1 September 2014 for S7)
2 The Attainment Descriptors for History S6-S7 were inserted in the present syllabus. They were approved by the Joint Teaching Committee on 9 and 10 February 2017.
3 Harmonization 3 language versions S7 4 periods course EUROPE FROM DICTATORSHIP TO DEMOCRACY (1974-95) p. 28.
4 Further to the decision of the BIS taken by Written Procedure PE 2020/16 on 15 May 2020, the approved written examination material for History 4 Periods for use with the new marking system in the European Baccalaureate was inserted in the syllabus.
5 Modification of the sample paper of Written BAC examinations approved by the BIS on 4 and 5 October 2021
6 Modification of Annex 3 related to the questions of the Written Baccalaureate Paper approved by the BIS on 7 and 8 February 2022 with an immediate entry into force.
7 Update of the oral record sheet: the BIS approved by means of Written Procedure 2022/60, the document “European Schools’ Criteria for the Assessment of the Baccalaureate Oral Exams – Applicable as from European Baccalaureate session 2023” (Ref. 2022-09-D-46-en) on 5 December 2022 with an immediate entry into force.
European Schools History Syllabus Years 6 and 7

Introduction

History and the past are not the same thing. Nor is history the mere study of the past. History is a process of imaginative reconstruction and interpretation of the past. It is the critical investigation of both the sources that the past has left behind and what historians have written about the past.

Students of history come to appreciate the relative nature of historical knowledge. Each generation produces history that reflects its own preoccupations and the new evidence that becomes available. History offers opportunities for empathetic understanding, but also develops the capacity for critical distance. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they are political, economic, social or cultural. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

The age of the previous syllabus, which entered into force in 2000, the new requirements of the baccalaureate, the diverse geographical and national backgrounds of European school students, along with the need to take new methodological approaches into account meant that a reform of the history syllabus for years 6 and 7 had become necessary.

The history of Europe from 1914 to the present day has a prominent place in the syllabus as a compulsory core course studied by both 2 period and 4 period students throughout years 6 and 7. By placing greater emphasis on the experience of populations, the diverse regions and states of Europe, and the importance of teaching social, as well as political and economic history, this syllabus better reflects the complexity and diversity of our continent’s contemporary history. The second part of the syllabus allows students to acquire further historical knowledge with a more thematic approach which takes into account recent historiography and emphasises a greater awareness of the world through the study of other areas and continents.

This programme aims to make a significant contribution to the development of future European citizens, endowing them with a critical spirit and an awareness of heritage, ready to play an active role in the 21st century world.
1. General Objectives of the European Schools

The European Schools have the two objectives of providing formal education and of encouraging pupils’ personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

The European Schools’ syllabuses seek to develop all of these key competences in the pupils.

2. Didactic Principles

The aims of this program are based on specific methodological objectives. By the end of their studies, students will have developed the following skills:

- an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- an understanding of the present through critical reflection upon the past
- an understanding of the impact of historical developments at national, European and global levels
- an awareness of one’s own historical identity through the study of the historical experiences of different cultures
- an ability to understand, express and discuss historical ideas and concepts in a foreign language (L2)

The learning and teaching of history are based on following didactic principles:

- approach: the different areas of the pupil’s learning are integrated
- active learning: pupils become responsible for their own learning process
Teaching Approaches for Year 6 & 7

- Written exercises produced during the course of the year
  - Essays
  - Source analysis
  - Research work (ICT, library)
- Homework – written and oral
- Participation in class discussion & activities
- Oral presentations
- ICT (blogs, forums, wikis, other virtual learning environment tools, podcasts, webquests, interactive whiteboards, digital film-making etc)
- Fieldwork
- Group work
- Role plays
- Projects
- Cross-curricular work
- Peer- and self-assessment

The above list is not exhaustive and not in order of importance.

3. Learning Objectives

The cyclical nature of learning history, where knowledge and skills are built and consolidated over the whole course, means it is essential that the skills below are covered throughout the syllabus, are introduced appropriately and depending on the context, are not treated in isolation, and are revisited during the course.

3.1 The gathering and sorting of historical evidence

Skills include:
- developing research skills of locating and selecting relevant and appropriate evidence, from books, articles, websites, audio-visual resources, and fieldwork.
- recognising the distinctions between different kinds of evidence: primary and secondary, textual, audio-visual, oral, graphic, tabular.

A student’s progress should be characterised by increasing confidence and independence in locating and using a variety of historical sources.

3.2 The evaluation of historical evidence

Skills include:
- recognising the subjective nature of the historical evidence • examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other • recognising the value and uses of sources, and reasons to use them cautiously • recognising and appreciating why and how opinions and interpretations differ.

A student’s progress should be characterised by increasing awareness and acknowledgment of historical opinions and interpretations.
3.3 Recognising and understanding historical processes and their relationships to human experience, activity and motivation

Skills include:
• recognising, explaining and analysing causes and consequences • recognising, explaining and analysing continuity, change and development over time • recognising, explaining and analysing similarity and difference • relating human activities, experiences and motivations in history to a range of cultural and social dimensions • synthesising material studied across time and space.
A student’s progress should be characterised by a maturing appreciation of the nature of human experience in a range of contexts.

3.4 Organising and expressing historical ideas and information

Skills include:
• posing questions and hypotheses and answering or testing them • handling and synthesising several sources for one inquiry • selecting and deploying information and ideas • constructing narratives, with ideas, analysis and relevant substantiation • summarising and arriving at conclusions.
A student’s progress should be characterised by increasingly sophisticated and effective skills of oral and written communication.

By the end of year 6, students will have developed their skills and knowledge of European history up to 1945 and their knowledge of social, political, economic history based on European and global themes.

By the end of year 7, students will have developed their skills and knowledge of European History post 1945 and their knowledge of social, political, economic history based on European and global themes.

See section 4 for a more detailed description of knowledge areas gained in each year.
4. Content

**THE HISTORY PROGRAMME FOR YEARS 6 AND 7 IN THE EUROPEAN SCHOOL**

**EUROPE AND THE WORLD FROM THE END OF THE 19TH CENTURY TO THE START OF THE 21ST**

**COMPULSORY CORE: EUROPE AND EUROPEANS SINCE 1914**

**Europe 1914-1945**

- Year 6 – 2 period (approx. 24 lessons)
- Year 6 – 4 period (approx. 48 lessons)

1) Europe transformed by the First World War
2) Dictatorship and democracy: Europe in the interwar years (1918-39)
3) Europe and Europeans in the Second World War

**Europe since the Second World War**

- Year 7 – 2 period (approx. 24 lessons)
- Year 7 – 4 period (approx. 45 lessons)

4) Post-war Europe (1945-1949)
5) Eastern Europe, Western Europe (1949-1973)
6) Europe from dictatorship to democracy (1974 - 1995)
7) Europe in the making (1945 to today)

**OPTIONAL THEMES**

<table>
<thead>
<tr>
<th>Year 6 – 2 period</th>
<th>Year 6 – 4 period</th>
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<tbody>
<tr>
<td>3 themes (minimum) x 8 lessons</td>
<td>3 themes (minimum) x 15 lessons</td>
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<table>
<thead>
<tr>
<th>6.2A</th>
<th>6.4A</th>
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<tr>
<td>The USA 1898 to 1945</td>
<td>The USA since 1898</td>
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<tr>
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<tr>
<td>Culture and Society before 1945</td>
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<td>European colonialism and imperialism from the end of the 19th century to 1945</td>
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<td>Russia and the USSR 1917 to 1953</td>
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<tbody>
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**COMPULSORY THEMES**

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<tr>
<th>Year 7 – 2 period</th>
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<td>Cold War</td>
<td>Cold War and international relations since 1945</td>
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<td>China since 1949</td>
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<td>Decolonisation and independence since 1945</td>
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<td>Arab-Israeli conflict since 1947</td>
<td>The United Nations</td>
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<td>The USA after 1945</td>
<td>The United Nations</td>
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<td>Mass media, popular culture and authority since 1945</td>
<td>Mass media, popular culture and authority since 1945</td>
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See Appendix 1 for a more detailed description of the content of each unit.

See Appendix 2 for a sample teacher companion document which provides guidance on the number of lessons, teaching approaches, skills to develop and how to bring in the European dimension.

5. Assessment

5.1 Assessment Objectives

The assessment objectives for 4 period History are in italics.

Assessment objective 1: Knowledge and understanding
- Recall and select relevant historical knowledge
- Demonstrate understanding in an historical context
- Demonstrate an understanding of historical processes: cause and effect; continuity and change etc.
- Deploy accurate, relevant and detailed, in-depth knowledge of the past.

Assessment objective 2: Application and interpretation
- Present a summary of evidence
- Apply historical knowledge as evidence
- Compare and contrast sources as evidence about the past
- Show awareness that events in the past have multiple explanations
- Recognise different approaches to, and interpretations of, historical issues and events.

Assessment objective 3: Synthesis and evaluation
- Evaluate the utility of various types of sources as evidence about the past
- Synthesize evidence from both historical sources and background knowledge
- Evaluate the different approaches to, and interpretations of, historical issues and events.

Assessment objective 4: History communication skills
- Present balanced, coherent and focused historical explanations both orally and in written form
- Demonstrate the ability to produce analytical and/or evaluative written essays about historical issues and events in depth
- Demonstrate evidence of research skills, organisation and referencing. (In Year 6 personal research assignment.)
### Attainment Descriptors

*The attainment descriptors in italics apply to four period History only.*

<table>
<thead>
<tr>
<th>Grade Mark Performance</th>
<th>Assessment objective 1: Knowledge and understanding</th>
<th>Assessment objective 2: Application and interpretation</th>
<th>Assessment objective 3: Synthesis and evaluation</th>
<th>Assessment objective 4: History communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Excellent range of knowledge. Excellent understanding of historical context and processes. Accurate, relevant, organised, <em>detailed and in-depth</em> and deployment of knowledge.</td>
<td>Excellent application of historical knowledge as evidence. Excellent ability to compare and contrast sources. Clearly substantiated conclusions showing strong awareness that events in the past have multiple explanations. <em>Excellent awareness of the different approaches to, and interpretations of, historical issues and events.</em></td>
<td>Excellent evaluation of source utility. Excellent synthesis of evidence from both historical sources and background knowledge. <em>Excellent evaluation of the different approaches to, and interpretations of, historical issues and events.</em></td>
<td>Balanced, coherent and focused historical explanations both orally and in written form. <em>Excellent ability to produce analytical and evaluative written essays about historical issues and events in depth. High level of research skills and organisation (including referencing for the year 6 personal research assignment.)</em></td>
</tr>
<tr>
<td>9.0 - 10, Excellent</td>
<td></td>
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<tr>
<td><strong>B</strong></td>
<td>Very good range of knowledge. Very good understanding of historical context and processes. Nearly always accurate, relevant, organised, and either <em>detailed or in-depth</em>, deployment of knowledge.</td>
<td>Very good application historical knowledge as evidence. Very good ability to compare and contrast sources. Substantiated conclusions showing awareness that events in the past have multiple explanations. <em>Very good awareness of the different approaches to, and interpretations of, historical issues and events.</em></td>
<td>Very good evaluation of source utility. Very good synthesis of evidence from both historical sources and background knowledge. <em>Very good evaluation of the different approaches to, and interpretations of, historical issues and events.</em></td>
<td>Developed, structured logical arguments. <em>Very good ability to produce analytical and evaluative written essays about historical issues and events in depth. Very good level of research skills and organisation (including referencing for the year 6 personal research assignment.)</em></td>
</tr>
<tr>
<td>8.0 - 8.9, Very Good</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Grade</td>
<td>Description</td>
<td>Good</td>
<td>Good range of knowledge. Good understanding of historical context and processes. Mostly accurate, relevant, <em>detailed</em> *, and organised deployment of knowledge.</td>
<td>Good application of historical knowledge as evidence. Good ability to compare and contrast sources. Produce conclusions showing awareness that events in the past have multiple explanations. Good awareness of the different approaches to, and interpretations of, historical issues and events.</td>
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<tr>
<td>C</td>
<td>Good</td>
<td>7.0-7.9</td>
<td>Satisfactory</td>
<td>A range of knowledge. Some S7 level understanding of historical context and processes. Reasonably <em>accurate, relevant, detailed</em>, organised deployment of knowledge.</td>
</tr>
<tr>
<td>D</td>
<td>Satisfactory</td>
<td>6.0-6.9</td>
<td>Sufficient</td>
<td>Basic knowledge. Basic understanding of historical context and processes. Some <em>accurate, relevant, organised</em> deployment of knowledge.</td>
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<tr>
<td>Grade</td>
<td>Description</td>
<td>Failures</td>
<td>Comments</td>
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<tr>
<td>F</td>
<td>Little/limited knowledge but major errors/omissions. Confused deployment of knowledge. Difficulty understanding of even basic historical processes.</td>
<td>Significant difficulties in applying basic historical knowledge as evidence. Difficulties in comparing and contrasting sources and producing conclusions.</td>
<td>Significant difficulties in evaluating source utility and synthesising evidence. Difficulties in evaluating different approaches to, and interpretations of, historical issues and events.</td>
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<tr>
<td>3.0-4.9</td>
<td>Failed (Weak)</td>
<td></td>
<td>Significant difficulties in producing historical explanation. Attempted but inadequate research skills and organisation.</td>
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<tr>
<td>FX</td>
<td>Very poor knowledge. Unable to understand even basic historical processes.</td>
<td>Unable to apply basic historical knowledge as evidence. Unable to compare and contrast sources and produce conclusions.</td>
<td>Unable to evaluate source utility and synthesise evidence. Unable to evaluate different approaches to, and interpretations of, historical issues and events.</td>
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<tr>
<td>0-2.9</td>
<td>Failed (Very weak)</td>
<td></td>
<td>Unable to produce historical explanation. Very little or no research skills and organisation.</td>
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</tbody>
</table>
5.2 Formative Assessment (A mark)

Formative assessment is based on a variety of the teaching approaches outlined in the didactic principles plus

- Attendance and punctuality
- The student’s own effort to progress in the study of History
- Formal testing

In addition, for the year 6 four period History course, a personal research study is an **obligatory** element of this assessment in either the first or second semester. The teacher may apply a weighting to the value of this study of up to a maximum of 25% of the A mark in one semester.

5.3 Summative Assessment (B Mark)

2 Period Course - Years 6 & 7

The B mark is determined by 2 tests, each of 45 minutes duration per semester, i.e. 4 tests during the year. These tests should be based on source documents and should examine the historical skills highlighted in the assessment objectives.

4 Period Course - Year 6

The B mark is determined by two examinations, one in each semester, each of 2 hours 15 minutes duration. These examinations follow the question structure of the baccalaureate examination.

4 Period Course - Year 7

The B mark is determined by a 3 hour examination at the end of the first semester. This examination follows the question structure of the baccalaureate examination.
### Europe 1

#### EUROPE TRANSFORMED BY THE FIRST WORLD WAR

**S6 2 period**  
6 lessons

1. **What were the origins of the First World War?**
2. **In what ways was the First World War a ‘total war’?**
3. **What was the cost of the First World War for Europe?**

- Why did a generalised war break out of a local conflict in 1914?
- Why did the war last so long?
- How did states mobilise their resources for the war?
- What were the economic and political costs of the war for Europe?

**Key Words**  
The Alliance System, Nationalism, War of movement, War of Position, Total War.

**Possible Reference Points**  
The assassination in Sarajevo (28th June 1914), The Battle of Tannenberg (1914), the Somme and Verdun (1916), Independence of Finland (1917), the Treaty of Brest-Litovsk (1918), the armistice 11th November 1918, the Treaty of Versailles (1919).

**Syllabus Links**  
Europe 2 • 6.2A • 6.2B • 6.2C • 6.2D • 6.2E • 6.2F • 6.2G

### Europe 2

#### DICTATORSHIP AND DEMOCRACY: EUROPE IN THE INTERWAR YEARS (1918-39)

**S6 2 period**  
12 lessons

1. **Why was liberal democracy in crisis?**
2. **How did the state and society change in a dictatorship?**
3. **What led to World War Two?**

- Why was not only World War One, but also the Great Depression of 1929, a turning point in the history of democracy?
- Why did more and more states in Europe turn into dictatorships?
- What was the basis of fascist and authoritarian ideologies?
- Why and how were dictatorships able to be established in some states and how was power held?
- How were opponents and minorities dealt with?
- What measures did Hitler take in preparation for war?
- What factors enabled Hitler’s expansionist foreign policy?

**Key Words**  

**Possible Reference Points**  
Emergence of New Democracies in Europe (1918-20), March on Rome (1922), Start of the Great Depression (1929), Hitler’s Seizure of Power (1933), New Constitution of the Estado Novo in Portugal (1933), Kristallnacht (1938), Spanish Civil War (1936-39), Austrian Anschluss (1938), Outbreak of WWII (1939)

**Syllabus Links**  
Europe 1 • Europe 3 • Europe 6 • 6.2B • 6.2E • 6.2F
### EUROPE AND THE EUROPEANS IN WWII

| 1. What were the different forms of occupation during WWII? | • How did the Nazis take over Europe? What were the phases of WWII?  
|                                                         | • What did it mean to be an occupied country? What were the different forms of occupation?  
|                                                         | • What were the different types of collaboration and why?  
| 2. Why did some people collaborate, while others resisted Nazi occupation? | • Why did resistance take so many forms?  
| 3. How did WWII transform daily life? | • How did daily life change across Europe in occupied and non-occupied countries?  
|                                                         | • What was the impact of rationing, bombing, censorship, etc.? |

#### Key Words

#### Possible Reference Points
- Start WWII (1939), The Blitz (1940-1), ‘Nacht und Nebel’ Order (1941), Operation Barbarossa (1941), Lidice (1942), Warsaw Rising (1944), Dutch Famine (1944)

#### Syllabus Links
- Europe 3, Europe 4, S6.2D, S6.2E, S6.2G

### POST-WAR EUROPE (1945-49)

| 1. What were the major consequences of the Second World War for Europe? | • What were the human, socio-economic and political consequences of the Second World War for Europe?  
|                                                         | • What was the geo-political situation in Europe by 1949?  
| 2. How far was Europe divided by 1949? | • How and why was Europe divided between 1945 and 1949? |

#### Key Words

#### Possible Reference Points

#### Syllabus Links
- Europe 7, 7.4
### EASTERN EUROPE, WESTERN EUROPE 1949-1973

| **1. How and why were there different conditions for development in Europe?** | • How were the conditions for social and economic development in Europe different at the start of the Cold War?  
• What is a market economy? What is a planned economy?  
• How did the economy develop in East and West Europe?  
• What impact did economic development have on living conditions?  
• What differences were there within each of the two blocs?  
• 1968 Prague and Paris |
| **2. How did the living conditions differ in east and west Europe between 1949 and 1973?** |  
| **3. Why was there unrest in the East and West?** |  

**Key Words**
- Capitalism, Free Market, OEEC, Planned Economy, Comecon, Social Market Economy, Wirtschaftswunder, HDI, Gastarbeiter, Migration, Prague Spring, Brezhnev Doctrine, The German Student Movement, 68ers, Extra-parliamentary Opposition

**Possible Reference Points**

**Syllabus Links**
- Europe 4 • Europe 5 • Europe 7 • 7.2A • 7.2G

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### EUROPE FROM DICTATORSHIP TO DEMOCRACY (1974-95)

| **1. How and why was there a transition to democracy in southern European states from 1974?** | • What were different reasons for the collapse of dictatorships in Greece, Portugal and Spain in the 1970s?  
• What were the external and internal factors that explain the collapse of communism in central and eastern Europe in 1989?  
• What were the challenges facing newly democratic states and how effectively were they overcome? |
| **2. How and why did the communist regimes of central and eastern Europe collapse in 1989?** |  
| **3. How did newly democratic states meet the challenges of transition?** |  

**Key Words**
- Democracy, Communism, Dictatorship, Fascism, Civil war, Coup d’état, Democracy, Constitution, Monarchism, Civil Rights, Rule of Law, Liberalisation, Social democracy, War crimes, Federalism, Decentralisation, Balkanisation, Autonomy

**Possible Reference Points**

**Syllabus Links**
- Europe 4, 5, 7 • 7.2A • 7.2B • 7.2E • 7.2G
| Key Words | Supranationalism, Co-operation. |
| Syllabus Links | Europe 4 • Europe 6 • 7.2 |

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**Year 6 and 7 History 2 Period Course: Unit Outlines**

**Optional Themes**

### 6.2A  
**THE USA 1898 TO 1945**

<table>
<thead>
<tr>
<th>Theme</th>
<th>S6 2 period 8 lessons</th>
</tr>
</thead>
</table>
| 1. The evolution of American capitalism. | • A Fordist model?  
• How did the USA respond to the Great Depression?  
• How and why did the USA become an international power after 1898?  
• Why did the USA become involved in WWI?  
• The interwar years: a return to isolationism?  
• Why did the USA end its isolationism in 1941?  
• What role did the USA play in allied success in 1945? |
| 2. The developing international role of the USA after 1898. | |
| 3. The role of the USA in World War II. | |

**Key Words**

**Possible Reference Points**
Spanish American War (1898), Intervention in the WWI (1917), Wilson’s 14 Points (1918), Non-ratification of the Treaty of Versailles (1920) The Wall Street Crash (1929), Roosevelt (1932), Pearl Harbor (1941), Victory Program (1942) Bretton Woods (1944), Hiroshima (1945)

**Syllabus Links**
Europe 1:3 • 6.2B • 6.2D • 6.2E • 7.2E
### CULTURE AND SOCIETY BEFORE 1945

<table>
<thead>
<tr>
<th>Theme</th>
<th>S6 2 period</th>
<th>8 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>The birth and development of mass-culture.</strong></td>
<td></td>
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<tr>
<td>2. <strong>Social and political consequences.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Key Words</strong></td>
<td>Literacy, Urbanisation, Technical Innovation Scientific Management (Taylorism), Mass Production (Fordism), Rationalisation, Leisure, Mass-Consumption, Mass-Media, Mass-Culture, Hollywood, Sports, Jazz, Swing, Advertising, Propaganda, Urban/Rural Divide, Americanization, Cultural Bolshevism</td>
<td></td>
</tr>
<tr>
<td><strong>Possible Reference Points</strong></td>
<td>The Lumière Brothers Cinématographe (1895), Ford Model T, Sound Film ‘Talkies’ (1927), Foundation of the BBC (1927), Films: Charlie Chaplin – City Lights, Modern Times, Fritz Lang – Metropolis, Sergei Eisenstein – Battleship Potemkin</td>
<td></td>
</tr>
<tr>
<td><strong>Syllabus Links</strong></td>
<td>• Europe 1 • Europe 2 • 6.2A • 6.2E • 6.2F • 7.2G</td>
<td></td>
</tr>
</tbody>
</table>

### EUROPEAN COLONIALISM AND IMPERIALISM FROM THE END OF THE 19TH CENTURY TO 1945

<table>
<thead>
<tr>
<th>Theme</th>
<th>S6 2 period</th>
<th>8 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>General overview of European colonial empires at the turn of the 19th century.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Factors explaining colonisation.</strong></td>
<td></td>
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</tr>
<tr>
<td>3. <strong>Types of European colonial rule in Africa and Asia.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Key Words</strong></td>
<td>Metropolis, Colony, Colonisation, Empire, Colonial, Imperialism, Nationalism</td>
<td></td>
</tr>
<tr>
<td><strong>Possible Reference Points</strong></td>
<td>Berlin Conference (1885), Foundation of Congress Party in India (1886), Fashoda Incident (1898), British Empire Exhibition (1924), Paris Colonial Exhibition (1931), Quit India Movement (1942)</td>
<td></td>
</tr>
<tr>
<td><strong>Syllabus Links</strong></td>
<td>Europe 1-3 • 6.2G • 7.2C</td>
<td></td>
</tr>
</tbody>
</table>
### WARFARE IN THE 20TH CENTURY

<table>
<thead>
<tr>
<th>Theme</th>
<th>S6 2 period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 lessons</td>
</tr>
</tbody>
</table>

1. **Warfare before the Great War.**
2. **The era of Total War 1914-45.**
3. **Warfare since 1945.**

All the topics on the left will address the following questions:
- What have been the major causes of war since 1900?
- What have been the different types of war since 1900?
- How has the nature of warfare changed since 1900?

#### Key Words
- Types of war – Limited/Total, Guerrilla, Civil war, Proxy war, Neo-colonial, Cyber-war.

#### Possible Reference Points

#### Syllabus Links
- Europe 1-6 • 6.2D • 6.2E • 6.2G • 7.2A • 7.2C • 7.2D • 7.2F • 7.2G

### WOMEN IN THE 20TH CENTURY

<table>
<thead>
<tr>
<th>Theme</th>
<th>S6 2 period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 lessons</td>
</tr>
</tbody>
</table>

1. **The Growth of Women’s Suffrage.**
2. **The Differing Status of Women.**
3. **The Extent of Change and Liberation.**

- Why did women get the vote at different times in Europe?
- What was the role of women’s suffrage campaigns, war and government?
- How did the lives of women differ under communism, fascism and democracy?
- Did the vote mean emancipation?
- What were the reasons for the women’s movement in the 1960s and 70s?
- What were the factors for change and continuity in the role and status of women in the twentieth century?

#### Key Words
- Suffrage, Emancipation, Discrimination, Suffragettes, Suffragists, Feminism, Women’s Liberation Movements, Gender equality, Contraception, Abortion, Glass Ceiling

#### Possible Reference Points
- World War One (1914-1918), World War Two (1939-45). Women’s suffrage dates – E.g. Finland (1906), Norway (1913), Russia (1918), Poland (1918), Britain (1918/28), Germany (1919), Spain (1931), France (1944), Italy (1945), Portugal (1931/74), Switzerland (1971), Liechtenstein (1984)

#### Syllabus Links
- Europe 2 • Europe 3 • 6.2B • 6.2F
### RUSSIA AND THE USSR 1917-1953

<table>
<thead>
<tr>
<th>Theme</th>
<th>8 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The 1917 Revolutions.</strong></td>
<td>• How did the Communists take control in 1917?</td>
</tr>
<tr>
<td><strong>2. The first socialist state.</strong></td>
<td>• What was the new socialist state and society like?</td>
</tr>
<tr>
<td><strong>3. Stalinism 1929-53 and the characteristics of a totalitarian state.</strong></td>
<td>• Why were there phases of nationalisation, but also liberalisation between 1917 and 1928?</td>
</tr>
<tr>
<td></td>
<td>• Stalin’s rule – consolidation or perversion of the revolution?</td>
</tr>
<tr>
<td></td>
<td>• Was Russia modernised under Stalin’s dictatorship?</td>
</tr>
</tbody>
</table>

**Key Words**
- Bolshevik, Soviets, War Communism, NEP, Collectivisation, World Revolution, Socialism in One Country, Marxism-Leninism, Stalinism, Gulag, Cult of Personality

**Possible Reference Points**
- Russian Revolution (1917), 10th Congress of the Russian Communist Party (1921), Death of Lenin (1924), Beginning of Stalin’s Rule (1929), Death of Stalin (1953).

**Syllabus Links**
- Europe 2 • 6.2B • 6.2E

### GENOCIDE IN THE TWENTIETH CENTURY

<table>
<thead>
<tr>
<th>Theme</th>
<th>8 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The Definition of Genocide.</strong></td>
<td>• What is genocide and why is it hard to define? Why do some consider it a 20th century phenomenon?</td>
</tr>
<tr>
<td><strong>2. The Process of Genocide.</strong></td>
<td>• What causes genocide to occur and how does it progress?</td>
</tr>
<tr>
<td><strong>3. The Impact of Genocide.</strong></td>
<td>• What ends genocide?</td>
</tr>
<tr>
<td></td>
<td>• What was the impact of genocide on the countries where it happened?</td>
</tr>
<tr>
<td></td>
<td>• How has the international response to genocide changed throughout the 20th Century?</td>
</tr>
</tbody>
</table>

**Key Words**
- Genocide, Discrimination, Persecution, Crimes against Humanity, War Crimes, Victim, Perpetrator, Denial, Holocaust, Shoah, Khmer Rouge, Hutu, Tutsi

**Possible Reference Points**

**Syllabus Links**
- Europe 3 • 6.2D • 6.2F • 7.2C • 7.2F
### THE COLD WAR

**1. The logic of the Cold War**
- How did the Cold War start?
- How did the new superpowers perceive the world?
- How did the superpowers try to impose their ideologies?
- How was the Cold War fought?
- How and why did the Cold War end?
- How did the world change with the end of the Cold War?

**2. The nature of the Cold War**

**3. The end of the Cold War and new international relations after 1991**

### CHINA SINCE 1945

**1. The birth of the People’s Republic of China**
- Why did the communists come to power in 1949?

**2. Mao’s China: 1949-76**
- What is Maoism?

**3. China since Mao: economic liberalisation and political dictatorship.**
- How can the economic growth since 1976 be explained?
- How has the dictatorship been maintained?

**Key Words**
- PRC, Taiwan, Communism, Nationalism, Totalitarian regime, Political dictatorship, Maoism, Plan, Mobilization of the masses, Cult of personality, Market socialism.

**Possible Reference Points**

**Syllabus Links**
- 7.2A • 7.2C • 7.2F
### DECOLONISATION AFTER 1945

| **1.** The factors explaining the wave of decolonisation after 1945. | • Why was there a movement towards decolonisation in Asia and Africa after World War II?  
• What were the different routes to independence?  

**Options:**  
• Either - How did newly independent states establish themselves internationally?  
• Or – How did the newly independent states develop domestically? |
| **2.** The different forms of decolonisation after 1945. | |
| **3.** After independence: international role and internal developments. | |

**Key Words**

Decolonisation, Independence, Nationalism

**Possible Reference Points**


**Syllabus Links**

Europe 3 • Europe 6 • 6.2C • 6.2G • 7.2A • 7.2B • 7.2D, • 7.2F

### ARAB-ISRAELI CONFLICT SINCE 1947

| **1.** 1947-49: The partition of Palestine. | • How and why was Palestine partitioned?  
• Why did the UNO partition plan fail?  
• Why did the Arab-Israeli question become a divisive factor between the Arab countries?  
• Why and how did Palestinian national movement develop from the 1960s?  
• Why did a resolution of the conflict seem possible in the 1990s?  
• What is the situation at the beginning of the twenty-first century? |
| **2.** Reinforcing the conflict: 1950s to 1980s. | |
| **3.** The conflict in deadlock? Since the 1990s. | |

**Key Words**

Zionism, Diaspora, Nation, Pan-Arabism, Islamism, Occupied Territories, Colonies, Refugees, Right of Return, Autonomy, State, Independence

**Possible Reference Points**

The UNO partition plan (1947) ; The birth of the state of Israel (1948) ; First Arab-Israeli War (1948-1949) ; Suez Crisis (1956) ; Creation of PLO (1964) ; Six Day War (1967) ; Yom Kippur War (1973) ; Camp David Accords (1978) ; First Intifada (1987) ; Oslo Accords (1993); West Bank barrier (2002) ; Hamas election victory (2006) ; Palestine an observer state at the UNO. (2012)

**Syllabus Links**

6.2D • 7.2A • 7.2F
## THE USA SINCE 1945

<table>
<thead>
<tr>
<th>Theme</th>
<th>S7 2 period</th>
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<tbody>
<tr>
<td></td>
<td>10 lessons</td>
</tr>
</tbody>
</table>

1. **The American ‘Golden Age’: 1945-60**
   - A democracy completed?
   - What was the American Dream and American way?
   - From the 1960s to the 1970s: how was the USA redefined?
   - In what ways did the Reagan years have a lasting impact on the USA?
   - The USA since the 1990s: what have been the major challenges of the post-Cold War world?

2. **Developments in the USA from the 1960s to the 1980s.**

3. **The USA since 1990**

### Key Words

### Possible Reference Points

### Syllabus Links
- Europe 4-6 • 6.2A • 6.2D • 6.2E • 72A • 72G

## THE UNITED NATIONS

<table>
<thead>
<tr>
<th>Theme</th>
<th>S7 2 period</th>
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</thead>
<tbody>
<tr>
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<td>10 lessons</td>
</tr>
</tbody>
</table>

1. **The idea of ‘The United Nations’**
2. **Organisation of the United Nations.**
3. **Effectiveness of the United Nations.**
   - Why was a ‘united nations’ desired?
   - How does the UN work?
   - What political and humanitarian functions did it take on?
   - How far has the UN managed to solve political crises and conflicts?
   - Has the UN been able to achieve a balance between the economic interests of developed and developing countries?
   - Is reform needed?

### Key Words

### Possible Reference Points
- Bretton Woods Conference (1944), San Francisco Conference (1945), Universal Declaration of Human Rights (1948), Establishment of the State of Israel (1948), Berlin Blockade (1948), Cuban Missile Crisis (1962), Yom Kippur and Oil Crisis (1973), The Gulf War (1991), Bosnian War (1992-95)

### Syllabus Links
- • 7.2A • 7.2C • 7.2D
# Theme: Mass Media, Popular Culture and Authority

## 1. The development of mass media.
- What is mass media? How and why has mass media changed since 1945?

- What is popular culture? How and why have youth culture, cinema and sport changed since 1945?
- Does popular culture reinforce or undermine authority and the state?

## 3. Mass media, popular culture and authority.
- How and why has the relationship between mass media, popular culture and authority changed?

### Key Words

### Possible Reference Points

### Syllabus Links
- Europe 1-6 • 6.2D • 6.2E • 6.2G • 7.2A • 7.2C • 7.2D • 7.2F • 7.2G

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## Year 6 and 7 History 4 Period Course: Unit Outlines

### Compulsory Core: Europe and Europeans Since 1914

### Europe 1

#### EUROPE TRANSFORMED BY THE FIRST WORLD WAR

| 1. What were the origins of the First World War?  | • Why did a generalised war break out of a local conflict in 1914? |
| 2. In what ways was the First World War a ‘total war’? | • Why did the war last so long? |
| 3. What was the cost of the First World War for Europe and Europeans? | • How did states mobilise their resources for the war? |
| | • What were the economic and political costs of the war for Europe? |
| | • What were the social and cultural costs of the war for Europe? |

#### Key Words
- The Alliance System, Nationalism, War of movement, War of position, Total war

#### Possible Reference Points
- The Assassination in Sarajevo (28th June 1914), The battle of Tannenberg (1914), the Somme and Verdun (1916), independence of Finland (1917), the Treaty of Brest-Litovsk (1918), the armistice 11th November 1918, the Paris Peace Conference (1919-20).

#### Syllabus Links
- Europe 2 • 6.4A • 6.4B • 6.4C • 6.4D • 6.4E • 6.4F • 6.4G
### DICTATORSHIP AND DEMOCRACY: EUROPE IN THE INTERWAR YEARS (1918-39)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Key Words</th>
<th>Possible Reference Points</th>
<th>Syllabus Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Why was liberal democracy in crisis?</td>
<td>• Why was not only World War One, but also the Great Depression of 1929, a turning point in the history of democracy? • Why did more and more states in Europe turn into dictatorships?</td>
<td>Democracy, The Great Depression, World Economic Crisis, Fascism, Estado Novo, Third Reich, Ideology, Racism, Anti-communism, Anti-bolshevism, Anti-Semitism, Social Darwinism, Führer Cult, Dictator, One Party State, Propaganda, Terror, Concentration Camp, Authoritarian, Totalitarian, Persecution (of the Jews), Expansionism Policy, Appeasement, League of Nations</td>
<td>Europe 1 • Europe 3 • Europe 6 • 6.4B • 6.4E • 6.4F</td>
</tr>
<tr>
<td>2.</td>
<td>How did the state and society change in a dictatorship?</td>
<td>• What was the basis of fascist and authoritarian ideologies? • How and why were dictatorships able to be established in some states and how was power held? • How were opponents and minorities dealt with? • Is totalitarianism a valid concept to compare fascism and communism with? • What measures did Hitler take in preparation for war? • What factors enabled Hitler’s expansionist foreign policy?</td>
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<tr>
<td>3.</td>
<td>What led to World War Two?</td>
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</tbody>
</table>

### EUROPE AND THE EUROPEANS IN WWII

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Key Words</th>
<th>Possible Reference Points</th>
<th>Syllabus Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What were the different forms of occupation during WWII?</td>
<td>• How did the Nazis take over Europe? What were the phases of WWII? • What did it mean to be an occupied country? What were the different forms of occupation? • Neutrality during the war - reality or myth? • What were the different types of collaboration and why? • Why did resistance take so many forms? • How did daily life change across Europe in occupied and none-occupied countries? • What was the impact of Nazi racial and ideological policies?</td>
<td>Blitzkrieg, Occupation, Collaboration, Puppet Government, General Government, Nazi ‘New Order’, Terror, Neutrality, Dependent State, Ustaše, Resistance, Partisan, White Rose, Anti-Semitism, Persecution, Genocide, Home Front, Bombing, Rationing, Censorship</td>
<td>Europe 3 • Europe 4 • 6.4D • 6.4E • 6.4G</td>
</tr>
</tbody>
</table>
### POST-WAR EUROPE (1945-49)

**1. What were the major consequences of the Second World War for Europe?**
- What were the human, socio-economic and political consequences of the Second World War for Europe?
- What was the geo-political situation in Europe by 1949?
- How and why was Europe divided between 1945 and 1949?
- How did communist governments come to power in central and eastern Europe?

**2. How far was Europe divided by 1949?**

| Syllabus Links | Europe 7 • 7.4 |

### EASTERN EUROPE, WESTERN EUROPE 1949-1973

**1. How and why were there different conditions for social and economic development in Europe?**
- How far were the economic models of the Superpowers emulated?
- What economic and social models were developed in Europe?
- How did economic development in eastern and western Europe compare?
- What impact did economic development have on living conditions?
- How far was economic development a driving force for the increasing integration in Europe?
- Riots, crises and protests - who protested and why?

**2. How were the living conditions in the states, blocs and regions of Europe different between 1949 and 1973?**

| Syllabus Links | Europe 4 • Europe 5 • Europe 7 • 7.4A • 7.4C |
### EUROPE FROM DICTATORSHIP TO DEMOCRACY (1974-95)

| 1. How and why was there a transition to democracy in southern European states from 1974? | • What were different reasons for the collapse of dictatorships in Greece, Portugal and Spain in the 1970s? Comparative knowledge of the three countries required.  
• How significant were internal factors to collapse of communism in Europe in 1989? Comparative knowledge of two countries required.  
• What were the challenges facing newly democratic states and how effectively were they overcome? |
| 2. How and why did the communist regimes of central and eastern Europe collapse in 1989? | |
| 3. How successfully did the newly democratic states meet the challenges of transition? | Key Words: Democracy, Communism, Dictatorship, Fascism, Civil war, Coup d’état, Constitution, Monarchism, Civil Rights, Rule of Law, Liberalisation, Social democracy, War crimes, Federalism, Decentralisation, Balkanisation, Autonomy |

### Possible Reference Points
- Turkey invades Cyprus (1974)  
- Parliamentary democracy established in Greece (1974)  
- Carnation Revolution (1974)  
- Death of Franco (1975)  
- Charter 77 (1977)  
- Martial Law in Poland (1981)  
- Greece joins EEC (1981)  
- Spain and Portugal join EEC (1986)  
- Collapse of Communism (1989)  

### Syllabus Links
- Europe 4, 5, 7 • 7.4A • 7.4B • 7.4C

### EUROPE IN THE MAKING (1945 TO TODAY)

| 1. What were the origins and stages of European construction between 1945 and 1973? | • What factors helped and what factors hindered co-operation between European countries after 1945?  
• A Europe of cooperation or a supranational Europe?  
• What were the main stages of European construction 1945-57?  
• What countries joined the process of European construction up to 1986? Why did they join?  
• What were the characteristics of enlargement after 1986?  
• Which aspects of deepening integration were chosen and why?  
• What have been the challenges and opportunities? |
| 2. What have been the reasons for increasing European integration since 1973? | Key Words: Supranational Europe, Co-operation. |

### Possible Reference Points

### Syllabus Links
- Europe 4 • Europe 6 • 7.4*
## Year 6 History 4 Period Course: Unit Outlines
### Optional Themes

### 6.4A
#### THE USA SINCE 1898
<table>
<thead>
<tr>
<th>Theme</th>
<th>S6 4 period</th>
<th>15 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. From 1898 to 1945: The Rise of a Superpower.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The USA since 1945.</td>
<td></td>
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</tr>
</tbody>
</table>

- How did American capitalism adapt to the challenges of the first half of the 20th century?
- Why was the USA reluctant to end the policy of isolationism?
- Why was the Second World War a major turning point for the globalisation of US power?
- From 1945 to the early 1960s: the golden age?
- From the 1960s to the 1980s: was the USA redefined or in decline?
- The USA since the 1990s: what have been the major challenges of the post-Cold War world?

**Key Words**

**Possible Reference Points**

**Syllabus Links**
- Europe 1-6 • 6.4B • 6.4D • 6.4E • 7.4A

### 6.4B
#### CULTURE AND SOCIETY BEFORE 1945
<table>
<thead>
<tr>
<th>Theme</th>
<th>S6 4 period</th>
<th>15 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernity in the 20th Century.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Culture and Mass-culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Social, political and economic impact of mass-culture.</td>
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</tr>
</tbody>
</table>

- What was modernity (in psychology, arts, literature and society)?
- How did 19th century industrialisation change the individual and society?
- What examples of mass-culture appeared?
- What did mass-culture offer to people and society?
- Could all members of society participate?
- What problems arose? How did traditional values work with Americanisation/Cultural Bolshevism?
- How was mass-culture used politically and economically?

**Key Words**

**Possible Reference Points**

**Syllabus Links**
- • Europe 1 • Europe 2 • 6.4A • 6.4E • 6.4F
### EUROPEAN COLONIALISM AND IMPERIALISM FROM THE END OF THE 19TH CENTURY TO 1945

<table>
<thead>
<tr>
<th>Theme</th>
<th>15 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General overview of European colonial empires at the turn of the 19th century.</td>
<td>• Where in the world did European powers establish colonial regimes on the eve of the First World War?</td>
</tr>
<tr>
<td>2. Factors explaining colonisation.</td>
<td>• What were the main established empires?</td>
</tr>
<tr>
<td>3. Types of European colonial rule in Africa and Asia.</td>
<td>• What factors, old and new, enabled the colonial conquests?</td>
</tr>
<tr>
<td></td>
<td>• What were the types of European domination in Africa and Asia? What were the consequences?</td>
</tr>
<tr>
<td></td>
<td>• Colonisation and/or imperialism?</td>
</tr>
</tbody>
</table>

**Key Words**
- Metropolis, Colony, Colonisation, Empire, Colonial, Imperialism, Nationalism

**Possible Reference Points**
- Berlin Conference (1885), Foundation of Congress Party in India (1886), Fashoda Incident (1898), British Empire Exhibition (1924) Paris Colonial Exhibition (1931), Quit India Movement (1942)

**Syllabus Links**
- Europe 1-3 • 6.4G • 7.4C

### WARFARE IN THE 20TH CENTURY

<table>
<thead>
<tr>
<th>Theme</th>
<th>15 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Warfare before the Great War.</td>
<td>• How far have the causes of war changed over the last 100 years?</td>
</tr>
<tr>
<td>2. The era of Total War 1914-45.</td>
<td>• Why were there so many different types of war in the 20th Century?</td>
</tr>
<tr>
<td>3. Warfare since 1945.</td>
<td>• To what extent has the nature of warfare changed since 1900?</td>
</tr>
<tr>
<td></td>
<td>• To what extent have international organisations successfully prevented or limited wars?</td>
</tr>
</tbody>
</table>

**Key Words**
- Types of war – Limited/Total, Guerrilla, Civil war, Proxy war, Neo-colonial, Cyber-war.

**Possible Reference Points**

**Syllabus Links**
- Europe 1-6 • 6.2D • 6.2E • 6.2G • 7.2A • 7.2C • 7.2D • 7.2F • 7.2G
### 6.4E WOMEN IN THE TWENTIETH CENTURY

<table>
<thead>
<tr>
<th>Theme</th>
<th>S6 4 period</th>
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</thead>
<tbody>
<tr>
<td>1. Factors for the Growth of Women’s Suffrage.</td>
<td>15 lessons</td>
</tr>
<tr>
<td>2. The Differing and Changing Status of Women.</td>
<td></td>
</tr>
<tr>
<td>3. The Extent of Change and Liberation.</td>
<td></td>
</tr>
</tbody>
</table>

**Key Words**
- Suffrage, Emancipation, Discrimination, Suffragettes, Suffragists, Feminism, Women’s Liberation Movements, Gender equality, Contraception, Abortion, Glass Ceiling.

**Possible Reference Points**
- World War One 1914-1918, World War Two 1939-45. UN Commission on Status of Women (1946), Simone de Beauvoir ‘The Second Sex’ (1949), Betty Friedan ‘The Feminine Mystique’ (1963), Women’s suffrage dates— E.g. Finland (1906), Norway (1913), Russia (1918), Poland (1918), Britain (1918/28), Germany (1919), Spain (1931), France (1944), Italy (1945), Portugal (1931/74), Switzerland (1971), Liechtenstein (1984).

**Syllabus Links**
- Europe 2 • Europe 3 • 6.4A • 6.4B • 6.4F

### 6.4F RUSSIA AND THE USSR 1917-1953

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. The 1917 Revolutions.</td>
<td>15 lessons</td>
</tr>
<tr>
<td>2. War Communism and NEP.</td>
<td></td>
</tr>
<tr>
<td>3. Stalinism 1929-53 and the characteristics of a totalitarian state.</td>
<td></td>
</tr>
</tbody>
</table>

**Key Words**
- Bolshevik, Menshevik, Soviets, War Communism, NEP, Collectivisation, World Revolution, Socialism in One Country, Marxism-Leninism, Stalinism, Gulag, Cult of Personality

**Possible Reference Points**
- Russian Revolutions (1917), 10th Congress of the Russian Communist Party (1921), Death of Lenin (1924), Beginning of Stalin’s Rule (1929), Sovietisation of Eastern and Central Europe (1945-), Death of Stalin (1953).

**Syllabus Links**
- Europe 2 • 6.2B • 6.2E
### GENOCIDE IN THE TWENTIETH CENTURY

<table>
<thead>
<tr>
<th>6.4G</th>
<th>GENOCIDE IN THE TWENTIETH CENTURY</th>
<th>S6 4 period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>15 lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1. The Process of Genocide</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What caused genocide and how did it progress?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What ends genocide?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How has the international response to genocide changed throughout the 20th Century in terms of impact and actions?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2. The Impact of Genocide</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How has genocide changed the countries where it happened?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What are the problems with studying genocide in terms of definition, evidence and denial?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3. Defining Genocide</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genocide, Discrimination, Dehumanisation, Persecution, Crimes against Humanity, Ethnic Cleansing, War Crimes, Victim, Perpetrator, Denial, Holocaust, Shoah, Khmer Rouge, Hutu, Tutsi</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key Words</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Possible Reference Points</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Europe 2 • Europe 3 • 6.4E • 6.4F • 7.4A • 7.4C</td>
<td></td>
</tr>
</tbody>
</table>

### THE COLD WAR

<table>
<thead>
<tr>
<th>7.4A</th>
<th>THE COLD WAR</th>
<th>S7 4 period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>15 lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1. Why did the Cold War Start?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What was the outcome of WWII?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Who was involved in the start of the Cold War?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2. What was the Cold War?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What was the ideology behind the Cold War?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What were the levels of conflict?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How and why did the Cold War change between phases of crisis and relaxation?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What influence did the logic of the Cold War have on regional conflicts?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3. Why did the Cold War end?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What caused the fall of the USSR?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What were the consequences of the end of the Cold War for the political world order?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can the UN resolve international conflicts?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key Words</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Possible Reference Points</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Syllabus Links</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Europe 4 • Europe 5 • Europe 6 • Europe 7 • 6.4A • 7.4B • 7.4C</td>
<td></td>
</tr>
</tbody>
</table>
### CHINA SINCE 1949

<table>
<thead>
<tr>
<th>Theme</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How did a new communist state emerge in Asia?</td>
<td>15</td>
</tr>
<tr>
<td>• Why did the Communists come to power in China in 1949?</td>
<td></td>
</tr>
<tr>
<td>• How far did China model itself on the Soviet Union initially?</td>
<td></td>
</tr>
<tr>
<td>• Why did China take a different direction so quickly?</td>
<td></td>
</tr>
<tr>
<td>2. What differences were there between the Chinese and Soviet systems?</td>
<td></td>
</tr>
<tr>
<td>• What was Maoism?</td>
<td></td>
</tr>
<tr>
<td>• In what ways was it similar to the Soviet communism?</td>
<td></td>
</tr>
<tr>
<td>3. Did the opening up of China’s economy end the Communist model?</td>
<td></td>
</tr>
<tr>
<td>• Why was there an economic liberalisation after 1976?</td>
<td></td>
</tr>
<tr>
<td>• Why was there no change in the political system?</td>
<td></td>
</tr>
<tr>
<td>• How has society changed in China?</td>
<td></td>
</tr>
</tbody>
</table>

**Key Words**
- People’s Republic of China,
- USSR,
- Planned economy,
- Heavy Industry,
- Communism,
- Nationalism,
- Dictatorship,
- Stalinism,
- Destalinisation,
- Maoism,
- Mass mobilisation,
- Deng Xiaoping,
- Socialist Market Economy,
- Glasnost,
- Perestroika

**Possible Reference Points**
- Founding of the PRC (1949),
- Death of Stalin (1953),
- Agrarian Reform Law (1950),
- Marriage Reform Law (1950),
- First Five Year Plan (1953-57),
- Great Leap Forward (1958-62),
- Cultural Revolution (1966-69),
- Death of Mao (1976),
- Tiananmen Square (1989),
- Dissolution of the USSR (1991),
- Transfer of Hong Kong (1997) and Macao (1999),
- WTO (2001),
- Beijing Olympics (2008)

**Syllabus Links**
- 6.4F
- 7.4A

### DECOLONISATION AND INDEPENDENCE SINCE 1945

<table>
<thead>
<tr>
<th>Theme</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why was there a process of decolonisation in Asia and Africa after WWII?</td>
<td>15</td>
</tr>
<tr>
<td>• What factors, both internal and external, encouraged decolonization in Asia and Africa after 1945?</td>
<td></td>
</tr>
<tr>
<td>• What were the different routes to independence?</td>
<td></td>
</tr>
<tr>
<td>• What similarities and differences were there in the experience of independence?</td>
<td></td>
</tr>
<tr>
<td>• What factors promoted or limited the economic and social development of the newly independent countries after 1945?</td>
<td></td>
</tr>
<tr>
<td>2. What factors enabled the process of decolonisation?</td>
<td></td>
</tr>
<tr>
<td>3. How did former colonies develop after independence?</td>
<td></td>
</tr>
<tr>
<td>• What factors promote or limit the political stability and international independence of former colonies?</td>
<td></td>
</tr>
</tbody>
</table>

**Key Words**
- Decolonisation,
- Independence,
- Nationalism,
- Third World,
- Non-alignment,
- Less-developed countries,
- Emerging countries,
- Neocolonialism

**Possible Reference Points**
- Independence of India (1947),
- Independence of Indonesia (1949),
- The Algerian War (1954-1962),
- Asia-Africa Conference in Bandung (1955)
- Independence of Belgian Congo (1960),
- Independence of Angola and Mozambique (1975),
- Arab Spring (2011)

**Syllabus Links**
- Europe 3
- Europe 6
- 6.4C
- 6.4G
- 7.4A
- 7.4B
As with the optional units on war, genocide and women in S6, this unit is intended to provide an opportunity for teachers to examine themes through their change and continuity over the course of more than 100 years of history. Although obvious opportunities exist to provide reinforcement of more traditional political history, the intention of this unit is to recognise both the distinctive and inherent value of social and cultural history in their own right. The following thematic plan provides one possible approach, but alternative planning via chronology or types of popular culture might work equally well.

1. The Development of Mass Media (2 lessons)
Beginning with the key question ‘what is mass media?’ this first section explores how and why mass media has changed over the last 100 years. Technological innovation – print, cinema, radio, television, satellite and digital – provides a familiar entry point into the question of whether the ‘medium influences the message’ but additional possibilities exist. Changes in media ownership, social mores and economic prosperity have also, amongst much else, affected how mass media has developed.

2. Mass Media and Popular Culture (4 lessons)
This section centres on the relative importance of the mass media in influencing the development of popular culture. Beginning with the question ‘what is popular culture?’ we examine three case studies of popular culture – youth culture, cinema and sport – exploring how and why these have developed over the last 100 years. Whilst mass media has clearly influenced popular culture, this is an opportunity to examine the role of wider social and economic factors. For example, the medium of cheap, mass produced transistor radios influenced the development of American rock and roll music in the 1950s, yet the form and content of youth culture also owed much to musical tradition, economic prosperity and loosening morality. Similarly French *Nouvelle Vague* cinema owed much to the technical development of handheld cameras but even more to an aesthetic drive to challenge traditional, narrative cinema. Finally in the field of sport, live satellite broadcasts in the 1990s radically changed the viewing experience of the armchair sports fan, but is was the advertising cash provided by transnational media empires that fundamentally transformed the nature of the sports themselves.

3. Mass Media, Popular Culture and Authority (4 lessons)
This last section examines the changing relationship between mass media, popular culture and authority, especially in state form. Mass media and popular culture can play a role in both reinforcing and undermining social, economic and political hierarchies. This is an opportunity to examine the changing nature of state propaganda, secrecy and censorship in both authoritarian and democratic state forms. It might equally be concerned with authority as represented by organised religion or big business. But it should also be an opportunity to examine the role of the mass media and popular culture as an independent and subversive force for change. This is about the battle of ideas and for public opinion that is fought out in the grey area between the authorities and civil society. If we take the conduct of war as an example, state propaganda has become increasingly sophisticated to deal with an educated populace. But the voices of dissent have always exploited new technologies to attack the official view, as was witnessed by the use of social media in the Arab Spring of 2011.
Appendix 3 –
Baccalaureate Examination with effect from 2022

The examinations will normally cover the year 7 syllabus, but will also test knowledge gained in previous years, especially year 6.

The Written Baccalaureate Paper

The baccalaureate examination is based on the year 7 European Core Course (Europe 4, 5, 6, 7) and the Year 7 Compulsory Theme Course (Themes 7.4A, 7.4B, 7.4C). The examination lasts 3 hours in total and is divided into two sections, of which 1 hour 30 minutes should be spent on each. The first part consists of source-based questions and the second part consists of knowledge-based questions.

Part 1 – Source-Based Questions

Part 1 is compulsory source-based questions with four questions based on 4 primary or secondary sources, which will change every year. The fourth question is a synoptic question based on one of the sub-questions from the Year 7 European Core Course (Europe 4, 5, 6, 7), which requires synthesis, evaluation of sources and contextual knowledge.

Part 1 will deal with European history (chapters 4, 5, 6, 7 of the grade 7 curriculum).

There should be 4 sources, of which two, should be non-written, such as a cartoon, photograph, statistics or map. There should be a mix of primary and secondary sources. The sources in total should be no more than approximately 1000 words.

Part 2 – Knowledge-based questions

This consists of 3 separate questions based on two or three of the compulsory year 7 themes.

The first question is a description based question requiring the skills of recall and selection of historical facts and knowledge. It requires knowledge of the key words in the syllabus and can be drawn from the key words box. There can be up to two sub-questions if the questions are more definition-based. The second question focuses on description/interpretation, whereas the third question tests explanation and evaluation. The third question is based on one of the sub-questions from the Year 7 Compulsory Theme Units.

Assessment of the Baccalaureate Examination

The written examination paper assesses the history assessment objectives from section 5.1. The objectives identified in the right-hand side of the tables below constitute the primary focus for each of the question types set.

<table>
<thead>
<tr>
<th>Question</th>
<th>Primary Assessment Objective(s)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first question will test understanding of a source or part of a source.</td>
<td>1. Knowledge and understanding • Recall and select relevant historical knowledge • Demonstrate understanding in an historical context</td>
<td>10</td>
</tr>
<tr>
<td>The second question will test analysis of sources through the comparison and contrast of two sources with reference to their content.</td>
<td>2. Application and interpretation • Compare and contrast sources as evidence about the past</td>
<td>12</td>
</tr>
<tr>
<td>The third question will test analysis of the utility of two sources that were analyzed in</td>
<td>3. Evaluation</td>
<td>8</td>
</tr>
</tbody>
</table>
the previous question with reference to their provenance (the focus should be on the sources’ value and reliability).

The fourth question will test synthesis of sources and contextual knowledge.

The fourth question is a synoptic question based on one of the sub-questions from the Year 7 European Core Course (Europe 4, 5, 6, 7).

<table>
<thead>
<tr>
<th>Question</th>
<th>Primary Assessment Objective(s)</th>
<th>Marks</th>
</tr>
</thead>
</table>
| The first question will evaluate factual recall through description and/or by definition. | 1. Knowledge and understanding  
• Deploy accurate and relevant knowledge of the past. | 6 |
| The second question will test factual recall and description/interpretation | As in first question and in addition:  
2. Application and interpretation  
• Show awareness that events in the past have multiple explanations. | 16 |
| The third question will test factual recall, explanation and evaluation. | As in first and second question and in addition:  
3. Synthesis and evaluation  
• Evaluate the different approaches to, and interpretations of, historical issues and events.  
4. History communication skills  
• Demonstrate the ability to produce analytical and/or evaluative written essays about historical issues and events. | 28 |

<table>
<thead>
<tr>
<th>Part 2– Approximately 1½ hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>
| The first question | 1. Knowledge and understanding  
• Deploy accurate and relevant knowledge of the past. | 6 |
| The second question will test factual recall and description/interpretation | As in first question and in addition:  
2. Application and interpretation  
• Show awareness that events in the past have multiple explanations. | 16 |
| The third question will test factual recall, explanation and evaluation. | As in first and second question and in addition:  
3. Synthesis and evaluation  
• Evaluate the different approaches to, and interpretations of, historical issues and events.  
4. History communication skills  
• Demonstrate the ability to produce analytical and/or evaluative written essays about historical issues and events. | 28 |

50
## Preparation of the subjects for the BAC written exam: Generic matrix for History 4P

<table>
<thead>
<tr>
<th>Task Test element.</th>
<th>Competence</th>
<th>Weighting expressed as a % (of the section)</th>
<th>Learning objective</th>
<th>Question(s)</th>
<th>Evaluation/ marking</th>
<th>Weighting expressed in marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1:</strong> Document analysis <em>(Questions 1.1, 1.2, 1.3., 1.4.)</em></td>
<td>1 Knowledge and understanding</td>
<td>+/- 35 %</td>
<td>Select relevant historical knowledge in one or more documents. Understand a historical fact in context Show understanding of historic processes: causes and consequences, change and continuity Deploy relevant, detailed and in-depth knowledge.</td>
<td>1.1, 1.2. and 1.4.</td>
<td>See the descriptors of levels achieved and the marking grid specific to the exam.</td>
<td>17</td>
</tr>
<tr>
<td>2 Application and interpretation</td>
<td>+/- 25 %</td>
<td>Identify points of similarity and difference. Identify points of view and interpretation Deploy historic knowledge as a source of evidence.</td>
<td>1.2. 1.2. 1.3. and 1.4.</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3 Synthesis and evaluation</td>
<td>+/- 40 %</td>
<td>Know how to differentiate sources: primary and secondary sources, the type of source, text, image, statistics, etc. Recognise the subjective nature of historic sources Assess the value and limits of documents as sources of evidence about the past Synthesise evidence from both historical sources and background knowledge</td>
<td>1.2. and 1.3. 1.3. 1.3. 1.4.</td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>Part 2: Structured responses (Questions 2.1, 2.2, 2.3)</td>
<td>1 Knowledge and understanding</td>
<td>+/- 25%</td>
<td>Deploy accurate, relevant and detailed in-depth knowledge of the past.</td>
<td>2.1., 2.2., 2.3.</td>
<td>See the descriptors of levels achieved and the marking grid specific to the exam.</td>
</tr>
<tr>
<td>Part 2</td>
<td>Application (of knowledge) and interpretation</td>
<td>2</td>
<td>+/- 20%</td>
<td>Select and classify arguments</td>
<td>2.2., 2.3.</td>
<td>Show awareness that events in the past have multiple explanations.</td>
</tr>
<tr>
<td>Part 2</td>
<td>Synthesis and evaluation</td>
<td>3</td>
<td>+/- 15%</td>
<td>Evaluate the different approaches to and interpretations of historical issues and events.</td>
<td>2.3.</td>
<td></td>
</tr>
<tr>
<td>Part 2</td>
<td>History communication skills</td>
<td>4</td>
<td>+/- 40%</td>
<td>Formulate questions and respond to them: make hypotheses and evaluate them</td>
<td>2.3.</td>
<td>Base writing on ideas, analysis and pertinent arguments</td>
</tr>
<tr>
<td>Part 2</td>
<td></td>
<td></td>
<td></td>
<td>Write balanced, coherent and focused historical explanations taking into account multiple factors</td>
<td>2.2. and 2.3.</td>
<td>Produce analytical and evaluative answers about historical issues and events in depth</td>
</tr>
<tr>
<td>Part 2</td>
<td></td>
<td></td>
<td></td>
<td>Suggest conclusions</td>
<td>2.3.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100
### Paper – specific matrix for History PART 1 and 2

<table>
<thead>
<tr>
<th>Competence (and weighting expressed in % for part 1.)</th>
<th>Learning objective</th>
<th>Questions of Part 1</th>
<th>Weighting expressed in marks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Knowledge and understanding (+/- 35 %)</td>
<td>Select relevant historical information in one or more documents.</td>
<td>0 – 100% 90</td>
<td>0-100% 80</td>
</tr>
<tr>
<td></td>
<td>Understanding a historical fact in context</td>
<td>0-100% 100</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of historical processes: cause and effect; continuity and change, etc.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Deploy accurate, relevant and detailed in-depth knowledge</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 Application (of knowledge) and interpretation (+/- 25 %)</td>
<td>Identify similarities and differences</td>
<td>X</td>
<td>0-100% 100</td>
</tr>
<tr>
<td></td>
<td>Identify points of view and interpretations</td>
<td>X</td>
<td>0-100% 100</td>
</tr>
<tr>
<td></td>
<td>Deploying historical knowledge as evidence</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3 Synthesis and evaluation (+/- 40 %)</td>
<td>Know how to differentiate between primary and secondary sources; the type of source: text, pictorial, statistics, etc. (C3)</td>
<td>X</td>
<td>0-100% 60</td>
</tr>
<tr>
<td></td>
<td>Recognise the subjective nature of historic sources</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Assess the value and limits of documents as sources of evidence about the past</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Synthesise evidence from both historical sources and background knowledge</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Total Part 1**  
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Reminder: for the European Baccalaureate if is considered that if a student has obtained 50 marks out of 100 he/she is considered to have reached a sufficient level.
<table>
<thead>
<tr>
<th>Competence (and weighting expressed in % for part 2)</th>
<th>Learning objective</th>
<th>Questions of Part 2</th>
<th></th>
<th></th>
<th>Weighting expressed in marks.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2.1. 6 points</td>
<td>2.2. 16 points</td>
<td>2.3 28 points</td>
<td></td>
</tr>
<tr>
<td>1. Knowledge and understanding (+/- 25%)</td>
<td>Deploy accurate, relevant and detailed in-depth knowledge of the past.</td>
<td>0-100 %</td>
<td>0-100%</td>
<td>0-100%</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80</td>
<td>50</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>2. Application of knowledge and interpretation (+/- 20%)</td>
<td>Select and classify arguments</td>
<td>X</td>
<td>0-100%</td>
<td>0-100%</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Show awareness that events in the past have multiple explanations.</td>
<td>X</td>
<td>0-100%</td>
<td>0-100%</td>
<td>0-100%</td>
</tr>
<tr>
<td></td>
<td>Use different approaches to and interpretations of questions and historic events.</td>
<td>X</td>
<td>0-100%</td>
<td>0-100%</td>
<td>0-100%</td>
</tr>
<tr>
<td>3. Synthesis and evaluation (+/- 15%)</td>
<td>Evaluate the different approaches to and interpretations of historical issues and events.</td>
<td>X</td>
<td>X</td>
<td>0-100%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. History communication skills (+/- 40%)</td>
<td>Formulate questions and respond to them: make hypotheses and evaluate them</td>
<td>X</td>
<td>X</td>
<td>0-100%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Base writing on ideas, analysis and pertinent arguments</td>
<td>X</td>
<td>0-100%</td>
<td>0-100%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Write balanced, coherent and focused historical explanations taking into account multiple factors</td>
<td>X</td>
<td>0-100%</td>
<td>0-100%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Produce analytical and evaluative answers about historical issues and events in depth.</td>
<td>X</td>
<td>X</td>
<td>0-100%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Suggest conclusions</td>
<td>X</td>
<td>X</td>
<td>0-100%</td>
<td>20</td>
</tr>
<tr>
<td>Total Part 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Total of the two parts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The learning objectives are evaluated each time as a percentage and are then weighted in points. The figures in green serve as an example.
Sample Bac written examination

HISTORY
(4 HOUR OPTION COURSE)

DATE:

LENGTH OF THE EXAMINATIONS: 3 Hours (180 minutes)

PERMITTED EQUIPMENT: NONE

SPECIAL REMARKS: ANSWER ALL QUESTIONS IN BOTH PART 1 and PART 2

PART 1 and PART 2 carry equal marks
ANSWER all THE QUESTIONS

Source A

A cartoon from the British cartoonist David Low published in the Manchester Weekly Guardian, on 19 October 1956.

The label on the baby's coat says “Imperial preference”.
“Last Bus”

From: www.cvce.eu
Source B

*A poster from the French Communist party, published in 1952.*

Text:
The Treaty of the European Army (European Defense Community) revives the German Army.

From: [www.cvce.eu](http://www.cvce.eu)
In the year 1957 a great step forward was achieved in the process of European unity. On the 25th March 1957 the Rome Treaties, concerning the European Economic Community and EURATOM were signed. We could not have found a more significant place for the signing than the esteemed city of Rome. When we look back today to identify the foundations of Europe’s future, the greatest legacy to which Rome bears witness was our commitment. The signing of the treaty was an event of the greatest economic and political significance. As a result of the worldwide developments following the war, no economy of a single European state could remain healthy in the long term, because the economic territory of each European state was too small.

Source D

An extract from an article entitled How the Italian “Communist Party sees the Common Market”, from the Italian Communist newspaper L’Unità, published on 24 March 1957, commenting on the Treaties of Rome.

To begin with, we must condemn the fact that both Treaties are the expression and instrument of a policy that seeks to divide Europe ever more deeply into two opposing military blocs. The Treaties are in fact directly linked to the Atlantic Pact and the Western European Union\(^8\). They are based on the premise, and subject to the condition, of West German rearmament, and furthermore their goal is to allow West Germany the possible military use of atomic energy. They do not promote a process of détente, nor are they directed towards peaceful co-existence among countries with different social systems; they do not contribute to European security and peace. Rather, they tend to reinforce not only the political division of Europe but also the divide between European and world markets.

From: [www.cvce.eu](http://www.cvce.eu)

---

\(^8\) Atlantic Pact – NATO, Western European Union - a defense agreement and military alliance between several Western European countries.

2013-01-D-35-en-11
PART 1
Research of documents

Using the sources and your own knowledge answer all the following questions:

1. Explain the message of the cartoon, Source A.
   In your answer you must refer to elements of the cartoon and provide historical context.
   10 Marks

2. Compare and contrast Sources C and D regarding the Treaties of Rome. (It is important to focus on similarities and differences in the source content.)
   12 Marks

3. Assess the value and limitations of Source C and D in studying the construction of Europe in the 1950’s. (It is important to focus on the source value and reliability.)
   8 Marks

   20 Marks

TOTAL: 50 Marks
PART 2
Structured Response – Compulsory Themes

Answer all the following questions:

1. Define the Brezhnev Doctrine.

   6 Marks

2. Explain the role of external factors in the decolonisation process after 1945, using at least two specific examples.

   16 Marks

3. Explain the main aspects of the rise of China’s power (1949-2000) and evaluate their relative importance. Your answer should be organized and based on specific knowledge.

   28 Marks

TOTAL: 50 Marks
### History Bac Paper

#### Marking scheme – General structure

**Example**

<table>
<thead>
<tr>
<th>PART 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The first question will test understanding of a source or part of a source.</strong></td>
</tr>
</tbody>
</table>

*If more than two marks are awarded for any part of question 1, the marking guidelines must recognise different levels of response.*

| L1 = 0-4 marks | A limited description of the cartoon |
| L2 = 5-7 marks | A good description of the main elements of the cartoon without context |
| L3 = 8-10 marks | A good description supported with contextual information |

*If only the central message or the meaning of the symbols is explained, the maximum of marks given should be 6.*

1. **Explain** the message of the cartoon, Source A.  
In your answer you must **refer** to elements of the cartoon and **provide** historical context.

   (10 marks)

**Indicative content:**
- The lady is Britannia (helmet, Union Jack bag) and the bus the ECSC.
- The European bus is arriving, Britannia is deciding whether or not to get on
- Label “Imperial preference” – Britain is holding on to her colonies/commonwealth
- “Last Bus” – one last chance for Britain to join the European project
- “Rain” – it is better to be on the bus than to stand outside
- Contextual information – eg. Britain has already shown herself unwilling to participate in European integration eg. by deciding not to join the ECSC

*Other relevant points can be accepted*

2. The second question will test analysis of sources through the comparison and contrast of two sources.

(12 marks)
If sources are discussed separately ‘end-on-end’ without explicit linkage award 6 marks maximum.

1 similarity or 1 difference, max 8 marks

Only similarities or differences max 10 marks

For each additional relevant similarity or difference award two marks up to 10 marks

For maximum 12 marks expect at least two differences and one similarity (or vice versa) and a detailed running analysis of comparison and contrast

2. Compare and contrast Sources C and D regarding the Treaties of Rome.
   (It is important to focus on similarities and differences in the source content.)

   (12 marks)

Indicative content:

Similarities:
• Both sources come from states about to join the EEC or who joined the EEC
• Both sources are dealing with joining to the common market

Differences:
• Source C is German, source D is Italian
• Source C talks about unity, source D talks about division
• Source C is focussed on economy, source D is dealing with security
• Source C is generally dealing with Europe while source D is concerned especially with Germany
• Source C regards the treaties as successful, while source D doesn’t
• Source D is very concerned with the Cold War situation, while source C is not as much.
• Source D is a newspaper article, Source C is memoirs.

3. The third question will test analysis of the utility of two sources with reference to their provenance and author.

   (8 marks)

Only one source considered: maximum 4 marks

Only strengths or weaknesses considered: maximum 6 marks

For a maximum of 8 marks candidates must refer to both value and limitation of all both sources in their assessment. One well-made point about both value and limitation can be enough for each source but also allow multiple points to compensate.
3. **Assess the value and limitations of Source C and D in studying the construction of Europe in the 1950’s.** (It is important to focus on the source value and reliability.)

(8 marks)

**Indicative content:**

**Source C**

**Document values**
- Document C is a primary source from the German Chancellor, giving us his positive views about European Integration
- The source gives us a factual information about the Treaties of Rome and Euratom
- The source shows how Europe politicians were committed to the idea of, and the importance of strengthening the European economy

**Document limitations**
- Adenauer only gives economic reasons for joining the E.E.C. whereas in reality there were other reasons such as making Germany respectable and acceptable again

**Source D**

**Document values**
- Gives us the view of Italian Communist Party
- We can see how there is still a fear of a re-emerging German army not long after World War Two
- The source shows that communists want to influence public opinion to reject the E.E.C.

**Document limitations**
- Nothing is known about how this article was received in Italy

4. The fourth question will test synthesis of all sources and contextual knowledge based on one of the ten sub-questions from year 7 European Core Units (Europe 4, 5, 6, 7).

(20 marks)

*If only sources or own knowledge is used: maximum 14 marks*

*For maximum 20 marks expect argument, synthesis of source material and own knowledge, as well as explicit references to the sources used and a direct answer to the question set.*

4. Using all sources and your own knowledge, evaluate and explain the process of European integration between 1945 and 1973.
Indicative content:

From the sources:
- Source A – Britain and if she will join the European Project or not
- Source B – Highlights communist opposition to the idea of common defence in Europe
- Source C – Shows how the treaties were so important for the future of Europe
- Source D – shows how, in the context of Cold War, it was difficult to integrate Europe and that the motives behind the project were questioned by some

From own knowledge:
- European integration against the background of the Cold War
- Re-constructing Europe after World War Two
- Future enlargement and /or deeper integration
- Opposition to the project from different sources at different times, for example communists, de Gaulle in the 1960’s, etc.
- Three new member States in 1973: U.K., Ireland and Denmark
### PART 2

1. The first question will test selective factual recall through description and/or by definition. If more than two marks are awarded for any part of question 1, the marking guidelines must recognise different levels of response.

(6 marks)

**L1 = 0-2 marks**
This answer is characterized by vague basic knowledge, little precise factual support, significant brevity and possible factual inaccuracy.

**L2 = 3-4 marks**
This answer is characterized by good knowledge, some precise factual support (names, places, dates etc.) and accuracy.

**L3 = 5-6 marks**
This answer is characterized by excellent knowledge, multiple examples of precise factual support and accuracy. An award of 6 marks does not mean that the answer is flawless but that little extra might be expected given the constraints of time.

---

1. **Define** the Brezhnev Doctrine.

(6 marks)

**Indicative content:**

- Named after Leonid Brezhnev, secretary of the communist party of the USSR from 1964 to 1982.
- Limited autonomy of the communist countries
- Each Communist Party responsible for communism in his country and in the whole world
- Right to interfere with the internal politics of another communist country if it deviates from communism
- This intervention may be military
- Also called « theory of limited sovereignty »
- Used to justify interventions in Czechoslovakia (1968) and Afghanistan (1979)

**Example of answer:**

This example is provided in order to show that a short answer can fully adress the question:

« The Brezhnev Doctrine was a statement of foreign policy whereby if any satellite state of the USSR tried to break away or threaten socialist rule, the USSR and Warsaw Pact countries could intervene to prevent this from happening. This means that the satellite states only had limited sovereignty. This theory was used to justify the intervention in Czechoslovakia (1968). »
2. The second question will test factual recall and explanation.

**L1 = 0-5 marks**
This answer is characterized by vague basic knowledge, no factual support, significant brevity, incoherence and factual inaccuracy.

**L2 = 6-9 marks**
This answer provides a single explanatory factor that is explained or multiple factors that are not explained. This answer is characterized by some understanding, but little or no factual support (names, places, dates etc.); the answer is likely to lack coherence and accuracy.

**L3 = 10-13 marks**
This answer provides multiple explanatory factors each of which is explained. This answer is characterized by good understanding, and some precise factual support (names, places, dates etc.); the better answer in this range is likely to be coherent and historically accurate.

**L4 = 14-16 marks**
This answer provides a wider range of multiple explanatory factors, each of which is thoroughly explained. This answer is characterized by very good or excellent understanding and a wide range of precise factual support (names, places, dates etc.) In addition, this answer might provide coherence through broader and/or thematic factors. An award of 16 marks does not mean that the answer is flawless but that little extra might be expected given the constraints of time.

2. **Explain** the role of external factors in the decolonisation process after 1945, using at least two specific examples.

(16 marks)

**Indicative content:**

- World War Two was fought in the name of independence (eg: the Atlantic Charter 1941). There were many soldiers from the colonies fighting for this idea
- The old imperial countries like France and Britain were weaker after the war especially economically and couldn’t afford to maintain all their colonies
- The rise of left wing ideology in Western Europe after World War Two led to anti-imperialist governments eg: Atlee’s Labour Party in Britain
- The role of the super powers in the Cold War. Both were ideologically opposed to imperialism
- The role of the United Nations
- The Bandung Conference (1955) and the role of non aligned countries
- Ripple effect – eg: independence for Vietnam (1954) inspired independence movements in other countries eg: Algeria

**Other relevant points are acceptable**
3. The third question will test factual recall, explanation and evaluation.

(28 marks)

Note: If a student only provides one case study, maximum 19 marks. Two or more case studies, up to 28 marks using the grid for guidance.

3. Explain the main aspects of the rise of China’s power (1949-2000) and evaluate their relative importance. Your answer should be organized and based on specific knowledge.

(28 marks)

See generic Evaluative Written Response for more details.
### Part 2 Question 3 - Evaluative Written Response Assessment Grid

<table>
<thead>
<tr>
<th>MARKS</th>
<th>CONNAISSANCES ET COMPREHENSION</th>
<th>CONCEPTS</th>
<th>CAPACITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Outstanding performance. It fully meets the requirements of the question. This does not mean that the performance is flawless but it implies that no fault can be found with the work other than very minor errors. The work displays evidence of independent thinking allied with excellent historical knowledge and analytical skills.</td>
<td>Evaluation of different motivations and interpretations. Very good grasp of the concepts relevant to the question. A wide perspective.</td>
<td>Coherent, logical, critical arguments. Perceptive historical evaluations.</td>
</tr>
<tr>
<td>23-25</td>
<td>Accurate, relevant and largely organised. Most issues addressed. Good understanding of historical context.</td>
<td>Good understanding of the concepts relevant to the question.</td>
<td>Well developed, structured and logical arguments. Sound historical judgements.</td>
</tr>
<tr>
<td>20-22</td>
<td>Mostly accurate and relevant: Either:- a good body of evidence with only partial analysis, Or: - a coherent argument with incomplete evidence.</td>
<td>Reasonable understanding of the relevant concepts. A historical perspective.</td>
<td>Some structure and analysis addressed to the question. Either:- a coherent argument with only partial evidence, Or: - partial analysis with a wide range of evidence.</td>
</tr>
<tr>
<td>18-19</td>
<td>Enough accurate and relevant knowledge, with some errors and/or omissions.</td>
<td>Familiarity with basic ideas. Some historical perspective.</td>
<td>Question addressed only partially or implicitly. More descriptive than analytical or may present argument based on insufficient evidence.</td>
</tr>
<tr>
<td>16-17</td>
<td>Basic facts displayed but too many errors and irrelevant material.</td>
<td>Awareness of basic ideas but misunderstandings.</td>
<td>Simple narrative or description without conclusion. Little attention is paid to the question.</td>
</tr>
<tr>
<td>11-15</td>
<td>Some knowledge but major errors/omissions.</td>
<td>Confusion over basic concepts and ideas.</td>
<td>Refers vaguely to the general topic but little organisation and argument</td>
</tr>
<tr>
<td>1-10</td>
<td>A jumble of facts, error-filled, incoherent.</td>
<td>Confused and narrow.</td>
<td>Isolated facts or generalisations. Barely approaches the question or topic.</td>
</tr>
<tr>
<td>0</td>
<td>Answer not attempted.</td>
<td>Answer not attempted.</td>
<td>Answer not attempted.</td>
</tr>
</tbody>
</table>

Use the **Knowledge and Understanding** column as the first point of reference and the other columns as a further guide for the mark.
The Baccalaureate Oral Examination

Guidelines for the preparation of topics for the Baccalaureate Oral Examination for History
2 periods and History 4 periods

Table of content
1. Structure of the exam
2. Grid to verify the topics of the exam
3. Template for the list of subjects/topics for 4 period History
4. Template for the list of topics for 2 period History
5. An example of a list of themes and subjects for 4 period History
6. An example of an oral exam for 4 period History
7. An example of an oral exam for 2 period History

Structure of the oral exam for the History Baccalaureate and the preparation of subjects

The oral examination lasts twenty minutes. The candidates select a subject at random twenty minutes before the oral presentation of the exam and have twenty minutes to prepare their subject in a specific room.

The oral examination topic is an explanation of documents based on the s7 programme but also takes into account knowledge and skills acquired during s6. The topics should cover all the themes of the programme.

Each topic comprises a minimum of two and a maximum of three documents, of which either one or two are written. The documents should give different points of view.

The total word count for the text documents should not exceed 500 words. The lines of the text should be numbered.

The sources of the documents should be clearly identified, pictorial sources should not be altered and any text written in a foreign language in the image should be translated in the notes.

The topics must be presented according to the layout template provided below.
There are either three or four questions. They allow the students to show their mastery of all the skills indicated in the attainment descriptors and in the evaluation grid of the oral examination for s7 2 period History and s7 4 period of History:
- Knowledge and understanding
- Application and understanding
- Synthesis and evaluation
- Historical methods and communication skills

The information specific to the four period option are in italics in the attainment descriptors and in the evaluation grid for the oral examination.

This evaluation grid is used by all the teachers during the oral examination of the Baccalaureate.

Errors in expression will not be taken into account in the oral examination as long as they do not impede understanding the student.

The grid below allows teachers to ensure that their propositions conform to the norm.
<table>
<thead>
<tr>
<th>Verification of the history oral examination proposals of the European School</th>
<th>Verification of the history oral examination proposals of the European School</th>
<th>Reverification of the history oral examination proposals of the European School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>School and teacher:</td>
<td>Schule:</td>
</tr>
<tr>
<td><strong>Document themes meet syllabus requirements</strong></td>
<td><strong>DOCUMENT THEMES RESPECT AND MEET THE SYLLABUS REQUIREMENTS</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Tasks test range of historical skills and competencies</strong> (3 tasks recommended)</td>
<td><strong>PRESENTATION</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Documents offer variety and contrasting viewpoints</strong></td>
<td><strong>DOCUMENTS</strong></td>
<td></td>
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</tr>
</tbody>
</table>

- The topics cover the whole course where it is possible.
- A list of topics per theme is provided and placed on the first page of the file of topics.
- Each teacher presents the topics in one and the same file.
- The topic uses the layout template provided.
- The reproduction quality is appropriate for an official exam topic.
- Use Calibri 12 as the font and size
- 2 documents minimum, 3 maximum
- 1 or 2 texts with a maximum of 500 words
- The precise source is indicated: title, author, the occupation of the author if necessary, nationality, source, date and place of publication
- The documents are numbered
- The lines of the text are numbered
- Pictorial documents are not altered
- The documents present different points of view
<table>
<thead>
<tr>
<th>Two or three documents used for each exam question (minimum one written, maximum two written)</th>
<th>LANGUAGE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ The level of the language of the documents is understandable for L2 students</td>
</tr>
<tr>
<td></td>
<td>□ Any passages in a foreign language are translated in the notes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clear reference to origin of each document</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ There are a minimum of 3 questions and a maximum of 4 questions</td>
</tr>
<tr>
<td></td>
<td>□ The questions are clear and are well-formulated</td>
</tr>
<tr>
<td></td>
<td>□ The questions enable the students to show their mastery of history skills as indicated in the <strong>attainment descriptors</strong> and in the <strong>evaluation grid for 2P and 4P oral topics</strong>.</td>
</tr>
<tr>
<td></td>
<td>□ The questions are not limited to presentation of knowledge</td>
</tr>
<tr>
<td></td>
<td>□ The topics for 4P History additionally assess the competences indicated in italics in the <strong>evaluation grid for oral exams</strong></td>
</tr>
</tbody>
</table>
LIST OF THE THEMES AND THE TOPICS

Fill in the subject headings. It is possible to have several topics per theme but try to cover the entirety of the programme.

Europe 4: Post-War Europe 1945-1949

1) Title of the topic 1

Europe 5: Eastern Europe, Western Europe 1949-1973

2) Title of the topic 2

Europe 6: Europe from Dictatorship to Democracy 1974-1995

... 

Europe 7: Europe in the making from 1945 to today

7.4 A The Cold War

7.4 B China since 1949

7.4 C Decolonisation and Independence since 1945
LIST OF THE THEMES AND THE TOPICS

Fill in the subject headings. It is possible to have several topics per theme but try to cover the entirety of the programme.

Europe 4: Post-War Europe 1945-1949

1) Title of the topic 1

Europe 5: Eastern Europe, Western Europe 1949-1973

2) Title of the topic 2

Europe 6: Europe from Dictatorship to Democracy 1974-1995

... 

Europe 7: Europe in the making from 1945 to today

Optional Themes studied this year (a minimum of three)

7.2A The Cold War

... 

7.2B China since 1949

7.2C Decolonisation and Independence since 1945

7.2D Arab-Israeli conflict since 1947

7.2E The USA after 1945

7.2F The United Nations

7.2G Mass media, popular culture and authority since 1945
LIST OF THEMES AND TOPICS (example)

Europe 4: Post-War Europe (1945-1949)

1) How and why was Europe divided?

Europe 5: Eastern Europe, Western Europe, 1949-1974

2) The Prague Spring 1968

Europe 6: Europe from dictatorship to democracy 1974-199)

3) The Carnation Revolution

Europe 7: Europe in the Making 1945 to today

4) The origins
5) The reasons for increasing European integration since 1973

7.4 A Cold War and international relations since 1945

6) Berlin during the Cold War
7) The End of the Cold War

7.4 B China since 1949

8) What differences were there between the Chinese and Soviet systems?
9) The opening up of China

7.4 C Decolonisation and Independence since 1945

10) The origins and methods of decolonisation
Theme from the syllabus: EUROPE 7. EUROPE IN THE MAKING FROM 1945 TO TODAY

Topic: A stage in European Construction: The Coal and Steel Community (ECSC)

QUESTIONS

1. Is document 1 reliable and useful to understand the reasons which led to European construction?
2. Compare and contrast documents 1 and 2: What are the means put in place to construct a united Europe in the 1950s?
3. Using the documents and your own knowledge, discuss the extent to which the creation of the ECSC was an essential stage in European construction.

DOCUMENTS


World peace cannot be safeguarded without the making of creative efforts proportionate to the dangers which threaten it.

The contribution which an organized and living Europe can bring to civilization is indispensable to the maintenance of peaceful relations. In taking upon herself for more than 20 years the role of champion of a united Europe, France has always had as her essential aim the service of peace. A united Europe was not achieved and we had war.

Europe will not be made all at once, or according to a single plan. It will be built through concrete achievements which first create a de facto solidarity. The coming together of the nations of Europe requires the elimination of the age-old opposition of France and Germany. (...) The French Government proposes that Franco-German production of coal and steel as a whole be placed under a common High Authority, within the framework of an organization open to the participation of the other countries of Europe. The pooling of coal and steel production should immediately provide for the setting up of common foundations for economic development as a first step in the federation of Europe, and will change the destinies of those regions which have long been devoted to the manufacture of munitions of war, of which they have been the most constant victims.

Source: https://europa.eu/european-union/about-eu/symbols/europe-day/schuman-declaration_en consulted on 1/09/2020
Document 2. The setting up of the ECSC as seen by the American cartoonist Herblock, 25 March 1951, Washington Post

“One Side, Bud — We’re Citizens of Europe Now”

2013-01-D-35-en-11

BACCALAUREATE ORAL 2020

Theme from the syllabus: EUROPE 5. EASTERN EUROPE, WESTERN EUROPE (1949-1973)

Topic: The Prague Spring (1968)

QUESTIONS

1. Explain the meaning of document 1

2. Compare and contrast the views relating to the events in Prague in 1968 shown in documents 1 and 2

3. Using the information in documents 1 and 2 and using your own knowledge, discuss the Prague Spring and explain how the USSR responded to it, making reference to the Brezhnev Doctrine.

DOCUMENTS

Document 1. Cartoon from 1968 by the German-Dutch cartoonist Fritz Behrendt about the suppression of the Prague Spring. (presumably published in the newspaper “de Telegraf”, Amsterdam)

![Cartoon](image)

"A blow against imperialism"

On the flower “DUBČEK, COMMUNISM, HUMAN.”

Source: Site Internet du Centre Virtuel de la Connaissance sur l'Europe:
“The people of the socialist countries and the communist parties undoubtedly have and must have freedom for determining the path of development of their own countries. However, none of the decisions should damage either socialism in their country or the vital interests of the other socialist countries or the whole world workers movement which is leading the struggle for socialism. This means that every communist party is responsible not only to its own people but to every socialist country and to the whole communist movement also. Those who forget this and stress only the self-dependence and independence of communist parties fall into the trap of one-sidedness by shirking their international duties . . .

This, according to the words of Lenin, a man living in society cannot be free in this society, a socialist country, a member of a socialist community with other states, cannot be free of the common interests of this community. The sovereignty of each socialist country should not be opposed to the interests of the socialist world, of the worldwide revolutionary movement.

The weakening of any of the links in the world system of socialism directly affects all the socialist countries which cannot look indifferently upon it”
### Marking grid for the Baccalaureate Oral examination in 2 period History and 4 period History

<table>
<thead>
<tr>
<th>Part of the exam and weighting</th>
<th>Competence evaluated</th>
<th>Attainment descriptors</th>
<th>Guide for marking</th>
<th>mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st part: Knowledge and understanding 25 marks</td>
<td>Deploy relevant, detailed and in-depth knowledge. Select relevant information from one or more documents Understand a historic event in context Demonstrate understanding of historic processes: causes and consequences, change and continuity….</td>
<td><strong>Excellent</strong> range of knowledge. Excellent understanding of historical context and processes. Accurate, relevant, organised <strong>detailed and in-depth</strong> deployment of knowledge. <strong>Very good</strong> range of knowledge. Very good understanding of historical context and processes. Nearly always accurate, relevant, organised and <strong>either detailed or in-depth</strong> deployment of knowledge. <strong>Good</strong> range of knowledge. Good understanding of historical context and processes. Mostly accurate, relevant, <strong>detailed</strong> and organised deployment of knowledge. <strong>Satisfactory</strong>. A range of knowledge. Some understanding of historical context and processes. Reasonably accurate, relevant, <strong>detailed</strong>, organised deployment of knowledge. <strong>Sufficient</strong>. Basic knowledge. Basic understanding of historical context and processes at s6 level. Some accurate, relevant, organised deployment of knowledge. <strong>Insufficient</strong>. Little / <strong>limited</strong> knowledge but major errors/omissions. Confused deployment of knowledge. Difficulty understanding of even basic historical processes. <strong>Fail</strong>. Very poor knowledge. Unable to understand even basic historical processes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| 2nd part: Reuse of knowledge and interpretation 25 marks | Select and classify arguments Identify points of view and interpretations Use historical knowledge as evidence. <strong>Awareness that events in history have multiple explanations</strong> Deploy different approaches and interpretations of historical questions and events | <strong>Excellent</strong> application of historical knowledge as evidence. Excellent ability to compare and contrast sources. Clearly substantiated conclusions showing <strong>strong awareness</strong> that events in the past have multiple explanations. <strong>Excellent awareness of the different approaches to, and interpretations of historical issues and events</strong>. <strong>Very good</strong> application of historical knowledge as evidence. Very good ability to compare and contrast sources. Substantiated conclusions showing awareness that events in the past have multiple explanations. <strong>Very good awareness of the different approaches to, and interpretations of, historical issues and events</strong>. <strong>Good</strong> application of historical knowledge as evidence. Good ability to compare and contrast sources. Produce conclusions showing awareness that events in the past have multiple explanations. <strong>Good awareness of the different approaches to, and interpretations of, historical issues and events</strong>. <strong>Satisfactory</strong>. Able to deploy historical knowledge as evidence. Able to compare and contrast sources and produce conclusions showing some awareness that events in the past have multiple explanations. <strong>Reasonable awareness of the different approaches to, and interpretations of, historical issues and events</strong>. <strong>Sufficient</strong>. Able to apply basic historical knowledge as evidence. Able to compare and contrast sources and produce basic conclusions. <strong>Some awareness of the different approaches to, and interpretations of, historical issues and events</strong>. <strong>Insufficient</strong>. Significant difficulties in applying historical knowledge as evidence. Difficulties in comparing and contrasting sources and producing conclusions. <strong>Fail</strong>. Unable to apply basic historical knowledge as evidence. Unable to compare and contrast sources and produce conclusions. | | |</p>
<table>
<thead>
<tr>
<th>3rd part: Synthesis and evaluation</th>
<th>25 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> evaluation of source utility. Excellent synthesis of evidence from both historical sources and background knowledge. Excellent evaluation of the different approaches to, and interpretations of, historical issues and events.</td>
<td>23-25</td>
</tr>
<tr>
<td><strong>Very good</strong> evaluation of source utility. Very good synthesis of evidence from both historical sources and background knowledge. Very good evaluation of the different approaches to and interpretations of historical issues and events.</td>
<td>20-22</td>
</tr>
<tr>
<td><strong>Good</strong> evaluation of source utility. Good synthesis of evidence from both historical sources and background knowledge. Good evaluation of the different approaches to and interpretations of historical issues and events.</td>
<td>18-19</td>
</tr>
<tr>
<td><strong>Satisfactory</strong> evaluation of source utility. Satisfactory synthesis of evidence from both historical sources and background knowledge. The student shows reasonable ability to evaluate different approaches to, and interpretations of, historical issues and events.</td>
<td>15-17</td>
</tr>
<tr>
<td><strong>Sufficient.</strong> Basic evaluation of source utility. Basic synthesis of evidence from both historical sources and background knowledge. Some evaluation of different approaches to, and interpretations of, historical issues and events.</td>
<td>13-14</td>
</tr>
<tr>
<td><strong>Insufficient.</strong> Significant difficulty in evaluating source utility and synthesizing evidence. Difficulties in evaluating different approaches to and interpretations of historical issues and events.</td>
<td>8-12</td>
</tr>
<tr>
<td><strong>Fail.</strong> Unable to evaluate source utility and synthesize evidence. Unable to evaluate different approaches to, and interpretations of, historical issues and events.</td>
<td>0-7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th part: History communication skills</th>
<th>25 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent.</strong> Balanced, coherent and focused historical explanations. Excellent ability to produce in-depth and evaluative oral analysis of historical issues and events.</td>
<td>23-25</td>
</tr>
<tr>
<td><strong>Very good</strong> Developed, structured logical arguments. Very good ability to produce in-depth and evaluative analysis of historical issues and events.</td>
<td>20-22</td>
</tr>
<tr>
<td><strong>Good.</strong> Balanced and focused historical arguments. Good ability to produce in-depth and evaluative analysis of historical issues and events in depth.</td>
<td>18-19</td>
</tr>
<tr>
<td><strong>Satisfactory.</strong> Able to produce historical explanation. The student is able to produce in-depth and evaluative analysis of historical issues and events.</td>
<td>15-17</td>
</tr>
<tr>
<td><strong>Sufficient.</strong> Basic ability to produce historical explanation. Some ability to produce in-depth and evaluative analysis of historical issues and events.</td>
<td>13-14</td>
</tr>
<tr>
<td><strong>Insufficient.</strong> Significant difficulties in producing historical explanation and in giving in-depth and evaluative answers</td>
<td>8-12</td>
</tr>
<tr>
<td><strong>Fail.</strong> Unable to produce historical explanation and to evaluate</td>
<td>0-7</td>
</tr>
</tbody>
</table>

**Total marks /100**

Examiner 1 (signature) ____________________________ Mark 1: _____________
Examiner 2 (signature) ____________________________ Mark 2: _____________

*(the information specific to 4 period History is in italics)*