



European Schools

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History Syllabus (Years 6 & 7)¹

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Attainment Descriptors: Entry into force

On 1 September 2019 for S6

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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. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences
7. sense of initiative and entrepreneurship
8. cultural awareness and expression

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)

- 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

Year 6 – 4 period
(approx. 48 lessons)

Europe since the Second World War

Year 7 – 2 period
(approx. 24 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)

Year 7 – 4 period
(approx. 45 lessons)

OPTIONAL THEMES

Year 6 – 2 period

Year 6 – 4 period

3 themes (minimum) x 8 lessons	3 themes (minimum) x 15 lessons
6.2A The USA 1898 to 1945	6.4A The USA since 1898
6.2B Culture and Society before 1945	6.4B Culture and Society before 1945
6.2C European colonialism and imperialism from the end of the 19 th century to 1945	6.4C European colonialism and imperialism from the end of the 19 th century to 1945
6.2D Warfare in the 20 th century	6.4D Warfare in the 20 th century
6.2E Women in the 20 th century	6.4E Women in the 20 th century
6.2F Russia and the USSR 1917 to 1953	6.4F Russia and the USSR 1917 to 1953
6.2G Genocide in the 20 th century	6.4G Genocide in the 20 th century

OPTIONAL THEMES

Year 7 – 2 period

COMPULSORY THEMES

Year 7 – 4 period

3 themes (minimum) x 8 lessons	3 compulsory themes x 15 lessons
7.2A Cold War	7.4A Cold War and international relations since 1945
7.2B China since 1949	7.4B China since 1949
7.2C Decolonisation after 1945	7.4C 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.	

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.

Grade Mark Performance	Assessment objective 1: Knowledge and understanding	Assessment objective 2: Application and interpretation	Assessment objective 3: Synthesis and evaluation	Assessment objective 4: History communication skills
A 9.0 - 10 Excellent	Excellent range of knowledge. Excellent understanding of historical context and processes. Accurate, relevant, organised, <i>detailed and in-depth</i> and deployment of knowledge.	Excellent application of historical knowledge as evidence. Excellent ability to compare and contrast sources. Clearly substantiated conclusions showing <i>strong awareness</i> that events in the past have multiple explanations. <i>Excellent awareness of the different approaches to, and interpretations of, historical issues and events.</i>	Excellent evaluation of source utility. Excellent synthesis of evidence from both historical sources and background knowledge. <i>Excellent evaluation of the different approaches to, and interpretations of, historical issues and events.</i>	Balanced, coherent and focused historical explanations both orally and in written form. <i>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.)</i>
B 8.0 - 8.9 Very Good	Very good range of knowledge. Very good understanding of historical context and processes. Nearly always accurate, relevant, organised, <i>and either detailed or in-depth</i> , deployment of knowledge.	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. <i>Very good awareness of the different approaches to, and</i>	Very good evaluation of source utility. Very good synthesis of evidence from both historical sources and background knowledge. <i>Very good evaluation of the different approaches to, and interpretations of, historical issues and events.</i>	Developed, structured logical arguments. <i>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.)</i>

		<i>interpretations of, historical issues and events.</i>		
C 7.0-7.9 Good	Good range of knowledge. Good understanding of historical context and processes. Mostly accurate, relevant, <i>detailed*</i> , and organised deployment of knowledge.	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. <i>Good awareness of the different approaches to, and interpretations of, historical issues and events.</i>	Good evaluation of source utility. Good synthesis of evidence from both historical sources and background knowledge. <i>Good evaluation of the different approaches to, and interpretations of, historical issues and events.</i>	Balanced and focused historical arguments. <i>Good ability to produce analytical and evaluative written essays about historical issues and events in depth. Good level of research skills and organisation (including referencing for the year 6 personal research assignment.).</i>
D 6.0-6.9 Satisfactory	A range of knowledge. Some S7 level understanding of historical context and processes. Reasonably <i>accurate, relevant, detailed,</i> organised deployment of knowledge.	Able to apply historical knowledge as evidence. Able to compare and contrast sources and produce conclusions showing some awareness that events in the past have multiple explanations. <i>Reasonable awareness of the different approaches to, and interpretations of, historical issues and events.</i>	Satisfactory evaluation of source utility. Satisfactory synthesis of evidence from both historical sources and background knowledge. <i>Shows reasonable ability to evaluate different approaches to, and interpretations of, historical issues and events.</i>	Able to produce historical explanation. <i>Shows ability to produce analytical and evaluative written essays about historical issues and events. Reasonable research skills and organisation (including referencing for the year 6 personal research assignment.).</i>
E 5.0-5.9 Sufficient	Basic knowledge. Basic understanding of historical context and processes. Some <i>accurate, relevant,</i> organised deployment of	Able to apply basic historical knowledge as evidence. Able to compare and contrast sources and produce	Basic evaluation of source utility. Basic synthesis of evidence from both historical sources and	Basic ability to produce historical explanation. <i>Some ability to produce analytical and evaluative written essays about</i>

	knowledge.	basic conclusions. <i>Some awareness of the different approaches to, and interpretations of, historical issues and events.</i>	background knowledge. <i>Some evaluation of different approaches to, and interpretations of, historical issues and events.</i>	<i>historical issues and events. Basic research skills and organisation (including referencing for the year 6 personal research assignment.).</i>
F 3.0-4.9 Failed (Weak)	Little/ <i>limited</i> knowledge but major errors/omissions. Confused deployment of knowledge. Difficulty understanding of even basic historical processes.	Significant difficulties in applying basic historical knowledge as evidence. Difficulties in comparing and contrasting sources and producing conclusions.	Significant difficulties in evaluating source utility and synthesising evidence. <i>Difficulties in evaluating different approaches to, and interpretations of, historical issues and events.</i>	Significant difficulties in producing historical explanation. <i>Attempted but inadequate research skills and organisation.</i>
FX 0-2.9 Failed (Very weak)	Very poor knowledge. Unable to understand even basic historical processes.	Unable to apply basic historical knowledge as evidence. Unable to compare and contrast sources and produce conclusions.	Unable to evaluate source utility and synthesise evidence. <i>Unable to evaluate different approaches to, and interpretations of, historical issues and events.</i>	Unable to produce historical explanation. <i>Very little or no research skills and organisation.</i>

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.

5.4 Baccalaureate Examination

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 is an unseen source paper and the second part is a structured essay.

Part 1 – Source Paper

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

There should be 4 to 5 sources, of which at least one, maximum 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 – Structured Essay

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 explanation,

whereas the third question tests explanation and evaluation. The third question is based on one of the nine sub-questions from the Year 7 Compulsory Theme Units (7.4A, 7.4B, 7.4C).

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.

Part 1 – Approximately 1½ hours

Question	Primary Assessment Objective(s)	Marks
The first question will test understanding of a source or part of a source.	1. Knowledge and understanding • Recall and select relevant historical knowledge • Demonstrate understanding in an historical context	6
The second question will test analysis of sources through the comparison and contrast of two or three sources.	2. Application and interpretation • Compare and contrast sources as evidence about the past	12
The third question will test analysis of the utility of two or three sources with reference to their provenance and content.	3. Synthesis and evaluation • Evaluate the utility of various types of sources as evidence about the past	12
The fourth question will test synthesis of sources and contextual knowledge. The fourth question is a synoptic question based on one of the ten sub-questions from year 7 European Core Units (Europe 4, 5, 6, 7).	3. Synthesis and evaluation • Synthesise evidence from both historical sources and background knowledge. 1. Knowledge and understanding • Demonstrate an understanding of historical processes: cause and effect; continuity and change etc. • Deploy accurate, relevant and detailed, in-depth knowledge of the past.	20
		50

Part 2– Approximately 1½ hours

Question	Primary Assessment Objective(s)	Marks
The first question will test factual recall through description and/or by definition.	1. Knowledge and understanding • Deploy accurate, relevant and detailed, in-depth knowledge of the past.	10
The second question will test factual recall and explanation.	As in first question and in addition: 2. Application and interpretation • Show awareness that events in the past have multiple explanations. 4. History communication skills • Present balanced, coherent and focused historical explanations in written form.	15
The third question will test factual recall, explanation and evaluation. The third question is based on one of the nine sub-questions from the Year 7 Compulsory Theme Units (7.4A, 7.4B, 7.4C).	As in first and second question and in addition: 2. Application and interpretation • <i>Recognise different approaches to, and interpretations of, historical issues and events.</i> 3. Synthesis and evaluation • <i>Evaluate the different approaches to, and interpretations of, historical issues and events.</i> 4. History communication skills • <i>Demonstrate the ability to produce analytical and/or evaluative written essays about historical</i>	25

	<i>issues and events in depth.</i>	
		50

In both written and oral assessments, language errors should only be taken into account if they impair communication of the historical facts and ideas.

The Baccalaureate Oral Examination

The oral examination consists of twenty minutes preparation time and twenty minutes oral examination time, including time for examiner deliberation. It consists of one question with sources and sub-questions which are based on the core course or theme course from year 7, but also draw on assumed knowledge and skills from year 6. No more than three sources should be used per question. Candidates choose one question by lot twenty minutes before the examination. Further information on the structure of the paper and the preparation of baccalaureate oral questions can be found in a teacher guidance document.

Knowledge and understanding, concepts and skills are assessed in the oral examination. The focus is on the range of knowledge, the level of evaluation and understanding of concepts, and the explanation and interpretation of sources, considering items such as content, meaning, importance and context, which are demonstrated by the student in the examination. In both written and oral assessments, language errors should only be taken into account if they impair communication of the historical facts and ideas. Questions for the four period course focus more on skills than knowledge, using higher-order skills, such as comparison and context, reliability and utility, and synthesis. The baccalaureate history oral examination marking grid provides teachers with a breakdown of these skills. Teachers are supplied with the marking grid and it must be used to assess students in the oral examination.

6. Appendices

Appendix 1

Year 6 and 7 History 2 Period Course: Unit Outlines Compulsory Core: Europe and Europeans Since 1914

Europe 1	EUROPE TRANSFORMED BY THE FIRST WORLD WAR	S6 2 period 6 lessons
<p>1. What were the origins of the First World War?</p> <p>2. In what ways was the First World War a 'total war'?</p> <p>3. What was the cost of the First World War for Europe?</p>	<ul style="list-style-type: none"> 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 (28 th June 1914), The Battle of Tannenberg (1914), the Somme and Verdun (1916), Independence of Finland (1917), the Treaty of Brest-Litovsk (1918), the armistice 11 th 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
<p>1. Why was liberal democracy in crisis?</p> <p>2. How did the state and society change in a dictatorship?</p> <p>3. What led to World War Two?</p>	<ul style="list-style-type: none"> 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	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), Expansionist Policy, Appeasement, League of Nations	
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 3	EUROPE AND THE EUROPEANS IN WWII	S6 2 period 6 lessons
<p>1. What were the different forms of occupation during WWII?</p> <p>2. Why did some people collaborate, while others resisted Nazi occupation?</p> <p>3. How did WWII transform daily life?</p>	<ul style="list-style-type: none"> • 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? • Why did resistance take so many forms? • How did daily life change across Europe in occupied and non-occupied countries? • What was the impact of rationing, bombing, censorship, etc.? 	
Key Words	Blitzkrieg, Occupation, Collaboration, Puppet Government, 'New Order', Terror, Neutrality, Dependent State, Partisan, Resistance, Scorched Earth Policy, Anti-Semitism, Persecution, Genocide, Home Front, Bombing, Rationing, Censorship.	
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 • 6.2D • 6.2E • 6.2G	

Europe 4	POST-WAR EUROPE (1945-49)	S7 2 period 6 lessons
<p>1. What were the major consequences of the Second World War for Europe?</p> <p>2. How far was Europe divided by 1949?</p>	<ul style="list-style-type: none"> • 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? 	
Key Words	Liberation, The <i>Épuration légale</i> , Denazification, Population transfer, Reconstruction, Iron Curtain, Sovietisation, The Cold War, Atlanticism, Eastern Bloc, Oder-Neisse Line, Containment, Neutrality.	
Possible Reference Points	VE Day (8 May 1945), Yalta and Potsdam Conferences (1945), The Nuremberg Trials (1945-1946), The Greek Civil War (1946-1949), Paris Peace Treaties (1947), Marshall Plan (1947), Cominform (1947), Prague coup (1948) Tito-Stalin split (1948) Berlin Blockade (1948-1949) DDR and FRD (1949)	
Syllabus Links	Europe 7 • 7.4°	

Europe 5	EASTERN EUROPE, WESTERN EUROPE 1949-1973	S7 2 period 6 lessons
<p>1. How and why were there different conditions for development in Europe?</p> <p>2. How did the living conditions differ in east and west Europe between 1949 and 1973?</p> <p>3. Why was there unrest in the East and West?</p>	<ul style="list-style-type: none"> • 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 	
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	Establishment of Comecon (1949), Founding of the FRG (1949), Founding of the GDR (1949), ECSC (1951), Treaty of Rome (1957), Founding of EFTA (1960), Berlin Wall (1961), EC (1967), Prague Spring (1968), Oil Crisis (1973)	
Syllabus Links	Europe 4 · Europe 5 · Europe 7 · 7.2A · 7.2G	

Europe 6	EUROPE FROM DICTATORSHIP TO DEMOCRACY (1974-95)	S7 2 period 6 lessons
<p>1. How and why was there a transition to democracy in southern European states from 1974?</p> <p>2. How and why did the communist regimes of central and eastern Europe collapse in 1989?</p> <p>3. How did newly democratic states meet the challenges of transition?</p>	<ul style="list-style-type: none"> • 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? 	
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	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 the EEC (1981), Spain and Portugal join the EEC (1986), The collapse of Communism (1989), Lithuanian independence (1990), Latvian and Estonian independence (1991), Yugoslav Civil War begins (1991), Velvet Divorce (1993), Dayton Accords (1995), International Criminal Tribunal former Yugoslavia (from 1993), Historical Memory Law – Spain (2007).	
Syllabus Links	Europe 4, 5, 7 · 7.2A · 7.2B · 7.2E · 7.2G	

Europe 7	EUROPE IN THE MAKING (1945 TO TODAY)	S7 2 period 6 lessons
<p>1. What were the origins and stages of European construction between 1945 and 1973?</p> <p>2. What have been the reasons for increasing European integration since 1973?</p>	<ul style="list-style-type: none"> • What factors helped cooperation between European countries after 1945? • What were the main stages of European construction 1945-73? • Which countries joined the process of European construction up to 1986? • What were the characteristics of enlargement after 1986? • Which aspects of deepening integration were chosen? • What have been the challenges and opportunities? 	
Key Words	Supranationalism, Co-operation.	
Possible Reference Points	O.E.E.C. (1948), Council of Europe (1949), Schuman Plan (9 May 1950), E.C.S.C. (1951), Failure of E.D.C. (1954), Treaty of Rome and the E.E.C. (1957), European Union (1986), Maastricht Treaty (1992), Lisbon Treaty(2007)	
Syllabus Links	Europe 4 • Europe 6 • 7.2	

Year 6 and 7 History 2 Period Course: Unit Outlines
Optional Themes

6.2A Theme	THE USA 1898 TO 1945	S6 2 period 8 lessons
<p>1. The evolution of American capitalism.</p> <p>2. The developing international role of the USA after 1898.</p> <p>3. The role of the USA in World War II.</p>	<ul style="list-style-type: none"> • 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? 	
Key Words	Taylorism, Fordism, Consumerism, The Depression, The New Deal, Monroe Doctrine, Policy of the Big Stick, Imperialism Isolationism, Unilateralism/multilateralism, League of Nations, Neutrality, Superpower.	
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	

6.2B	CULTURE AND SOCIETY BEFORE 1945	S6 2 period
Theme		8 lessons
1. The birth and development of mass-culture. 2. Social and political consequences.	<ul style="list-style-type: none"> How did 19th century industrialisation change society? What examples of mass-culture appeared? To what extent did mass-culture engage people and society? How did national values compare to Americanisation/Cultural Bolshevism? 	
Key Words	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	
Possible Reference Points	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	
Syllabus Links	Europe 1 • Europe 2 • 6.2A • 6.2E • 6.2F • 7.2G	

6.2C	EUROPEAN COLONIALISM AND IMPERIALISM FROM THE END OF THE 19TH CENTURY TO 1945	S6 2 period
Theme		8 lessons
1. General overview of European colonial empires at the turn of the 19th century. 2. Factors explaining colonisation. 3. Types of European colonial rule in Africa and Asia.	<ul style="list-style-type: none"> Where in the world did European powers establish colonial regimes on the eve of the First World War? What were the main established empires? What factors enabled the colonial conquests? What were the types of European domination in Africa and Asia? What were the consequences? 	
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 • 6.2G • 7.2C	

6.2D Theme	WARFARE IN THE 20TH CENTURY	S6 2 period 8 lessons
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: <ul style="list-style-type: none"> • 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	Causation: Political, Social, Economic, Religious, Ideological, Long-term/Short term. Types of war – Limited/Total, Guerrilla, Civil war, Proxy war, Neo-colonial, Cyber-war. Nature of war – Weapons/Tactics, Technological change, Home front and Civilians, media and Propaganda, International law, Espionage.	
Possible Reference Points	First World War (1914-8), Spanish Civil War, (1936-9) Second World War (1939-45), Indochina/Vietnam (1946-75), Korean War (1950-3), Algerian War (1954-62), Indo-Pakistan wars (1947-9, 1965, 1971), Chinese Civil War (1927-37 and 1946-9) Iran–Iraq war (1980-88), Falklands War (1982) Gulf War (1991), Arab Israeli Wars (various), Second Congo War (Great War of Africa) 1998-2003.	
Syllabus Links	Europe 1-6 • 6.2D • 6.2E • 6.2G • 7.2A • 7.2C • 7.2D • 7.2F • 7.2G	

6.2E Theme	WOMEN IN THE 20TH CENTURY	S6 2 period 8 lessons
1. The Growth of Women’s Suffrage. 2. The Differing Status of Women. 3. The Extent of Change and Liberation.	<ul style="list-style-type: none"> • 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	

6.2F	RUSSIA AND THE USSR 1917-1953	S6 2 period
Theme		8 lessons
1. The 1917 Revolutions. 2. The first socialist state. 3. Stalinism 1929-53 and the characteristics of a totalitarian state.	<ul style="list-style-type: none"> • How did the Communists take control in 1917? • What was the new socialist state and society like? • Why were there phases of nationalisation, but also liberalisation between 1917 and 1928? • Stalin's rule – consolidation or perversion of the revolution? • Was Russia modernised under Stalin's dictatorship? 	
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), 10 th 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	

6.2G	GENOCIDE IN THE TWENTIETH CENTURY	S6 2 period
Theme		8 lessons
1. The Definition of Genocide. 2. The Process of Genocide. 3. The Impact of Genocide.	<ul style="list-style-type: none"> • What is genocide and why is it hard to define? Why do some consider it a 20th century phenomenon? • What causes genocide to occur and how does it progress? • What ends genocide? • What was the impact of genocide on the countries where it happened? • How has the international response to genocide changed throughout the 20th Century? 	
Key Words	Genocide, Discrimination, Persecution, Crimes against Humanity, War Crimes, Victim, Perpetrator, Denial, Holocaust, Shoah, Khmer Rouge, Hutu, Tutsi	
Possible Reference Points	UN Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG) (1948), International Criminal Court (2002), Armenia (1915), Holodomor (1932-3), Holocaust (1941-45), Cambodia (1975), Rwanda (1994)	
Syllabus Links	• Europe 3 • 6.2D • 6.2F • 7.2C • 7.2F	

7.2A	THE COLD WAR	S7 2 period
Theme		10 lessons
1. The logic of the Cold War 2. The nature of the Cold War 3. The end of the Cold War and new international relations after 1991	<ul style="list-style-type: none"> • 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? 	
Key Words	Iron Curtain, Security Policy, Satellite States, Truman Doctrine, Two Camp Theory, Containment, Marshall Plan, NATO, Warsaw Pact, The Arms Race, MAD, Domino Theory, Détente, Hotline, SALT I, Brezhnev Doctrine, "America is Back", Glasnost, Perestroika, SDI, Gorbachev, Revolutions in Eastern Europe, dissolution of the USSR, religious fundamentalism, nationalism.	
Possible Reference Points	Yalta (1945) Potsdam (1945), Korean War (1950-53), Hungarian Revolution (1956), Suez Crisis (1956), Cuban Missile Crisis (1962), Vietnam War, Helsinki Accords (1975), Afghanistan (1979), Olympic Boycott (1980), Fall of the Berlin Wall (1989)	
Syllabus Links	Europe 4 • Europe 5 • Europe 6 • Europe 7 • 6.2A • 7.2B • 7.2C • 7.2D • 7.2F • 7.2G •	

7.2B	CHINA SINCE 1945	S7 2 period
Theme		10 lessons
1. The birth of the People's Republic of China 2. Mao's China: 1949-76 3. China since Mao: economic liberalisation and political dictatorship.	<ul style="list-style-type: none"> • Why did the communists come to power in 1949? • What is Maoism? • 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	The foundation of the PRC (1949), Great Leap Forward (1958-62), Cultural Revolution (1966-69), Death of Mao (1976) Tiananmen Square (1989), Opening of the Shanghai stock exchange (1990), China joins the World Trade Organisation (2001), Beijing Olympics (2008)	
Syllabus Links	7.2A • 7.2C • 7.2F	

7.2C	DECOLONISATION AFTER 1945	S7 2 period
Theme		10 lessons
<ol style="list-style-type: none"> 1. The factors explaining the wave of decolonisation after 1945. 2. The different forms of decolonisation after 1945. 3. After independence: international role and internal developments. 	<ul style="list-style-type: none"> • Why was there a movement towards decolonisation in Asia and Africa after World War II? • What were the different routes to independence? <p>Options:</p> <ul style="list-style-type: none"> • Either - How did newly independent states establish themselves internationally? • Or – How did the newly independent states develop domestically? 	
Key Words	Decolonisation, Independence, Nationalism	
Possible Reference Points	Independence of India (1947), The Algerian War (1954-1962), Asia-Africa Conference in Bandung (1955), Arab Spring (2011)	
Syllabus Links	Europe 3 • Europe 6 • 6.2C • 6.2G • 7.2A • 7.2B • 7.2D, • 7.2F	

7.2D	ARAB-ISRAELI CONFLICT SINCE 1947	S7 2 period
Theme		10 lessons
<ol style="list-style-type: none"> 1. 1947-49: The partition of Palestine. 2. Reinforcing the conflict: 1950s to 1980s. 3. The conflict in deadlock? Since the 1990s. 	<ul style="list-style-type: none"> • 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? 	
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	

7.2E	THE USA SINCE 1945	S7 2 period
Theme		10 lessons
1. The American 'Golden Age': 1945-60 2. Developments in the USA from the 1960s to the 1980s. 3. The USA since 1990	<ul style="list-style-type: none"> • 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? 	
Key Words	Liberal democracy, Presidential System, Congress, McCarthyism, Welfare state, Capitalism, American Dream, Segregation, Counterculture, Civil Rights Movement, Minorities, Neo-liberalism, Neo-conservatism, Multiculturalism.	
Possible Reference Points	Brown v. Board of Education (1954), Freedom Marches (1963), Gulf of Tonkin Resolution (1964), Watergate (1972-74), Reagan (1980), 9/11 (2001), Barack Obama (2008)	
Syllabus Links	Europe 4-6 • 6.2A • 6.2D • 6.2E • 72A • 72G	

7.2F	THE UNITED NATIONS	S7 2 period
Theme		10 lessons
1. The idea of 'The United Nations' 2. Organisation of the United Nations. 3. Effectiveness of the United Nations.	<ul style="list-style-type: none"> • 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	League of Nations, Human Rights, Bretton-Woods System, Security Council, General Assembly, Blue Berets (UN Peacekeepers), General Secretary, Veto, Multilateralism.	
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	

7.2G	MASS MEDIA, POPULAR CULTURE AND AUTHORITY SINCE 1945	S7 2 period
Theme		10 lessons
1. The development of mass media. 2. Mass media and popular culture. 3. Mass media, popular culture and authority.	<ul style="list-style-type: none"> • 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? • How and why has the relationship between mass media, popular culture and authority changed? 	
Key Words	Authority, Power, Influence, Ideology, Hegemony, Propaganda, Censorship, Mass-media, Consumerism, Post-modernism, Commercialised, Elite-culture, Permissive, Secularisation, Public service, Monopoly, Americanisation, Teenager, Sexualisation, Regulation, Cross-media ownership, Digital native, Affluence, Hooliganism.	
Possible Reference Points	Cinema Production Code (1930-68), Radio Free Europe (1949), UEFA (1954), Elvis Presley on the Ed Sullivan Show (1956), Godard's <i>À bout de souffle</i> (1960), Beatlemania (1963), Black Power Mexico Olympics (1968), My Lai massacre images (1969), Spielberg's <i>Jaws</i> (1975), Moscow Olympics (1980) MTV (1981) Microsoft Windows (1982), Heysel disaster (1985), Pixar's <i>Toy Story</i> (1995), Google (1998), YouTube 2005, 984m watch the Beijing Olympics. (2008)	
Syllabus Links	Europe 1-6 • 6.2D • 6.2E • 6.2G • 7.2A • 7.2C • 7.2D • 7.2F • 7.2G	

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	S6 4 period
		12 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 and Europeans?	<ul style="list-style-type: none"> • 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? • 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 (28 th June 1914), The battle of Tannenberg (1914), the Somme and Verdun (1916), independence of Finland (1917), the Treaty of Brest-Litovsk (1918), the armistice 11 th 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	

Europe 2	DICTATORSHIP AND DEMOCRACY: EUROPE IN THE INTERWAR YEARS (1918-39)	S6 4 period 24 lessons
<p>1. Why was liberal democracy in crisis?</p> <p>2. How did the state and society change in a dictatorship?</p> <p>3. What led to World War Two?</p>	<ul style="list-style-type: none"> • 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? • 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? 	
Key Words	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), Expansionist Policy, Appeasement, League of Nations	
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 • 6.4B • 6.4E • 6.4F	

Europe 3	EUROPE AND THE EUROPEANS IN WWII	S6 4 period 12 lessons
<p>1. What were the different forms of occupation during WWII?</p> <p>2. Why did some people collaborate, while others resisted Nazi occupation?</p> <p>3. How did WWII transform daily life?</p>	<ul style="list-style-type: none"> • 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? 	
Key Words	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	
Possible Reference Points	Start WWII (1939), Vichy Regime (1940), The Blitz (1940-1), 'Nacht und Nebel' Order (1941), Operation Barbarossa (1941), Babi Yar (1941), Lidice (1942), Warsaw Rising (1944), Dutch Famine (1944)	
Syllabus Links	• Europe 3 • Europe 4 • 6.4D • 6.4E • 6.4G	

Europe 4	POST-WAR EUROPE (1945-49)	S7 4 period
		9 lessons
<p>1. What were the major consequences of the Second World War for Europe?</p> <p>2. How far was Europe divided by 1949?</p>	<ul style="list-style-type: none"> • 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? 	
Key Words	Liberation, The <i>Épuration légale</i> , Denazification, Population transfer, Reconstruction, Iron Curtain, Sovietisation, The Cold War, Atlanticism, Eastern Bloc, Oder-Neisse Line, Containment, Neutrality.	
Possible Reference Points	VE Day (8 May 1945), Yalta and Potsdam Conferences (1945), The Nuremberg Trials (1945-1946), The Greek Civil War (1946-1949), Paris Peace Treaties (1947), Marshall Plan (1947), Cominform (1947), Prague coup (1948) Tito-Stalin split (1948) Berlin Blockade (1948-1949) DDR and FRD (1949)	
Syllabus Links	Europe 7 • 7.4°	

Europe 5	EASTERN EUROPE, WESTERN EUROPE 1949-1973	S7 4 period
		12 lessons
<p>1. How and why were there different conditions for social and economic development in Europe?</p> <p>2. How were the living conditions in the states, blocs and regions of Europe different between 1949 and 1973?</p> <p>3. How far did economic development stabilize the political situation in Europe?</p>	<ul style="list-style-type: none"> • 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? 	
Key Words	Marshall Plan, Capitalism, Free Market, OEEC, Planned Economy, Comecon, Social Market Economy, EFTA, Titoism, Gomułka, Wirtschaftswunder, HDI, Gastarbeiter, Migration, Prague Spring, Brezhnev Doctrine, The German Student Movement, 68ers, Extra-parliamentary Opposition, The Women's Movement	
Possible Reference Points	Marshall Plan (1947), Establishment of Comecon (1949), Founding of the FRG (1949), Founding of the GDR (1949), ECSC (1951), Berlin Uprising (1953), Hungarian Revolution (1956), Treaty of Rome (1957), Founding of EFTA (1960), Berlin Wall (1961), EC (1967), Prague Spring (1968), Paris May (1968), Oil Crisis (1973)	
Syllabus Links	Europe 4 • Europe 5 • Europe 7 • 7.4A • 7.4C	

Europe 6	EUROPE FROM DICTATORSHIP TO DEMOCRACY (1974-95)	S7 4 period
		12 lessons
<p>1. How and why was there a transition to democracy in southern European states from 1974?</p> <p>2. How and why did the communist regimes of central and eastern Europe collapse in 1989?</p> <p>3. How successfully did the newly democratic states meet the challenges of transition?</p>	<ul style="list-style-type: none"> 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? 	
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) Lithuanian independence (1990), Latvian and Estonian independence (1991), Yugoslav Civil War begins (1991), Velvet Divorce (1993), Dayton Accords (1995), International Criminal Tribunal former Yugoslavia (from 1993), Historical Memory Law – Spain (2007).	
Syllabus Links	Europe 4, 5, 7 • 7.4A • 7.4B • 7.4C	

Europe 7	EUROPE IN THE MAKING (1945 TO TODAY)	S7 4 period
		12 lessons
<p>1. What were the origins and stages of European construction between 1945 and 1973?</p> <p>2. What have been the reasons for increasing European integration since 1973?</p>	<ul style="list-style-type: none"> 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? 	
Key Words	Supranational Europe, Co-operation.	
Possible Reference Points	O.E.E.C. (1948), Council of Europe (1949), Schuman Plan (9 May 1950), E.C.S.C. (1951), Failure of E.D.C. (1954), Treaty of Rome and the E.E.C. (1957), European Union (1986), Maastricht Treaty (1992), Lisbon Treaty(2007)	
Syllabus Links	Europe 4 • Europe 6 • 7.4°	

Year 6 History 4 Period Course: Unit Outlines
Optional Themes

6.4A	THE USA SINCE 1898	S6 4 period
Theme		15 lessons
<p>1. From 1898 to 1945: The Rise of a Superpower.</p> <p>2. The USA since 1945.</p>	<ul style="list-style-type: none"> • 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	Taylorism, Fordism, Consumerism, The Depression, The New Deal, Monroe Doctrine, Policy of the Big Stick, Isolationism, Unilateralism/multilateralism, Neutrality, Superpower, Liberal democracy, Presidential System, Congress, McCarthyism, Welfare state, Capitalism, American dream, Segregation, Counterculture, Civil Rights Movement, Minorities, Neoliberalism, Neo-conservatism, Multiculturalism.	
Possible Reference Points	Spanish American War (1898), Intervention in the WWI (1917), Wilson's 14 Points (1918), The Wall Street Crash (1929), Roosevelt (1932), Pearl Harbor (1941), Bretton Woods (1944), Hiroshima (1945), Brown v. Board of Education (1954), Freedom Marches (1963), Gulf of Tonkin Resolution (1964), Watergate (1972-74), Reagan (1980), 9/11 (2001), Barack Obama (2008)	
Syllabus Links	Europe 1-6 • 6.4B • 6.4D • 6.4E • 7.4A	

6.4B	CULTURE AND SOCIETY BEFORE 1945	S6 4 period
Theme		15 lessons
<p>1. Modernity in the 20th Century.</p> <p>2. Culture and Mass-culture.</p> <p>3. Social, political and economic impact of mass-culture.</p>	<ul style="list-style-type: none"> • 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	Literacy, Urbanisation, Technical Innovation (Scientific Management - Taylorism), Mass Production (Fordism), Rationalisation, Leisure time, Mass-Consumption, Mass-Media, Mass-Culture, Hollywood, Sports, Jazz, Swing, Advertising, Propaganda, Urban/Rural Divide, Fear of the Future, Americanisation, Cultural Bolshevism	
Possible Reference Points	Lumière Brothers Cinématographe (1895), Ford Model T, Sound Film 'Talkies' (1927), the BBC (1927), Bauhaus, Einstein: Theory of Relativity (1905), Freud: The Interpretation of Dreams (1900), James Joyce: Ulysses (1922), Kafka, Proust, Matisse, Picasso, Braque, Kandinsky, The Olympic Games (1936), Films - Eisenstein: Battleship Potemkin, Fritz Lang: Metropolis, Chaplin: City Lights, Modern Times.	
Syllabus Links	• Europe 1 • Europe 2 • 6.4A • 6.4E • 6.4F	

6.4C Theme	EUROPEAN COLONIALISM AND IMPERIALISM FROM THE END OF THE 19TH CENTURY TO 1945	S6 4 period 15 lessons
<p>1. General overview of European colonial empires at the turn of the 19th century.</p> <p>2. Factors explaining colonisation.</p> <p>3. Types of European colonial rule in Africa and Asia.</p>	<ul style="list-style-type: none"> • Where in the world did European powers establish colonial regimes on the eve of the First World War? • What were the main established empires? • What factors, old and new, enabled the colonial conquests? • What were the types of European domination in Africa and Asia? What were the consequences? • Colonisation and/or imperialism? 	
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	

6.4D Theme	WARFARE IN THE 20TH CENTURY	S6 4 period 15 lessons
<p>1. Warfare before the Great War.</p> <p>2. The era of Total War 1914-45.</p> <p>3. Warfare since 1945.</p>	<ul style="list-style-type: none"> • How far have the causes of war changed over the last 100 years? • Why were there so many different types of war in the 20th Century? • To what extent has the nature of warfare changed since 1900? • To what extent have international organisations successfully prevented or limited wars? 	
Key Words	<p>Causation: Political, Social, Economic, Religious, Ideological, Long-term/Short term.</p> <p>Types of war – Limited/Total, Guerrilla, Civil war, Proxy war, Neo-colonial, Cyber-war.</p> <p>Nature of war – Weapons/Tactics, Technological change, Home front and Civilians, media and Propaganda, Ethics and International law, Espionage.</p>	
Possible Reference Points	First World War (1914-8), Spanish Civil War, (1936-9) Second World War (1939-45), Indochina/Vietnam (1946-75), Korean War (1950-3), Algerian War (1954-62), Indo-Pakistan wars (1947-9, 1965, 1971), Chinese Civil War (1927-37 and 1946-9) Iran–Iraq war (1980-88), Falklands War (1982) Gulf War (1991), Arab Israeli Wars (various), Second Congo War (Great War of Africa) 1998-2003.	
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	S6 4 period
Theme		15 lessons
1. Factors for the Growth of Women's Suffrage. 2. The Differing and Changing Status of Women. 3. The Extent of Change and Liberation.	<ul style="list-style-type: none"> Why did women get the vote at different times in Europe? What was the role of the women's movements, war and the political powers in getting women the vote? How did the lives of women differ under communism, fascism and democracy? Did the vote mean emancipation? Why was there a women's movement in the 1960s and 70s? How far did the role of women in the workplace, politics and education change up to the present day? 	
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	S6 4 period
Theme		15 lessons
1. The 1917 Revolutions. 2. War Communism and NEP. 3. Stalinism 1929-53 and the characteristics of a totalitarian state.	<ul style="list-style-type: none"> How did the Communists take control in 1917? What was the new socialist state and society like? How was the October Revolution judged by people at the time and later by historians? Why were there phases of nationalisation, but also liberalisation between 1917 and 1928? Did Stalin consolidate or pervert the revolution? What was the connection between modernisation and dictatorship? Was art only a propaganda tool? Was the USSR simply a continuation of the anti-Western Russian way? Or a fundamentally new model? 	
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), 10 th 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	

6.4G Theme	GENOCIDE IN THE TWENTIETH CENTURY	S6 4 period 15 lessons
1. The Process of Genocide 2. The Impact of Genocide 3. Defining Genocide	<ul style="list-style-type: none"> • What caused genocide and how did it progress? • What ends genocide? • How has the international response to genocide changed throughout the 20th Century in terms of impact and actions? • How has genocide changed the countries where it happened? • What are the problems with studying genocide in terms of definition, evidence and denial? 	
Key Words	Genocide, Discrimination, Dehumanisation, Persecution, Crimes against Humanity, Ethnic Cleansing, War Crimes, Victim, Perpetrator, Denial, Holocaust, Shoah, Khmer Rouge, Hutu, Tutsi	
Possible Reference Points	United Nations Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG) (1948), International Criminal Court (2002), Armenia (1915), Holodomor (1932-3), Holocaust (1941-45), Cambodia (1975), Rwanda (1994)	
Syllabus Links	• Europe 2 • Europe 3 • 6.4E • 6.4F • 7.4A • 7.4C	

Year 7 History 4 Period Course: Unit Outlines
Compulsory Themes

7.4A Theme	THE COLD WAR	S7 4 period 15 lessons
1. Why did the Cold War Start? 2. What was the Cold War? 3. Why did the Cold War end?	<ul style="list-style-type: none"> • What was the outcome of WWII? • Who was involved in the start of the Cold War? • What was the ideology behind the Cold War? • What were the levels of conflict? • How and why did the Cold War change between phases of crisis and relaxation? • What influence did the logic of the Cold War have on regional conflicts? • What caused the fall of the USSR? • What were the consequences of the end of the Cold War for the political world order? • Can the UN resolve international conflicts? 	
Key Words	United Nations, Iron Curtain, Satellite States, Truman Doctrine, Two Camp Theory, Containment, Marshall Plan, NATO, Peaceful Co-existence, Warsaw Pact, The Arms Race, MAD, Domino Theory, Détente, Disarmament, Brezhnev Doctrine, Reagan, Gorbachev, Glasnost, Perestroika, Revolutions in Eastern Europe, Dissolution of the USSR, Religious Fundamentalism, Nationalism.	
Possible Reference Points	San Francisco Conference (1945), Yalta (1945) Potsdam (1945), Establishment of the State of Israel (1948), 6 Days War (1967), Yom Kippur War (1973), Korean War (1950-53), Suez Crisis (1956), Cuban Missile Crisis (1962), Indochina/Vietnam War (1946-75), Helsinki Accords (1975), Soviet Invasion of Afghanistan (1979), The Iranian Revolution (1979), Moscow Olympics (1980), Fall of the Berlin Wall (1989), Dayton Accords (1995), 9/11 (2001), The Second Gulf War (2003-11)	
Syllabus Links	Europe 4 • Europe 5 • Europe 6 • Europe 7 • 6.4A • 7.4B • 7.4C	

7.4B	CHINA SINCE 1949	S7 4 period
Theme		15 lessons
<p>1. How did a new communist state emerge in Asia?</p> <p>2. What differences were there between the Chinese and Soviet systems?</p> <p>3. Did the opening up of China's economy end the Communist model?</p>	<ul style="list-style-type: none"> • Why did the Communists come to power in China in 1949? • How far did China model itself on the Soviet Union initially? • Why did China take a different direction so quickly? • What was Maoism? • In what ways was it similar to the Soviet communism? • Why was there an economic liberalisation after 1976? • Why was there no change in the political system? • How has society changed in China? 	
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	

7.4C	DECOLONISATION AND INDEPENDENCE SINCE 1945	S7 4 period
Theme		15 lessons
<p>1. Why was there a process of decolonisation in Asia and Africa after WWII?</p> <p>2. What factors enabled the process of decolonisation?</p> <p>3. How did former colonies develop after independence?</p>	<ul style="list-style-type: none"> • What factors, both internal and external, encouraged decolonization in Asia and Africa after 1945? • What were the different routes to independence? • What similarities and differences were there in the experience of independence? • What factors promoted or limited the economic and social development of the newly independent countries after 1945? • What factors promote or limit the political stability and international independence of former colonies? 	
Key Words	Decolonisation, Independence, Nationalism, Third World, Non-alignment, Less-developed countries, Emerging countries, Neo-colonialism	
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	

Appendix 2 – Sample Teacher Companion Document

7.2G - MASS MEDIA, POPULAR CULTURE AND AUTHORITY SINCE 1945 <i>Teacher Companion Document</i>	S7 2 period 10 lessons
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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 it 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.



EUROPEAN BACCALAUREATE SPECIMEN PAPER

HISTORY
(4 HOUR OPTION)

Date: January 2013

Length of the examination: 3 Hours (180 minutes)

Permitted Equipment: None

Special Remarks: Answer **all** questions.

Source 3 - Economic exploitation: an analysis by a Hungarian historian

5 Hungary, as well as the other Eastern European countries, was excluded from the construction of Europe and their economies were deprived of the benefits of western technological advances. Instead, Eastern Europe was dragged along the path of an economic development dictated by Stalinist ideology and the needs of the Soviet military. The merchants of the Kremlin had every reason to be satisfied. This economic development would create a continual stream of riches from Hungary to the Soviet Union. It would contribute to the indisputable Soviet control and the sovietisation of Hungary, and last but not least, it would constitute a relatively sure way to cut the links with the west and destroy the only type of presence that the Americans wished to support.

Laszlo Borhi, Hungary in the Cold War, 1945-1956, New York: Central European University Press, 2004.

Source 4 - A report of a private meeting between Averell Harriman, US ambassador to Moscow and President Truman 20 April 1945.

5 Ambassador Harriman said that in effect what we were faced with was a 'barbarian invasion of Europe', that Soviet control over any foreign country did not mean merely influence on their foreign relations but the extension of the Soviet system with secret police, extinction of freedom of speech, etc., and that we had to decide what should be our attitude in the face of these unpleasant facts. He added that he was not pessimistic and felt that we could arrive at a workable basis with the Russians but that this would require a reconsideration of our policy and the abandonment of the illusion that for the immediate future the Soviet Government was going to act in accordance with the principles which the rest of the world held to in international affairs.

US Department of State, Foreign Relations of the United States, Vol. V, Europe, Washington, 1967, p. 234.

Document 5 - Growth of Communist Party Membership between 1945 and 1949 (in millions)

	Poland	Czechoslovakia	Hungary	Yugoslavia	Bulgaria	Romania
1945	0.24	0.71	0.15	0.14	0.03	0.22
1949	1.37	2.31	1.20	0.78	0.50	0.94

Source - Zbigniew Brzezinski, The Soviet bloc, unity and conflict. Harvard University Press, 1967

1.
 - a. Explain what is meant by the phrase 'nationalisation of the big banks and big companies' in the context of Source 2. 2 marks
 - b. Explain the meaning of the cartoon in Source 1. 4 marks
2. Compare and contrast Sources 3, 4 and 5. To what extent are the views of Averell Harriman (Source 4) about the spread of the 'Soviet system' in central and eastern Europe supported by Sources 3 and 5. 12 marks
3. Assess the value and limitations of Sources 2 and 5 as evidence about success of Communist parties in central and eastern Europe in the period 1945-49. 12 marks
4. Using these sources and your own knowledge, examine the reasons why Europe became divided between 1945 and 1949? 20 marks

TOTAL: 50 MARKS

PART 2

Answer all the following

1. a. Define the term 'Third World' **2 marks**
1. b. Describe briefly how one country you have studied became independent. **8 marks**

2. Explain why Mao launched either The Great Leap Forward (1958) or The Cultural Revolution (1966)? **15 Marks**

3. Examine the reasons for the changing nature of the Cold War in the period 1956 -1979? **25 Marks**

TOTAL: 50 MARKS