



Schola Europaea

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History Syllabus – S4-S5

**APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 13
AND 14 OCTOBER 2016 IN BRUSSELS**

**Entry into force on 1 September 2017 for S4
on 1 September 2018 for S5**

Attainment descriptors:

On 1 September 2018 for S4-S5

European Schools History Syllabus Years 4 and 5

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 2006, assessment reforms across the European School system, the growing diversity in 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 4 and 5 had become necessary.

The course covers the period from the fall of the Roman Empire in the West until the dawn of the twentieth century, providing a bridge from Human Sciences in the first cycle to the baccalaureate cycle. By placing greater emphasis on periods of transformation, the experience of populations, the diverse regions and states of Europe, and the importance of social and cultural history, as well as political and economic history, this syllabus empowers students with a more comprehensive understanding of the foundations of modern Europe. The optional theme units allow students to appreciate aspects of history on a more global level, while offering the opportunity to develop a wider variety of key competences for lifelong learning.

This syllabus aims to make a significant contribution to the development of future European citizens, encouraging a critical spirit and an awareness of heritage, preparing students 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 year 5, 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 4 & 5

These teaching approaches develop the skills highlighted in the European Framework for Key Competences for Lifelong Learning:

- Written exercises produced during the course of the year
 - Structured written responses
 - Source analysis
 - Research work (ICT, library)
- Homework – written and oral
- Participation in class discussion
- Oral presentations
- ICT (blogs, forums, wikis, other virtual learning environment tools, podcasts, web quests, 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 years 4 and 5.

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 4, students will have developed their skills and knowledge of European history from the start of the Medieval Period up to the seventeenth century and their knowledge of social, political, economic history based on European and global themes.

By the end of year 5, students will have developed their skills and knowledge of European History up to 1914 and their knowledge of social, political, economic history based on European and global themes.

Throughout the course, students will develop their skills in the European Framework for Key Competences for Lifelong Learning, especially in the areas of communication in a foreign language, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression.

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

4. Content

European School Years 4 and 5 History Programme

EUROPE AND THE WORLD FROM THE MIDDLE AGES TO 1914

COMPULSORY THEMES

YEAR 4		48 p.	YEAR 5		48 p.
1	The Middle Ages: Europe in the 5th to 15th Centuries	15 p. min.	3	Absolutism and Revolution: Europe in the 17th and 18th centuries	15 p. min.
2	Europe in the 15th and 17th centuries: a new vision of the world?	15 p. min.	4	The making of modern Europe in the 19th century to 1914.	24 p. min.

OPTIONAL THEMES

One theme minimum	15 p. max.	One theme minimum	9 p. max.
<ul style="list-style-type: none"> At least one non-European theme must be studied in each year. The optional themes devised by the teacher must be consistent with the chronological coverage of the syllabus i.e. from the Middle Ages until 1914. 			
Suggested Themes			
<p>America – Mayan civilisation 3rd to 10th century, Aztecs in the 15th century; Inca empire in the 15th century; Native Americans and European colonisation in the 15th and 19th centuries; the American War of Independence; etc.</p>			
<p>The Islamic World – Birth and development of Islamic civilisation in the Middle Ages; Islamic Iberia and Sicily, the European frontiers of civilisation in the 12th century; etc.</p>			
<p>Asia – Japan and the Meiji Restoration, Chinese Empire, India etc.</p>			
<p>Africa – Empire of Mali in the 14th century, Great Zimbabwe and the Kingdom of Zimbabwe in the 15th century; Transatlantic Slave Trade 16th to 19th century etc.</p>			
<p>Individual Research Study – family history, national and regional history, local history etc.</p>			

See Appendix 1 for a more detailed description of the content of each compulsory theme.

5. Assessment

Assessment Objectives:

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, 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•

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
- Begin to evaluate the different approaches to, and interpretations of historical issues and events.

Assessment objective 4: Historical methods and communication skills

- Present balanced and focused historical explanations both orally and in written form
- Demonstrate evidence of research skills and organisation

5.1. Attainment Descriptors

Definition	Grade Mark Performance	Assessment objective 1: Knowledge and understanding	Assessment objective 2: Application and interpretation	Assessment objective 3: Synthesis and evaluation	Assessment objective 4: Historical methods and communication skills
Excellent though not flawless performance entirely corresponding to the competences required by the subject.	A 9.0 - 10 Excellent	Excellent range of S5 level knowledge. Excellent understanding of historical context and processes at S5 level. Accurate, relevant, organised deployment of knowledge at S5 level.	Excellent application of S5 level 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.	Excellent S5 level evaluation of source utility. Excellent synthesis of evidence from both historical sources and background knowledge. Clearly shows the required ability to evaluate different approaches to, and interpretations of, historical issues and events.	Well-developed, structured and independent arguments for S5 level, showing independent research skills and excellent organisation.
Very good performance almost entirely corresponding to the competences required by the subject.	B 8.0 - 8.9 Very Good	Very good range of S5 level knowledge. Very good understanding of historical context and processes at S5 level. Nearly always accurate, relevant and organised deployment of knowledge.	Very good application of S5 level historical knowledge as evidence. Very good ability to compare and contrast sources. Substantiated conclusions showing awareness that events	Very good S5 level evaluation of source utility. Very good synthesis of evidence from both historical sources and background knowledge. Shows the required	Developed, structured arguments for S5 level. Very good research skills and organisation.

			in the past have multiple explanations.	ability to evaluate different approaches to, and interpretations of, historical issues and events.	
Good performance corresponding overall to the competences required by the subject.	C 7.0-7.9 Good	Good range of S5 level knowledge. Good understanding of historical context and processes at S5 level. Mostly accurate, relevant and organised deployment of knowledge.	Good application of historical knowledge as evidence. Good ability to compare and contrast sources. Can produce conclusions showing awareness that events in the past have multiple explanations.	Good S5 level evaluation of source utility. Good synthesis of evidence from both historical sources and background knowledge. Shows the required ability to evaluate different approaches to, and interpretations of, historical issues and events.	Balanced and focused S5 level historical explanations. Good research skills and organisation.
Satisfactory performance corresponding to the competences required by the subject.	D 6.0-6.9 Satisfactory	A range of S5 level knowledge. Some understanding of historical context and processes at S5 level. Partly accurate, relevant and organised deployment of knowledge.	Able to apply S5 level historical knowledge as evidence. Able to compare and contrast sources and produce conclusions showing some awareness that events in the past have multiple explanations.	Satisfactory S5 level evaluation of source utility. Satisfactory synthesis of evidence from both historical sources and background knowledge. Shows some of the required ability to evaluate different approaches to, and interpretations of, historical issues and	Able to produce S5 level historical explanation. Satisfactory research skills and organisation.

				events.	
Performance corresponding to the minimum of the competences required by the subject.	E 5.0-5.9 Sufficient	Basic S5 level knowledge. Basic understanding of historical context and processes at S5 level. Some organised deployment of knowledge.	Able to apply basic S5 level historical knowledge as evidence. Able to compare and contrast sources and produce basic conclusions.	Basic S5 level evaluation of source utility. Basic synthesis of evidence from both historical sources and background knowledge. Attempts to evaluate different approaches to, and interpretations of, historical issues and events.	Basic ability to produce S5 level historical explanation. Basic research skills and organisation.
Weak performance almost entirely failing to meet the competences required by the subject.	F 3.0-4.9 Failed (Weak)	Little S5 level knowledge but major errors/omissions. Confused deployment of knowledge. Difficulty understanding even basic historical processes.	Great difficulties in applying basic historical knowledge as evidence. Great difficulties in comparing and contrasting sources and producing conclusions.	Great difficulties in evaluating source utility and synthesising evidence. Unable to evaluate different approaches to, and interpretations of, historical issues and events.	Great difficulties in producing historical explanation. Inadequate research skills and organisation.
Very weak performance entirely failing to meet the competences required by the subject.	FX 0-2.9 Failed (Very weak)	Very poor S5 level 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. Unable to evaluate different approaches to, and interpretations of, historical issues and events.	Unable to produce historical explanation. Very little or no research skills and organisation.

5.2. Formative Assessment (A mark)

Formative assessment is based on a variety of the teaching approaches outlined in the didactic principles (section 2) and on the relevant key competences for lifelong learning (section 1) plus:

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

The theme units offer the opportunity to evaluate skills otherwise not easily assessed in classroom and examination environments. For example: self-evaluation, learning to learn, initiative, independent fieldwork, extended group research, use of digital technology.

5.3. Summative Assessment (B Mark)

Year 4

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 examine the historical skills highlighted in the assessment objectives.

Year 5

The B mark is determined by a two period (90 minute) written examination at the end of the each semester.

This examination should use the following structure.

Subject matter to be prepared for the examination

In each school the teachers concerned will determine by common agreement for the 5th year the parts of the syllabus to be covered in the first and second semesters respectively. The written examinations will be based on the 5th year syllabus, although they will also test skills acquired previously. The subject matter to be prepared for the examinations will cover the parts of the syllabus fixed by the teachers for the second semester of 5th year.

Nature of the examination

The examination has questions on the same topics, which assess the same skills and which are set at the same level in the three working languages.

There are two sections to the examination of approximately one period each:

- a) Source Analysis
- b) Structured Written Response

a) Source Analysis:

A maximum of four sources should be used, including at least one non-written source, and no more than approximately 500 words in total.

Questions should assess students' skills of source analysis and should increase progressively in difficulty, moving from comprehension to analysis.

b) Structured Written Response:

Questions in this section should assess the students' skills of relevant knowledge selection, understanding and explanation in a structured response. Equal marks are

allocated to each of the two sections. Higher marks should be awarded for the more demanding skills. The number of marks allotted to each question is indicated on the examination paper.

Recommended Exam Structure

Part 1 –Source Questions - Approximately 45 minutes

Question	Primary Assessment Objective(s)	Marks
The first question tests understanding of a source or part of a source.	AO1. Knowledge and understanding • Recall and select relevant historical knowledge • Demonstrate understanding in an historical context	5
The second question tests analysis of sources through the comparison and contrast of two sources.	AO2. Application and interpretation • Compare and contrast sources as evidence about the past	10
The third question tests analysis of the utility of one or two sources with reference to their provenance and content.	AO3. Synthesis and evaluation • Evaluate the utility of various types of sources as evidence about the past	10
		25

Part 2– Structured Written Response - Approximately 45 minutes

Question	Primary Assessment Objective(s)	Marks
The first question tests factual recall through description and/or by definition, and explanation.	AO1. Knowledge and understanding • Deploy accurate, relevant and detailed knowledge of the past.	10
The second question tests factual recall, explanation and evaluation.	As in first question and in addition: AO2. Application and interpretation • Show awareness that events in the past have multiple explanations• AO3. Synthesis and evaluation • Begin to evaluate the different approaches to, and interpretations of, historical issues and events. AO4. Historical methods and communication skills • Present balanced and focused historical explanations in written form • Demonstrate evidence of research skills and organisation.	15
		25

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

6. Appendices

Appendix 1

Year 4 and 5 History Course Compulsory Theme Outlines

1	THE MIDDLE AGES: EUROPE IN THE 5 TH TO 15 TH CENTURIES	Year 4
		Minimum 15 lessons
<p>1. Who had power in the Middle Ages?</p> <p>2. How did people live in the middle ages?</p> <p>3. What happened when cultures met?</p>	<ul style="list-style-type: none"> · How and why did the political map of Europe change during the Middle Ages? · Nobles, Princes, Kings, Emperors & Popes: how was power distributed and challenged? · How did daily life compare in medieval villages and towns? · What did people believe in the Middle Ages? · How unified was Christianity in Medieval Europe? · How did Christianity interact with other religions in Europe and elsewhere? 	
Key Words	<p>Byzantine Empire – Crusades - Pagans - Holy Roman Empire – Empire – Feudalism - Serfdom, Pope – Patriarch – Caliphate – Christendom – Catholicism - Christian Orthodox Church - Monastery, Cathedral – Bishop – Heresy – Peasant – Knight - Lord of the Manor – Castle - Medieval Town – Guild - Townspeople</p>	
Possible Reference Points	<p>Fall of the Roman Empire in the West (476) - Arab Conquest of the Iberian Peninsula (711) - Simeon I of Bulgaria (893-927) - Charlemagne (800) - Great Schism (1054) - The Norman Conquest (1066) - Foundation of the University of Bologna (1088) - Hildegard of Bingen (1098-1179) - The Black Death (1347) - Hundred Years' War (1337-1453) - Christianisation of the Grand Duchy of Lithuania (1387) - Fall of Constantinople (1453) - End of the Reconquista (1492)</p>	

2	EUROPE IN THE 15TH AND 17TH CENTURIES: A NEW VISION OF THE WORLD?	Year 4 Minimum 15 lessons
<p>1. How did Humanism and the Renaissance change Europe?</p> <p>2. What was the impact of the Reformation on Europe?</p> <p>3. What happened when Europeans explored the wider world?</p>	<ul style="list-style-type: none"> · What was the Renaissance and what did it mean to be a humanist? · What brought about this change in world view? · What conditions gave rise to the Reformation? · How far was the Reformation responsible for domestic and international changes? · How did the experience of exploration change Europe and Europeans? · What impact did European exploration have on the wider world? 	
Key Words	<p>Scientific Revolution – Renaissance – Humanism – Reformation – Protestantism – Lutheranism – Calvinism – Anglicanism – Indigenous Peoples (Incas, Mayas, Aztecs) – Slave Trade – Wars of Religion - Inquisition</p>	
Possible Reference Points	<p>Van Eyck, Gutenberg and the Printing Press (mid 15th century) - First Voyage of Columbus to America (1492) –Vasco da Gama’s Voyage to India (1497-1499) - Leonardo da Vinci (1452-1519) - Charles V (1500-1558) - Erasmus (c.1466-1536) - Martin Luther’s 95 Theses (1517) - Cortés’ Victory against the Aztecs (1521) – Gustav Vasa and Protestantism (1523) - Copernicus and Heliocentrism (1543) - Council of Trent (1545-1563) – Michelangelo (1475-1564) - St Bartholomew’s Day Massacre (1572) - Founding of the East India Company (1602) – Cervantes “Don Quixote“ (1605) – Jamestown - Thirty Years’ War (1618-1648) – slave plantation (1619)</p>	

3	ABSOLUTISM AND REVOLUTION: EUROPE IN THE 17 TH AND 18 TH CENTURIES	Year 5
		Minimum 15 lessons
<p>1. In what ways were Europeans governed in the eighteenth century?</p> <p>2. To what extent did the Enlightenment change Europe?</p> <p>3. How far did political revolution change Europe?</p>	<ul style="list-style-type: none"> · What did it mean to be an absolute monarch? · How far was absolutism a model for European governance? · What were the key Enlightenment ideas? · How far did Enlightenment ideas permeate European society? · Why was the late eighteenth century a period of political revolution? · By 1815, how far had Europe changed as a consequence of the French Revolution and Napoleonic rule? 	
<p>Key Words</p>	<p>Absolutism - Divine Right - Enlightened Despotism, Parliament - Constitutional Monarchy - Balance of Power – Reason –Tolerance – Revolution - Republic</p>	
<p>Possible Reference Points</p>	<p>Bill of Rights (1689) - Locke (1632-1704) - Personal reign of Louis XIV (1661-1715) - Newton (1642-1727) - John V of Portugal (1706-1750) - Montesquieu (1689-1755) - Voltaire (1694-1778) - Linneas (1707-1778) - Beccaria (1738-1794) - Catherine the Great of Russia (1762-1796) - Declaration of the Rights of Man and the Citizen (1789) - Republic/ Commonwealth of Poland-Lithuania (1569-1795) - Napoleonic Code (1804) - Kant (1724-1804) - Paine (1737-1809) - Battle of Waterloo (1815)</p>	

4	THE MAKING OF MODERN EUROPE IN THE 19TH CENTURY TO 1914.	Year 5 24 lessons
<p>1. To what extent did the Industrial Revolution transform European society?</p> <p>2. What were the consequences of the nationalist and liberal movements for Europe in the 19th century?</p> <p>3. How democratic was Europe by 1914?</p>	<ul style="list-style-type: none"> · Why were there different levels of industrial development in Europe by 1914? · How far did working and living conditions change as a result of the Industrial Revolution? · How and why had the map of Europe changed by 1914? · Why were some nationalist movements successful and others not? · Why did demand for democratic reform increase from 1815 to 1914? · Why had different levels of democracy in Europe been achieved by 1914? 	
<p>Key Words</p>	<p>Factory – Mechanisation – Industrialisation – European Rail Network – Urbanisation – Agricultural Revolution – Paternalism – Socialism – Marxism – Bourgeoisie – Capitalism – Proletariat – Trade unions – Social reform – Cooperatives – Revolution and reaction – Romanticism – Nation-state – Nationalism – Liberalism – Universal suffrage</p>	
<p>Possible Reference Points</p>	<p>Boulton and Watt Steam Engine (1778) – Congress of Vienna (1815) – Belgian and Greek Independence (1830) – Failure of the Polish Revolution (1831) - Marx and Engels, “The Communist Manifesto” (1848) – Failure of the Springtime of the Peoples (1848) - The London Underground (1863) –The Fenian Rising (1867) –Unification of Italy (1861, 1870) - Unification of Germany (1871) – Founding of the SPD in Germany (1875) – Independence of Montenegro, Serbia et Romania (1878) - Émile Zola, “Germinal” (1885) – Karl Benz and the first motor car (1885) – International Congress on Labour Law 1897 – The death of Emily Davison (1913)</p>	

Appendix 2 – Specimen Exam Paper

Section A – Source Analysis [25]

The following sources are concerned with the conditions of the working classes and their treatment by their employers in Europe in the 19th century.

Source A – The living conditions of workers in the Brussels region.

1 It is certain that the working population in the countryside generally eat better than
2 the workers in the towns: ...the labourer in the countryside, even though his wage
3 seems relatively low, is able to eat meat once or twice a week... because the farm
4 labourer is more sober, because drunkenness and debauchery [immoral behaviour]
5 are not widespread.

6 The town workers... generally choose to live in narrow streets. ... Usually, the worker
7 only has one room, serving all household needs, which is too small for the size of the
8 family. ...

Source: Doctor Dieudonné, “Enquiry into the condition of the working classes”, 1844.

Source B – German industrialist Alfred Krupp addresses his workers.

1 ‘Social Democrats [German socialist party] ... try to corrupt the minds of the most
2 modest people through tempting speeches... I have had the courage to improve the
3 workers' lot by building housing for them - 20,000 people have already found
4 accommodation - to establish schools for them, and to set up facilities to allow them
5 to purchase necessities at affordable prices.

6 To the workers I say, stay among your loved ones, your parents, your wife and
7 children, and reflect on the household and education. That ought to be your policy.
8 However, save yourself the upset of high state politics. Conducting higher politics
9 requires more time and insight into conditions than the worker has been granted.’

Source: Alfred Krupp, address to his employees (February 11, 1877), in Wilhelm Berdow, ed., Alfred Krupps Briefe 1826-1887

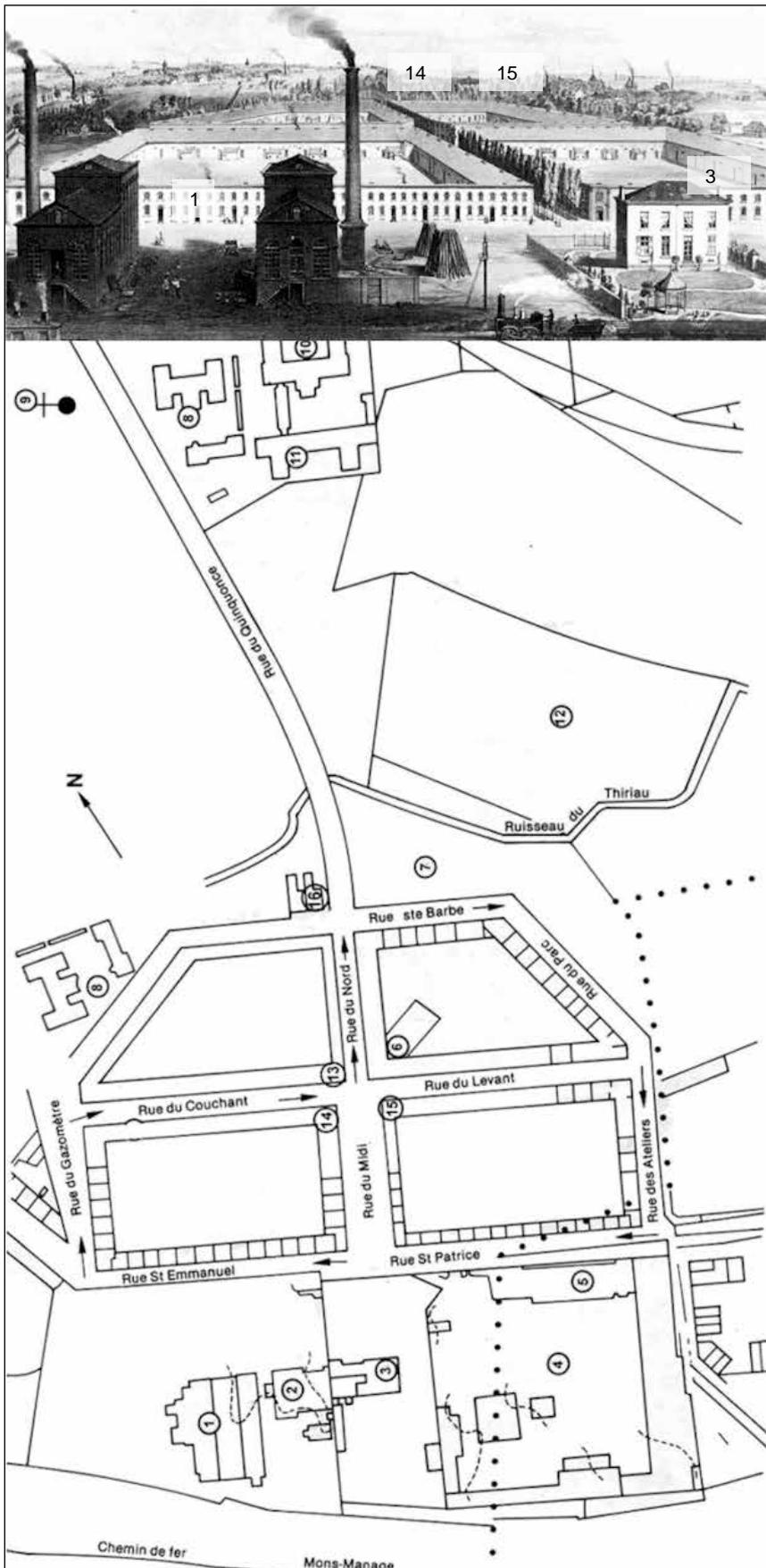
Source C – Online encyclopaedia *Wikipedia* explains Krupp's motivation.

1 'Krupp established the *Generalregulativ** as the firm's basic constitution... with strict
2 control of workers. Krupp demanded a loyalty oath, required workers to obtain written
3 permission from their foremen when they needed to use the toilet and issued
4 proclamations telling his workers not to concern themselves with national politics. In
5 return, Krupp provided social services that were unusually liberal for the era,
6 including "colonies" with parks, schools and recreation grounds - while the widows'
7 and orphans' and other benefit schemes insured the men and their families in case of
8 illness or death... Krupp's strategy was adopted by Bismarck [German Chancellor] as
9 government policy, as a means of limiting the support for Social Democratic Party.

Source: <http://en.wikipedia.org/wiki/Krupp> (accessed 25 May 2015)

**Generalregulativ - a set of rules for workers*

Source D- 1854 painting and plan of workers' housing in the model industrial mining town of Bois-du-Luc, à Houdeng-Goegnies, Hainaut, Belgium



1. Mine,
2. Power station,
3. Director's house,
4. Workshop,
5. Big Office,
6. Festival hall,
7. Shop,
8. Schools,
9. Church,
10. Hospice,
11. Hospital,
12. Spoil tip,
13. Canteen,
14. Girls' school,
15. Fountain,
16. Butcher.

Source: Bois-du-Luc Museum,

Questions

1. Read Source A. Using the source and your own knowledge describe three important characteristics of working class housing conditions in industrial towns in 19th century Europe.

[5 marks]

2. Compare and contrast Sources B and C.

How far do these sources agree about the way Krupp viewed and treated his workers?

It is important that you identify both similarities and differences between the sources.

[10 marks]

3. How useful is Source D as evidence about how workers lived in 19th century Europe?

Remember to include both the strengths and weaknesses of Source D as historical evidence.

[10 marks]

Section B - Structured Response [25]

Questions

4. Describe the causes of **one** revolution you have studied in the period 1815-48.

[10 marks]

5. Explain why some nationalist movements in the 19th century were more successful than others.

[15 marks]



Section A – Source Analysis [25]

1. Read Source A. Using the source and your own knowledge describe three important characteristics of working class housing conditions in industrial towns in 19th century Europe. [5 marks]

Award 2 marks for the first relevant point extracted directly from the text ie (i) narrow streets (ii) overcrowded housing and award 1 mark for second relevant point extracted.

In addition award 2 marks for any relevant additional characteristic of working class housing not mentioned in the source (eg absence of running water, high cost of housing, lack of heating, lack of building regulations etc.) to a maximum of 5 marks.

2. Compare and contrast Sources B and C.

How far do these sources agree about the way Krupp treated his workers?

It is important that you identify both similarities and differences between the sources. [10 marks]

Award 4 marks for each first legitimate point of significant similarity and difference and 2 marks for an additional point. Max 7 if only similarity or difference identified.

Indicative Content:

Similarities – Both sources agree that Krupp provided social facilities for his workers and both refer to the fact that he provided schools: Source B includes Krupps claim to have improved the 'workers' lot' and Source C says that 'Krupp provided social services that were unusually liberal for the era'. Both sources agree that Krupp warned his workers against getting involved in national politics: Source B 'save yourself the upset of high state politics' and in Source C Krupp 'issued proclamations telling his workers not to concern themselves with national politics'. His opposition to the SPD is clear in both: Source B 'Social Democrats [German socialist party] ... try to corrupt the minds of the most modest people' and Source C speaks of 'Krupp's strategy was... a means of limiting the support for Social Democratic Party.

Differences – Source C provides a more balanced perspective on both Krupp's policies and motivations. Krupp's requirement of a loyalty oath and the requirement that workers require permission to go to the toilet are not mentioned in Source B. Source C also suggests that Krupp's motivation was less altruistic and more calculated to keep the workers happy and less likely to 'support the SPD'.

Give credit for any other legitimate points missed.

3. **How useful is Source D as evidence about how workers lived in 19th century Europe? Remember to include both the strengths and weaknesses of Source D as historical evidence. [10 marks]**

Award 4 marks for each legitimate point of strength and weakness. Max 7 if only strengths or weaknesses identified.

Possible strengths include relevance of subject matter and fact that it provides a detailed visual insight into worker's housing. There is a degree of corroboration with Sources B and C suggesting Bois-du-Luc was not unique. Generic comments about the value of visual sources and maps/plans can also be credited. This depends entirely on what you have taught.

Possible weaknesses are likely to be better documented. The very unrepresentative nature of the source (a particular time and place not the whole of '19th century Europe'), model towns were not typical and should be contrasted to their knowledge of more typical industrial towns outlined by the Pope in Source A. We know little about the provenance of the painting and the idealized nature of it suggests it was produced under the patronage of the mine owners. For who else might it have been produced?

Give credit for any other legitimate points missed.

Section B - Structured Response [25]

4. **Describe the causes of one revolution you have studied in the period 1815-48. [10 marks]**

L1 = 1-4 marks. This answer is characterized by vague basic knowledge, little understanding, significant brevity, incoherence and factual inaccuracy.

L2 = 5-7 marks. This answer is characterized by some understanding and knowledge. The answer is likely to be relatively brief with little factual support (names, places, dates etc.).

L3 = 8-10 marks. This answer is characterized by good understanding and knowledge with precise factual support (names, places, dates etc.). The better answer in this range is likely to be more developed, coherent and historically accurate.

5. **Explain why some nationalist movements in the 19th century were more successful than others. [15 marks]**

L1 = 0-6 marks. This answer is characterized by vague basic knowledge, no factual support, significant brevity, incoherence and factual inaccuracy.

L2 = 7- 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 = 10-12 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 more coherent and historically accurate, supported by examples and accurate knowledge.

L4 = 13-15 marks. This answer is well-structured covering a range of thematic factors.

Indicative Content:

To some extent the indicative content will depend on what has been taught and it is therefore difficult to provide a generic mark scheme.

Possible factors for success and failure include role of great powers, geography, outcome of war, industrial development, degree of popular nationalism.