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**JOINT PROGRAMME OF CO-OPERATION BETWEEN THE  
EUROPEAN COMMISSION AND THE COUNCIL OF EUROPE TO  
STRENGTHEN DEMOCRATIC STABILITY IN SOUTH CAUCASUS**

**Seminar on  
"New approaches in the preparation of curricula and standards for history  
teaching in secondary schools in Armenia"**

Tsakadzor, Armenia,  
26 - 27 May 2003



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The opinions expressed in this work are those of the authors and do not necessarily reflect the official policy of the Council of Europe.

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## **I. INTRODUCTION**

- 1.1 The seminar, which was one of a series organised by the Council of Europe and the Armenian Ministry of Education, was held in the delightful surroundings of Tsalkhkadzor, high in the Armenian mountains. The meeting brought together history teachers, curriculum planners, textbook writers and government officials from Armenia and other European countries to discuss how best to take forward reforms in history teaching.
- 1.2 Mr Karen MELKONYAN, Deputy Head of the General Education Department, Ministry of Education and Science, introduced the seminar. He set the meeting in the context of the democratic elections in Armenia, the results of which were due to be announced that day. In Soviet Times he said history had been taught in a Leninist context, which meant that the subject had been full of ideological theory. Since gaining its independence, Armenia had been working to ensure that its history curriculum and methods were appropriate for the needs of a democratic country. This seminar was designed to help review the progress to date and to consider how the history curriculum and its assessment might best be developed further. He welcomed the participants and hoped that they would have a fruitful meeting.

## **II. THE COUNCIL OF EUROPE AND HISTORY TEACHING**

- 2.1 Ms Tatiana MILKO set the seminar in the context of the work of the Council of Europe and its programme of co-operation with Armenia. The Council had been working with Armenia since 1996, when Armenia signed the European Cultural Convention. Armenia had participated in all the Council's programmes on history education since 1997. One of the Councils' programmes has been designed to bring together specialists from different countries to share expertise and to discuss common issues. A focus for this work has been curriculum and standards in history education. Contacts had been held at a number of levels: bilateral, regional and inter – governmental.
- 2.2 Many of the Council of Europe's seminars have tackled the difficult question of how best to teach controversial and sensitive issues. The meetings have also stressed the need for multi-perspectivity: that is the importance of showing how and why many historical events need to be considered from different perspectives. This approach was stressed in the Recommendation on history teaching in twenty-first-century Europe adopted by the Council of Ministers on 32 October 2001. In the past, history teaching often perpetuated one-sided interpretations of events that helped to separate people. The new approaches to history teaching, with their focus on critical thinking and multi-perspectivity, can help to build bridges and promote democracy, tolerance and peace. History teachers have to deal with past conflicts but should do so in ways that do not continue the cycle of intolerance and rejection of other peoples.
- 2.3 To support new ways of history teaching it is necessary to have an effective curriculum framework for teachers and textbook writers. Such a curriculum should cover the following topics:
  - knowledge;
  - understanding;

- skills;
- ways of assessment.

The seminar would allow discussion of these issues in an Armenian context.

### **III. THE ARMENIAN CONTEXT**

#### ***3.1 The preparation of the new curricula and standards on history teaching for secondary and upper-secondary schools in Armenia: the results achieved and future development***

- 3.1.1 Mr Victor MARTIROSYAN, Head of the Centre for Education Reforms, Ministry of Education and Science, set the seminar in the context of the Ministry's approach to educational reforms. He reported that the principles for reviewing standards are currently being devised by a committee at the Ministry. Mr Martirosyan stressed that the current changes should be seen as part of an evolutionary rather than a revolutionary process. Although only the Ministry can make changes, it is realised that there is a need to take account of the views of different groups in society. The process, therefore, included provision for the participation of different groups and educational institutions.
- 3.1.2 The reforms would include a statement of the general objectives of education and, instead of just implementing a programme of general knowledge, would take account of thinking and critical reasoning skills. Those involved in the process were aware of the need to integrate traditional subjects and also to create a structure that allowed for vertical and horizontal integration.
- 3.1.3 Mr MARTIROSYAN said that there were some problems that needed to be addressed in planning a new curriculum framework. First, there was too much to be taught in the time available and the prescribed curriculum was thus very dense. Second, an overcrowded curriculum could perpetuate a passive approach to teaching and learning. An active approach was necessary if pupils were to acquire analytical skills and a deeper insight into issues.
- 3.1.4 In order to create an educational system for the 21<sup>st</sup> Century, Armenia needed to tackle some of the underlying problems in its educational system. First, it needed to change the teaching methods used in schools and encourage more creative and individualistic approaches. These would require a programme of teacher training. Armenia also needed to improve the quality of its textbooks and obtain additional materials for use in the classroom.



3.1.5 Mr Martirosyan described the structure of history teaching in Armenian schools. This is as follows:

<b>Grade</b>	<b>Type of History</b>	<b>Periods per week</b>
5 <sup>th</sup> – 8 <sup>th</sup> Grade	General history	2 periods
5 <sup>th</sup> – 8 <sup>th</sup> Grade	Armenian history	2 periods
9 <sup>th</sup> -10 <sup>th</sup> Grade	Integrated Armenian and world history	6 periods
9 <sup>th</sup> –10 <sup>th</sup> Grade	History of Armenian church, cultural, national history and the history of ideas	2 periods
9 <sup>th</sup> - 10 <sup>th</sup> Grade	History of Genocide	2 periods

3.1.6 Other subjects in the Armenian curriculum include historical material. These include Armenian language and literature, geography, preliminary military education, law and sociology, although the latter subject is not obligatory.

3.1.7 Mr MARTIROSYAN said that, in developing a new curriculum, there was an intention to ensure that the standards should define the quality of education and what particular knowledge and skills each subject should help the students to acquire. Thus the aims of each subject should help decide how it is defined and how it is assessed. History should also help to unify rather than separate people. History teaching should therefore:

- stimulate pupils to acquire knowledge;
- help to transfer the cultural heritage of a country;
- develop pupils' critical reasoning skills;
- enable pupils to compare and contrast value systems;
- help pupils to understand the role of individuals in society and empathise with people in the past;
- enable pupils to gain an international perspective on the past;
- develop pupils' understanding of cultural and intellectual history and values.

3.1.8 The Armenian history curriculum should also help pupils understand Armenian values and enable them to contribute effectively to political and civic society in both Armenia and the wider world.

3.1.9 As part of the reform programme, it would be important to ensure that there is a proper system of evaluation to ensure that students obtain the knowledge and skills they need, and which the curriculum prescribes as their entitlement. The place of evaluation should, therefore, be included in the principles that underpin the standards. Teachers would also need to be trained in evaluation.

**3.2 *The preparation of textbooks on world and national history, assessment of pupils' knowledge and skills in secondary and upper secondary schools in Armenia and how it should be reflected in curricula and standards***

3.2.1 Mr Aram NAZARYAN described some of the current educational reforms in Armenia. He commented that it was important to understand the role of history in general education as well as what should be included in the history curriculum.

History should help pupils understand current issues in the world. Given current changes to the structure of education, it was important to decide what should be taught in the 10<sup>th</sup> and 11<sup>th</sup> Grades. History was not a separate subject in elementary schools but was part of other subjects, including patriotism. At secondary school, world and national history were taught. In the 10<sup>th</sup> Grade, there had been a written and oral graduation examination in Armenian history. It was now proposed there would be a written examination for entry to Higher Education. This would require pupils to answer four questions and use a 20-point system.

### **3.3 *Background to current reforms***

3.3.1 Ms Karine HAROUTYUNYAN from the Centre for Educational Reforms described some of the World Bank projects, which had been designed to support educational reforms and develop new textbooks for Armenia. One aim of the programme had been to support the development of a modern economy in Armenia. It had included developing teaching programmes and improving the standards of teaching by retraining secondary teachers. The Minister had now set up a working group to develop a state educational reform programme. The principles behind the programme are that it would:

- comply with international standards;
- give more freedom to teachers to devise their own teaching programmes;
- support the use of ICT in education;
- build links between subjects so that pupils could understand the relationships between subjects;
- ensure progression in subjects;
- develop higher-level skills in pupils, including interpretation, synthesis and analysis.

3.3.2 The programme, which would include state standards and a teaching plan would be completed in 2008 and would tackle subjects in phases as follows:

Armenian	2004
Mathematics	2004
Natural Sciences	2005
Humanities and Social Sciences	2005
Foreign Languages	2006
History and Sports	2006

3.3.3 Each subject would have one year to develop a programme, a year to trial it and a year to implement it. To help with the implementation, there would be manuals and teacher training programmes. The whole programme would be evaluated. It was recognised that there were problems in moving to this system, which would require a reduction in content in some subjects and greater linkages between subjects.

#### **IV. INTERNATIONAL COMPARISONS**

- 4.1 The Armenian context was contrasted with the situation in the Russian Federation, Norway and the United Kingdom. The full texts of these contributions are included as Appendices 1-3.
- 4.2 The discussions following the presentation and in the working groups centred around the questions in Appendix 5 and are reported below under the main themes of: aims of history teaching, curriculum structures, standards, textbooks and assessment.

#### **V. AIMS OF HISTORY TEACHING**

- 5.1 Armenia has a strong tradition of history teaching, which achieved good results in the past. The new history curriculum should build on the best of the other parts of old methods of history teaching but should take account of the new methods used in Europe and the rest of the world.
- 5.2 History teaching should help to develop in pupils a love of their country, a love of learning and critical thinking. It should also help to promote tolerance, democracy and empathy with others. It should develop in students the skills of critical thinking and the ability to use sources. The structure of the history curriculum should, therefore, help teachers move away from an approach to teaching based on inculcating factual knowledge to one which enables students to help use knowledge to analyse, evaluate and assess the significance of events and people in the past.

#### **VI. HOW SHOULD THE CURRICULUM BE CONSTRUCTED?**

- 6.1 Members of the working groups suggested that were some important issues that needed to be considered in writing a new curriculum. First pupils need to be helped to develop a love of history. An overcrowded curriculum that contains too many events, people, battles, lists of dates etc is not popular with pupils and they become hostile to the subject. The amount of content in the curriculum, therefore, needs to be reduced. In particular, the number of people pupils have to learn about in any historical period should be limited to what is realistic. Pupils should study significant people in detail rather than amassing a whole set of random facts about long lists of people. An overcrowded curriculum will make no sense to them and will give them no understanding of life in the past.
- 6.2 Second, the amount of military and political history should be reduced to enable more time to be given to cultural history and significant personalities from the past. Pupils should be given time to study some aspects of cultural history in depth rather than learning a list of names and dates.
- 6.3 Third, national history needs to be set in the context of world history so that students can analyse the history of their own country in relation to universal values.
- 6.4 Fourth, the curriculum should be free from ideology. It should include ideas and themes designed to encourage students to ask 'why'.

6.5 Participants agreed that the curriculum should enable pupils to:

- learn about international, national, local history and their own personal histories;
- compare the history of Armenia with the history of other countries;
- learn about political, economic, cultural and religious history, the history of everyday life, including relationships between sexes (gender history) and the history of childhood;
- learn about heroes and heroines and significant individuals in the past and draw parallels between them;
- work with sources;
- understand the reasons and results of events.
- develop an understanding of chronology;
- think critically.

6.6 It was suggested that, in order to develop their critical thinking skills, pupils should learn to:

- comprehend;
- analyse;
- infer;
- make judgments;
- synthesise;
- classify;
- make comparisons;
- decide whether something was true or false;
- decide whether something was significant or insignificant;
- analyse causes and consequences.

6.7 Pupils should also learn to:

- understand the present in the light of the past;
- describe what was distinctive about periods in the past and what was common to several periods;
- assess the role and significance of individuals in the past;
- assess the role and significance of groups in the past;
- understand different interpretations of the past;
- come to their own conclusions about events and people in the past;
- communicate their knowledge and understanding;
- develop a sense of responsibility.

6.8 This approach to the curriculum would require teachers to develop new approaches. They would need to be able to develop pupils' critical skills and to stimulate discussions. They would also have to sustain a number of roles: storyteller, coach, instructor, monitor and assessor. A teacher-training programme would be necessary to bring about these changes.

## VII. STANDARDS

7.1 It was suggested that it was possible to develop different types of curricula according to the type of school or to allow the school administration to develop a detailed curriculum from an overarching framework. One group considered how the different standards might be set out for basic and for upper schools. This is set out in Figure 1 below.

Figure 1

<b>Knowledge, understanding and skill</b>	<b>Basic school standards</b>	<b>Upper school standards</b>
Working with a text	<ul style="list-style-type: none"> <li>• Recognise the difference between primary and secondary sources</li> <li>• Recognise significant and insignificant information</li> <li>• Identify and comprehend concrete facts</li> <li>• Make simple comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between primary and secondary sources</li> <li>• Set texts in a broader context</li> <li>• Understand concepts used in a text</li> </ul>
Working with sources	<ul style="list-style-type: none"> <li>• Comprehend sources</li> <li>• Make simple comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and compare sources</li> <li>• Set sources in their historical context</li> </ul>
Describe events, phenomena and individuals	<ul style="list-style-type: none"> <li>• Describe different periods</li> <li>• Relate events to different periods and phenomena</li> <li>• Describe different periods</li> </ul>	<ul style="list-style-type: none"> <li>• Describe characteristic features of periods</li> <li>• Make links between phenomena and a period</li> <li>• Analyse and evaluate events and people in their period context</li> </ul>
View a historical problem	<ul style="list-style-type: none"> <li>• Understand different perspectives and relate these to broad issues</li> <li>• Understand that there are conflicting views</li> <li>• Understand and explain different attitudes and positions</li> </ul>	<ul style="list-style-type: none"> <li>• Give causes and reasons for different perspectives</li> <li>• Examine and explain interpretations based on different groups and reveal links between them</li> </ul>
Respond to a question	<ul style="list-style-type: none"> <li>• Describe</li> <li>• Write a simple narrative using examples and visual materials</li> </ul>	<ul style="list-style-type: none"> <li>• Compare, analyse and synthesise</li> <li>• Undertake research into cause and effect</li> <li>• Provide a narrative with an explanation</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>• Express attitudes to an event</li> <li>• Give simple reasons (I know it is so because...) History should help to unify rather than separate people.</li> <li>• Be able to participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Come to well argued conclusions</li> <li>• Reach conclusions independently</li> <li>• Evaluate viewpoints and formulate views, substantiating them with evidence</li> <li>• Demonstrate independent critical thinking</li> </ul>

## VIII. TEXTBOOKS

- 8.1 Textbooks are only one of many learning resources and are not the only way content can be conveyed to pupils. Textbooks should be based on the curriculum and standards but should not replicate them. Although the curriculum should contain the main approaches and goals of textbook development, textbook authors should be free to select material for inclusion in the books. Participants agreed that textbooks should not include the whole of history from the beginning of time to now because there is too much to learn and it prevents students having time to think and develop historical skills. History textbooks should also contain less political and military history and more cultural history.
- 8.2 Participants agreed that textbooks should contain detailed material about significant people in the past. Sources should be included. The layout should be attractive and include illustrations. Additional materials
- 8.3 Participants generally agreed that the most effective way of writing textbooks, appropriate for the pupils' needs, was to ensure that the authors were practising teachers. It was agreed that it was useful for academics to check the accuracy of the text. Teachers should be consulted on textbooks and should have sufficient time to reply to questionnaires.

## IX. ASSESSMENT

- 9.1 Methods of assessment should include oral assessment and written assessment as well as multiple choice and other quick tests. The advantages of recall and multiple-choice tests are that they are:
- accepted by students;
  - objective and non-biased;
  - easy to mark;
  - can be supervised at a state level.

The disadvantages are that they:

- do not promote oral skills;
- test superficial knowledge;
- are not always accurate.

In developing test items, it is important to ensure that there the questions are:

- written clearly and concisely;
- not complex;
- directed to core information;
- have only one correct answer.

9.2 Tests are not the only way to assess students. More open oral and written questions require marking criteria. These should take into account age and the knowledge base of pupils. Answers could be assessed using the following criteria:

- accuracy and detail of factual information;
- logical structure of the argument;
- selection of information in relation to the question;
- ability to make links and connections;
- comprehensiveness of the answer.

The knowledge and skills in the assessment criteria for middle and upper schools must be the same as for higher education.

## **X. RECOMMENDATIONS BY THE GENERAL RAPPORTEUR**

10.1 This was a very successful seminar which achieved very concrete results. This was not only due to the beauty and tranquillity of the surroundings but also because of the:

- small size of the groups and focused nature of the discussions;
- good balance of curriculum developers and teachers;
- focus on practical issues and the needs of pupils and students.

10.2 In order to build on the successful outcome of the seminar the following ideas are proposed for working groups at future seminars might concentrate on:

- i. synthesising the suggestions about the aims and structure of the curriculum into a simple document that would include:
  - Aims of the curriculum;
  - Criteria for the selection of content;
  - Knowledge and understanding and skills to be developed;
  - Assessment methods.
- ii. further developing the progression set out in figure 1 to show what the expectations should be of pupils in basic and upper schools.
- iii. planning a scheme of work for a term to show what could be covered in the time available.
- iv. considering an event or person in history and show how it might be taught to develop critical thinking skills.
- v. reviewing a chapter of a textbook to analyse whether it develops critical thinking and, if appropriate, developing some sample materials.
- vi. devising criteria and examples for textbook writers and publishers to show how textbooks can be written to develop multi-perspectivity and critical thinking.

- viii. Producing guidelines and examples to show how a sensitive and controversial issue from the past might be taught in ways that promote tolerance and mutual understanding and break cycles of hatred and victimisation.



## APPENDIX I

### **THE MAIN ELEMENTS OF CURRICULA ON HISTORY TEACHING FOR SECONDARY AND UPPER-SECONDARY SCHOOLS AND HOW IT REFLECTS THE METHODS OF ASSESSMENT OF PUPILS' KNOWLEDGE AND SKILLS: THE EXAMPLE OF THE UNITED KINGDOM – by Ms Susan BENNETT, United Kingdom**

#### **1. INTRODUCTION**

- 1.1 I want to start by asking you to imagine two pupils aged 16. One pupil can list large numbers of dates, facts and bits of information from a long period of history. The other knows less in outline but can use information from selected historical periods to answer complex questions. He or she can analyse sources and can make judgments about different interpretations of history. Which of these pupils is better equipped to live in the global world of the 21<sup>st</sup> century, where so often we need to evaluate confusing and sometimes biased information? Which is more equipped to be a citizen of a modern democracy?
- 1.2 These are important questions. What we choose to teach, how we teach and assess it determines the knowledge, skills and understanding pupils acquire. Each country needs to decide what it thinks are the purposes of history education and what kind of young people it hopes will emerge from its education system. Because countries are so different, the system in one is not necessarily appropriate for another. What a country decides pupils should be taught will be related to its value systems. The curriculum will also need to take account of the professionalism and training of teachers, the amount of money that can be devoted to education and the infrastructure available.
- 1.3 I have been asked to talk about the United Kingdom history curriculum and examination systems. These are complex and I have tried to describe them simply. But what I want to do is not only describe the system but to share some of the lessons we have learnt over the last 10 years. In doing so, I want to show both the strengths and the weaknesses of our system.

#### **2. CURRICULUM AND EXAMINATION STRUCTURES IN THE UNITED KINGDOM**

- 2.1 The United Kingdom is in fact a disunited kingdom. It is made up of four parts and each has a separate education system. The Scottish system has always been different – a feature that ultimately goes back to the Act of Union with England in 1707. The curriculum and the examination systems England, Northern Ireland and Wales are similar but reflect local needs. For example, the Welsh history curriculum has a strong emphasis on Welsh history. Because of the similarities between them, I will concentrate on the situation in England, Northern Ireland and Wales.
- 2.2 The curriculum and examination system in England, Northern Ireland and Wales is as follows:
  - i. There is a national curriculum in England from 3-16 (to 14 for some subjects). The English Parliament, the Welsh or Northern Ireland Assembly, depending

on the country, approve their respective national curriculum. The National Curriculum was introduced in England in 1986 and it has been revised twice already. History is compulsory for all pupils aged 5-14 (6-14 in Northern Ireland).

- ii. Between 14 and 16 years some subjects are compulsory (at present – English, mathematics, science, a modern foreign language, technology, information and communications, technology, citizenship, careers education, sex education, physical education, and religious education). History is an optional subject, studied by about half of all pupils. (The United Kingdom is one of the few countries in Europe not to make history compulsory for pupils until 16.) At 16, most pupils take an examination called GCSE; typically, they will take about 8 GCSE's.
- iii. The legal school leaving age is 16, some pupils leave school at 16, many now stay in education until 18 or 19. From 16, pupils are free to choose what to study, some follow academic courses, others vocational courses or a mix of both. After one year's study, pupils can gain an advanced supplementary level qualification and after two years study an advanced level qualification. History is the fourth most popular A Level subject. About six percent of all pupils studying A levels choose to study history.
- iv. Independent Examination boards bodies, three in England, one in Wales and one in Northern Ireland set GCSE and AS and A level examinations. Schools can choose which examination boards to use. Schools have a wide choice of what content to study for history, e.g. modern history or 16<sup>th</sup> and 17<sup>th</sup> Century history. The Qualifications and Curriculum Authority sets the standards and regulates the Examination boards.

2.3 What pupils have to learn is listed in the national curriculum and in what are called examination specifications. These describe:

- the knowledge, the understanding and skills to be taught;
- content, i.e. the periods, topics, themes through which the knowledge and skills are taught.

2.4 In the curriculum for lower secondary pupils in England, i.e. pupils aged 11-14, there are five different aspects of knowledge and skills:

- i. Chronological understanding – this is about the vocabulary and conventions that describe the passing of time;
- ii. Knowledge of people, events and changes in the past – this is about using knowledge to describe, analyse and explain events, beliefs changes and periods;
- iii. Historical interpretation - this is about understanding why and how events have been interpreted in different ways;
- iv. Historical enquiry – this is about using a range of sources of information and carrying out enquiries;
- v. Organisation and communication - this about being able to recall, select and prioritise historical information and communicate it.

- 2.5 Between 11-14, pupils are taught the knowledge, understanding and skills through prescribed content studies - three British studies, a European study and two world studies. These are:
- Britain 1066-1500;
  - Britain 1500-1750;
  - Britain 1750 –1900;
  - A European study before 1914;
  - A world study after 1900.
- 2.6 The only specified events pupils have to be taught are the two World Wars, the Holocaust, the Cold War and their impact on Britain, Europe and the wider world.(The curriculum does not name any one person about whom pupils have to learn.) The state does not regulate or approve textbooks so teachers can choose from a variety of books published by commercial publishers.
- 2.7 The assessment of pupils at 14 is made by teachers in the form of a judgment about where pupils are on a scale called an attainment target that describes steps in pupils' progression. There are eight levels and a description of exceptional performance. At 14, the average pupil would be expected to use their knowledge to:
- Describe past societies and periods and make links between them;
  - Give reasons for, and results of, events and changes;
  - Describe and begin to analyse why there are different interpretations of events, people and changes
  - Use and evaluate sources to reach conclusions
  - Select and organise information
- 2.8 To help teachers, we publish examples of work at different levels. These are also available on a web site:  
[www.ncaction.org.uk](http://www.ncaction.org.uk)
- 2.9 What have we learned about writing history curricula?
- There is too much content so there must be criteria for selection. At 14, pupils have a main thread of British history and some European history. Because it is thought that pupils living in the 21<sup>st</sup> century need to know about the main events of 20<sup>th</sup> Century world history, more time is given to this period.
  - We have stopped prescribing content in detail, leaving the choice about which specific events and people to teach to teachers.
  - There are broad criteria to help teachers choose content, for example pupils must study the experiences of men, women and children in the past and learn about the social, cultural, religious and ethnic diversity of societies studied.
  - To help teachers, we provide guidance about planning, teaching, assessment and standards
  - Progression and standards is about using knowledge – it is about the interplay of knowledge and skills, not about knowing more and more facts

2.10 The examination system for pupils studying for GCSE and AS and A levels is also based on two sets of descriptions:

- i. Assessment objectives, which set out the knowledge understanding and skills against which pupils are assessed. Broadly speaking, at GCSE and AS and A level, pupils must demonstrate their ability to:
  - Recall, select and deploy knowledge to describe, explain and analyse, events, periods, people and changes;
  - Comprehend, analyse, and evaluate and interpret sources;
  - Comprehend, analyse and evaluate interpretations of history.
- ii. Descriptions of content to be studied.

2.11 At GCSE and AS and A levels, there are prescribed criteria for content. These include studying:

- key events, people, changes and issues;
- the key features of the periods, societies and, where appropriate, the diversity of the societies and the lives of men and women;
- an element of British history;
- history on at least two different scales, e.g. local, national, European, international and global;
- at A level, a study of history over a long period of time at least 100 years.

2.12 The examination boards make this more specific but give teachers lost of choice of content. About 54% of pupils study modern history for GCSE. They might study the following content:

- International history 1945-1991;
- Britain in the Second World War;
- Russia 1914-41;
- Germany 1918-1939.

2.13 These would be tested through written examinations, including essay writing and source-based questions. A typical question might be as follows:

This question is about the Soviet Union after the fall of Khrushchev

*Détente, Perestroika, Glasnost*

- *Choose two items from the list above and describe briefly how they affected the lives of Soviet citizens - - 6 marks*
- *Why, by the early 1980s, was there growing criticism, in the Soviet Union of Brezhnev's domestic policies - 8 marks*
- *Why did Gorbachev fall from power in 1991 - 11 marks*

*Total: 25 marks*

Pupils would also do a coursework assignment on, for example the changing role and status of women since 1900

- 2.14 The papers are set by the Boards, taken by pupils in school and sent away to be marked. The markers are given mark schemes for each question and the marks are added up and graded on a scale of A – G. Descriptions of the grades and examples of pupils' work are used to help the grading.
- 2.15 A similar system is found at AS and A level. Pupils study six modules: three for AS level and a further three for A level. Again, the most popular option is modern world history studied by about 63% of pupils. A typical course might be:
- The origins and consolidation of totalitarian regimes 1918-1939;
  - Britain 1929-1951;
  - Inter-War America 1919-41;
  - Russia and the USSR 1881-1985;
  - Britain 1895-1918;
  - A personal study based on an aspect of a topic already studied.
- 2.16 The studies are designed to balance breadth and depth. The modules are examined through written papers, some of which test a pupil's ability to use sources. A typical essay question might be:
- *To what extent was the rise of the Nazis to power in the period 1930-1933 due to the impact of the economic crises, which began in 1929?*
- 2.17 Examiners use mark schemes for individual questions based on progression in the assessment objectives. The question marks are added up and the papers are then graded using grade descriptions and examples of pupils' work. Pass grades are A – E. Pupils below E are graded at N and U.
- 2.18 The strengths of the examination system are that:
- It is fair and independent.
  - The results are accepted by all universities and employers and enable pupils to go on to higher education and get jobs.
- 2.19 In terms of the way we teach history, the strengths are:
- it balances knowledge and skills. The way that the skills are described requires upper secondary pupils to learn to make judgments based on the evaluation of evidence derived from sources and to communicate their understanding effectively. Like good academic historians, pupils need to know that some judgments are provisional;
  - it uses different types of assessment – including the evaluation of sources, essays, personal studies, structured questions, and more independent enquiries;
  - it tests knowledge of different types of history, e.g. in outline, in depth, local, national, international;
  - it allows pupils to study history over long periods and in depth but does not require them to know history as we say from Plato – NATO.

2.20 The weaknesses are that pupils:

- do not get a broad chronological understanding;
- often concentrate too heavily on Western European history;
- repeat content, for example pupils can study the same content at 14, 16 and 18 (The Second World War is studied frequently).

2.21 However, although teachers in England would wish to see some changes in both the curriculum and examination system, they are broadly in favour of the ways in which knowledge, understanding and skills are described and support the standards set out in the grade descriptions and exemplified by pupils' work. There are some people who want to change the content to include more studies of the background to current issues, e.g. the history of Islamic States, the history of the Balkans and African history. Given that 5% of British citizens have culture roots outside the United Kingdom, this is particularly important. There is also a great interest among teachers about planning what to teach, how best to teach it and motivate students so they enjoy history and get better at it. But that is another story.

## APPENDIX II

### **WHAT ARE THE LINKS BETWEEN CURRICULA ON HISTORY TEACHING FOR SECONDARY AND UPPER-SECONDARY SCHOOLS, HISTORY TEXTBOOKS AND THE WAYS OF THE ASSESSMENT OF PUPILS' KNOWLEDGE AND SKILLS: THE EXAMPLE OF NORWAY - by Mr. Arild THORBJØRNSEN, Norway**

#### **1. INTRODUCTION**

1.1 It is a pleasure and an honour for me to be invited and have the opportunity to participate in this seminar and give my contribution to a very important issue. My views are based upon my experiences as a teacher and head of an upper secondary school and also as a writer of textbooks. I have, in co-operation with other writers, written several textbooks in Norwegian language and literature and social sciences for upper secondary education. Today I am Director of the Department for the national curriculum planning for upper and lower secondary and primary education at the Norwegian Board of Education.

#### **2. COMPETENCE – MORE THAN KNOWLEDGE AND SKILLS**

2.1 The overall aim for the teaching of social studies, including history, in my country is to give the students the opportunity to develop **broad competence**, so our younger generations are prepared to meet the challenges of a rapidly changing world. When the students leave school, they will meet challenges and have to fulfil obligations in their private lives, in working life and in social life. This includes knowledge, skills and attitudes or values.

2.2 I have a very simple definition of knowledge and competence:

- Knowledge is what you have;
- Competence is what you show.

In my opinion – and I share this with many other educators - competence is associated with people's capacity to cope with circumstances of life in private life, in working life, in social life and in other situations and that competence is something more than applied knowledge, it is also development and application of skills – but also the 'delearning' of attitudes and the learning of new ones. Competence is the sum of knowledge, skills, abilities, attitudes, will, courage and possibilities.

2.3 A broad concept of competence implies the ability to:

- know about alternatives and be able to explain these;
- being able to act with consideration and responsibility;
- being able to reflect about and state the reason for ones actions;
- being able to act in accordance with ones intentions.

2.4 Then, to be a competent person, you must have:

- **Subject related competence** e.g. certain topics or subjects, both content and methods;
- **Basic competence** e.g. speaking, reading, writing, mathematics, ICT;
- **Social competence** e.g. the ability to cooperate, to solve conflicts, to take responsibility for others. Teamwork;
- **Learning competence** e.g. the ability to develop new knowledge, to analyse a situation or a problem and be able to solve new and unexpected tasks. Being creative and innovative.

2.5 To obtain this, the learning environment must present subject related and social challenges, and active learning and problem solving are fundamental in the learning process. Self-confidence and confidence in one's ability to succeed is a vital condition for effective learning and the developing of broad competence.

### 3. THE FRAMEWORK

3.1.1 The curriculum in Norway is divided in two main parts: the Core Curriculum and Study Programmes (subject syllabuses). The Norwegian Curriculum is a framework based on rather wide objectives. Instead of outlining specific details concerning the content of the teaching, the curriculum states what competencies the students are expected to have obtained.

3.1.2 The purpose of a study programme is to enhance the cumulative learning effect of the teaching, based on the elements of:

- **Continuity**, which refers to the vertical repetition of important elements of the subject;
- **Sequence**, which refers to the progression of the teaching and learning;
- **Integration**, which refers to the horizontal dimension between different study programmes, in order to strengthen the development of broad competence of the students.

#### 3.2 *The curriculum in practice*

3.2.1 The importance of the curriculum is not the written document, but what takes place in the classrooms in the schools. And I want to underline that curriculum development is a never-ending process. Therefore, I think it is very important for both teachers and curriculum planners to take the following six perspectives into consideration in their work when study programmes and guidelines for assessment are made.

- i. The ideas behind the curriculum (political, educational, pedagogical);
- ii. The formal curriculum (The official documents);
- iii. The curriculum as it is understood by the teachers;
- iv. The operational curriculum; (The actual classroom practice);
- v. The curriculum as it is experienced by the pupils;



- vi. The hidden curriculum  
(Message received by the pupils, content, methods, interaction, teacher attitude; the educational practice).

### **3.3 *Principles for the selection of content***

- 3.3.1 History is a cultural subject, which forms the basis of a common cultural frame of reference and supplies a basis for the choices we make. Through the subject history, one can develop one's own identity and sense of interdependence. Through working with the subject, we may also meet different cultures and traditions which will provide us with new impulses and a sound basis for critical reflection.
- 3.3.2 History is a humanistic subject which provides an insight into people's ways of thinking and actions of the past. It also provides consciousness about how the present is determined by people's choices in earlier times. The present is placed in a historical context and gives people the opportunity to understand themselves and our times better.
- 3.3.3 History is a social science that gives us the opportunity to understand the frameworks of people's lives. Through knowledge about how people create and are parts of structures and processes, we become conscious of the different contexts others and we are placed in.
- 3.3.4 History is a subject that focuses on the development of skills. It provides knowledge about the global diversity and riches of cultures, social conditions and different ways people have organised their lives through history. Knowledge about this diversity provides a sound basis for tolerance and respect. The subject provides us with the opportunity to develop empathy when confronted with difficult choices of actions and ethical dilemmas through historical studies of causes to wars, conflicts and genocide, at the same time as it provides knowledge about how people through times have fought for and against democracy, constitutional government, peace and non-violent solutions to conflicts.

### **3.4 *Examples from the study programme of history***

- 3.4.1 To give you an impression of the aims of the study programme in history, let me show you some examples:

The students should:

- be able to assess how groups and societies understand and use history in different ways;
- know about sources for knowledge about the past and be able to assess sources in their historical context;
- have knowledge about important definitions of concepts and methods used in the subject history, which means that the student should:
  - know about methods that are used for collection, study and analysis of historical material and be able to use this material in their own work;
  - be able to assess historical accounts and the use of history in an inquisitive and critical manner.

- 3.4.2 These examples are meant to give you an impression of how our curriculum presents the aims and main topics. The main goal is how to develop a democratic way of thinking and a deeper understanding of what the national sentiment matters to a people. It is at the same time a goal to develop respect for other societies and cultures.
- 3.4.3 The question is: how are we going to reach this goal? Roughly we can define two simplified models, and many – both historians and teachers - waver between the two of them without being aware of that:
- i. *History defined as facts and figures*, which means that the task of the historians is to bring forward the correct facts, and the task of the teachers is to pass on those facts to the pupils. The task of the pupils is to absorb this knowledge. Consequently, the main focus of the teaching will be the on the content and the pupils will have problems when they have to reproduce all the facts for example at the final examination.
  - ii. *History as a way of thinking*, which means that the information about historical events is a kind of raw material that must be collected and worked on before conclusions are made. It is important to be aware of that any conclusion in fact is an interpretation and you have to have an open mind for different interpretations. That does not mean that every answer has a high quality, but we have to accept that any conclusion given by a person is influenced by his or her pattern of values and fundamental political attitude.
- 3.4.4. Based on this, I would base the selection of contents on five vital criteria. The content must give the students the opportunity to:
- raise questions – develop the ability to do this;
  - collect and make a selection of historical facts and figures;
  - use historical sources in a critical way, make historical reconstructions and argue for these;
  - show empathy;
  - understand human values and use ideologies.

The teaching of history in school should be based on this second model. The pupils should learn how to think logically, rationally and analytically.

#### **4. TEXTBOOKS AND CURRICULUM DEVELOPMENT**

- 4.1.1 All textbooks in Norway are developed and produced by different private publishing houses and are sold on a free market. The publishers hire writers, very often practising teachers. Our experience is that the best writers of textbooks are teachers. They know the target group of the books, pupils at different levels, and are able to take that into consideration when they are writing the books. We have experienced that books written by scholars or scientists are often too difficult for the pupils to understand.

4.1.2 The writers must have a clear understanding of the actual syllabus before they start writing the book. They have to discuss and interpret the syllabus, in order to decide on:

- the main perspective of the presentation;
- the main themes of the book;
- which themes are to be treated more thoroughly than others;
- the methodological ideas or proposals for the teachers and the pupils;
- the level of language.

#### **4.2 *A free selection of textbooks***

4.2.1 Usually, there will be several textbooks to choose from for all subjects and levels in lower and upper secondary education. In addition to producing textbooks, it is been more and more usual to produce additional teaching material, for example resource books or manuals for teachers. Additional teaching material is more and more frequent published on the Internet, and some publishers are planning to publish their books on the Internet. Those who choose their books can then print them out on demand.

4.2.2 The schools are free to decide what books they want to use. In lower secondary schools, the pupils do not have to pay for the textbooks. In upper secondary schools, the pupils have to buy the books.

4.2.3 Even if we have a great number of books to choose from, and considerable freedom in selecting books, we find that textbooks have too much impact on the teaching. Many teachers are too dependent on the textbooks when they plan and carry out their teaching. They rely too much on the textbooks and let the textbooks structure their teaching. Even if we try to encourage the teachers to be independent and include the opinions of the pupils in their planning and classroom management, we face some teaching traditions that are very difficult to change or renew.

4.2.4 Because of this, but also in order to strengthen the quality of the textbooks, we see it as essential that both the teachers and school leaders have a sufficient competency when it comes to the decision of what textbooks they are going to use.

4.2.5 The development of quality in textbooks is first and foremost related to curriculum planning. I think it is very important when curriculum development takes place that the question of how this will affect the need for teaching materials is being considered. In Norway, a study programme does not describe in detail what methods the teachers are expected to stick to. On the contrary, the study programme encourages both the teachers and the pupils to use a wide range of different methods, especially those who favour the activity and the responsibility of the pupils. In addition to this, we are for the moment establishing a so-called ICT resource bank in order to support the schools for example when it comes to the selection of textbooks.

### **5. THE SYSTEM OF ASSESSMENT OF PUPILS KNOWLEDGE AND SKILLS**

5.1 The pupils in Norway are assessed in two ways in history.

### *Grades set by the teachers*

The assessment is based on the aims in the curriculum and the individual achievements in relation to that. Each pupil will have a grade set by the teacher at the end of the year. This grade is based on a combination of written tests, the individual achievements in the classroom, the result of project work etc.

### *2 Examination (end of year) with final achievement tests*

This examination is a locally set oral examination, consisting of two different models:

- an individual examination which takes about half an hour, the traditional model;
- a so-called “classroom model” examination which takes longer according to the number of pupils in the group.

5.2 Together with the pupils, teachers are free to decide which model they want to practise. For both models, there is a preparation period of 48 hours, and two examiners, the pupils’ teacher and one external examiner from another school. The individual examination is and still the most common model for the moment.

5.3 The “classroom model” implies that the pupils prepare for the test in groups and sit for the examination together. To be able to succeed with the “classroom model”, the pupils will have to co-operate throughout the whole school year. Although this is a group examination, the pupils are assessed individually. This means that the pupils must learn how to be active and eager, how to practise coherence and interaction. This model is more and more favoured by both teachers and pupils because it is regarded as a better way of assessing a pupils overall competence.

## **6. AN EXAMPLE OF THE “CLASSROOM MODEL”**

6.1 I will now give you an example of how the “classroom model” is carried out in practice in upper secondary education.

This example is based on the following aims in the study programme of contemporary history:

### *The pupils shall*

- *Be able to place important events and developments in different parts of the world in a historical context and be able to see contemporary events and relations in association with people’s actions and choices both in ancient and modern history*
- *Be able to assess what shapes people’s identities in a historical perspective*
- *Know about sources for knowledge about the past and be able to assess sources in their historical context*
- *Be able to take responsibility for their own learning and be able to co-operate with others*

6.2 The examiners give the following task to a group of four pupils:

Choose a historical person and place this person in his or her historical context.

The pupils are free to choose a person; dead or alive, famous or unknown (for example a relative). Two of the pupils have to choose a Norwegian person. The others have to choose a foreign person.

#### 6.2.1 *Comments and instructions:*

- Every person's personality is based on certain **values** and **attitudes**. To some extent, these will be the result of the historical period during which the person grew up.
- Historical **phenomena** will have an impact on the life of a person, for example centralisation, education system, equality between the sexes, the development of modern technology
- Historical **events** such as economic recession, wars, catastrophes will also have an impact on a person's life
- When people make decisions and act, all these elements will play a role. They will have consequences for a person's private life, education and profession, if he/she decides to settle down or move to new places, his/her political preferences etc.

The pupils will not have sufficient time to work with all the suggestions here. A main challenge is to choose some and turn down other suggestions.

#### 6.2.2 *About the examination*

Each pupil has to give a 10 – 15 minutes presentation. They are not allowed to read from a prepared manuscript – as I do - but they can bring with them notes with their main points. It is important for them to be able to make references to their main sources and how they have used them in the preparatory period.

After the presentations are finished, there is a discussion where the pupils compare the life of each person presented. This discussion will last for 20 minutes. The members of the group are supposed to inform each other beforehand about their presentation. The group is advised to arrange a kind of "rehearsal" the evening before the examination and help each other with their presentations.

#### 6.2.3 *The preparation and use of sources*

The school will be open and the computer rooms and library will be available. The teacher will also be present at certain times. The pupils are free to use all kinds of sources such as interviews, diaries, encyclopaedia or Internet, personal notes from the lessons, textbooks or history books.

#### 6.2.4 *Assessment*

In Norway, we do not have **national standards** in each subject. We relate both the teaching and the assessment to the aims in the curriculum. In this case, the task is related to:

- the understanding of historical developments and the impact of historical phenomena and events upon persons life;
- the ability to use sources and construct and present one's own knowledge;
- the ability to take responsibility for ones own learning;
- the ability to co-operate with others in a constructive way.

6.2.5 I have referred to a real case. After the examination, the pupils said that they particularly enjoyed using different sources, and they were greatly relieved to have the opportunity to plan the presentation together with their fellow pupils. The examiners also find the situation more satisfying, because the situation is more normal to the relaxed atmosphere in the classroom. They also say that this model gives each pupil the opportunity to show his or her competence, instead of looking for holes in their knowledge.

## 7. **CONCLUSION**

7.1 In my opinion the most important element in developing competence in history is not the details the pupils have to learn when they are in school. Most of it will be forgotten after some time. We should concentrate on stimulating and inspiring the pupils to take an interest in history not only when they are 17 or 18 years old, but also when they are 60, 70 or 80. Thus, the school may contribute to developing democratic processes and sustaining democracy. The perspective of lifelong learning is, in my opinion, more important for history than any other subject taught in school.

### APPENDIX III

#### **THE MAIN CHALLENGES IN THE PREPARATION OF NEW CURRICULA AND STANDARDS ON HISTORY AND THE RESULTS ACHIEVED: THE EXPERIENCE OF THE RUSSIAN FEDERATION - by Dr Ludmila ALEXASHKINA, Russian Federation**

##### **1. BACKGROUND**

- 1.1 Since 1990, the structure and contents of history courses in Russian primary and secondary schools have been changed considerably. The main changes, and corresponding to them new pedagogical problems are as follows.
- 1.2 The structure of history courses was transformed from a linear one (from the fifth to the 11<sup>th</sup> forms, or 11-17 year-old pupils) - to cyclical. Two cycles of history courses were established: in the primary schools (fifth - ninth forms, 11-15 year-old pupils) and in the secondary schools (10<sup>th</sup> – 11<sup>th</sup> forms, students of 16-17 year-old). Each cycle embraces the period from the Ancient times to the present.
- 1.3 The courses for the older stage should be specialised (universal, humanistic, scientific -and -mathematical specialisms). The increasing number and character of history courses led to the discussions: how should standards be realised in specialist schools? What differences should exist between basic schools and secondary schools, or between specialist schools in the content and in the students' activities?
- 1.4 The content of the history courses has changed greatly at all levels – from general conceptions and ideas of national and world history to versions and evaluations of separate events and personalities.
- 1.5 The general curricula were replaced with a number of specialist curricula written by individual authors (for example a curriculum written especially for a textbook).
- 1.6 These measures and phenomena required a new kind of normative document which needed to meet certain criteria. On the one hand, its contents should be evident and acceptable for everybody. On the other hand, it should not be a strict prescription, but rather a framework for textbooks and teaching practice.
- 1.7 The first standards on history for Russian schools were produced at the beginning of 1990. They were endorsed by the Ministry of Education of the Russian Federation and are in force today. In 2001-2003, attempts to modernise standards were undertaken. Probably, new versions of the standards will be adopted by the end of this year.
- 1.8 There are a number of problems which were and still are discussed in connection with the standards. These are described below.

## **2. CONTENTS OF HISTORY COURSES: CHOICE AND INTERPRETATIONS**

2.1 Selection of content is a problem of great importance for Russian educators for many reasons – historical, pedagogical, social and others. The main issues are:

- *political and social*
  - establishment of the new Russian state;
  - discussions in society about the past, especially concerning national history;
- *historical and pedagogical*
  - traditions of narrative history in Russian schools;
  - revision of historical concept and interpretations;
  - changes to the content of the history courses, including additional sources, facts, names and so on (it should be understood that changes began even before the adoption of the standards in 1990).

2.2 The authors of standards paid great attention to outlining the principles that underpinned the selection of content. For example, the general lines for history courses were determined as follows:

- historical time, chronology;
- historical space, historical maps;
- “homo historicus” (interests, ideas, activities etc);
- labour, economics;
- social groups and strata – ethnic, religious, political and others, relations between groups;
- states – creating, different types of states and political systems, relations between power – society and individuals;
- human knowledge, science, ethics, religious, and political ideas, arts = spiritual culture
- relations between peoples, nations; wars and peace in history.

2.3 The first principle for choosing content was to use a systematic approach. The second principle was not to include any judgments and estimations in the text of standards. There are only recommendations to take into consideration different interpretations.

## **3. METHODOLOGY, VERSIONS AND INTERPRETATIONS IN HISTORY STANDARDS AND CURRICULA**

3.1 Pluralism in descriptions and explanations of the past in history courses determines the ways in which historical contents are presented in the standards. The contents should be free of partiality and prejudice. On the other hand, evaluations of events and personalities are regarded as the most significant elements of pupils’ activities. Versions and interpretations of historical events and personalities are included in the contents mainly as issues for analysis.



## 3.2 *Learning activities*

3.2.1 The components, connected with learning activities of pupils, were presented in curricula for Russian secondary schools in the following ways:

- In the 1980s - content (facts, ideas, names) dominated, but, for the first time, requirements about developing pupils' skills were included (taking into consideration the pupils' age).
- In the 1990s - only content, rewritten according to new historical and ideological concept was presented in curricula; in most of the so-called "author's curricula", no pupils' activities were mentioned at all.
- From the end of the 1990s - besides content, the systematic characteristics of pupils' activities in studying history were included in the standards. This fact influences authors of curricula (to a greater or lesser extent). So we hope that a balance between the two main components of history education in secondary schools will be reached.

3.3.2 In the standards on history for the Russian primary and secondary schools, the following groups of knowledge and skills are included:

- Chronological knowledge and skills;
- Knowledge of historical facts, skills to work with facts;
- Work with historical sources (attribution, analysis, criticism);
- Description (reconstruction) of historical events;
- Analysis of historical events and phenomena;
- Work with historical versions and evaluations.

3.3.3 Each group consists of more detailed requirements, which are formulated according to the pupils' age and learning abilities.

### *Examples*

*Pupils in primary schools are required to:*

- explain, from what main sources we get knowledge about the past;
- find the necessary information in a historical text (according to questions);
- use information from a source in one's own story about historical events;
- compare information from a few sources, to find out common and different data.

*In the secondary schools pupils analysing historical sources are required to:*

- describe an outlook, characteristic features, language of a source;
- explain what the functions (purpose) of the document were;
- search for certain information in one or more sources;
- compare information from several sources, revealing common data, points of view and differences (probably - opposite versions);
- characterise personal (political, religious, social and other) views and positions of the author of a document;

- find out (or infer), who the author of a source was;
- make a judgment on the documents' reliability and value.

*Historical versions and evaluations*

*Pupils in primary schools are required to:*

- tell about evaluations of historical events and personalities which are presented in textbooks;
- compare different evaluations;
- explain their own attitude towards events and personalities.

*Additional requirements for the pupils of secondary schools are to:*

- compare different versions and evaluations, finding out common opinions and differences;
- analyse versions as to their arguments, reliability;
- explain (suppose) what might be the reasons (criteria) for this or that historical version or evaluation;
- express their attitudes towards versions and argue it.

#### 4. **STANDARDS AND QUALIFICATIONS**

4.1 What kind of standard is better - a short one, including the main aims (learning achievements), or a detailed one with a list of concrete requirements? The first one gives a framework for creative activities and, indeed, it is more comfortable for teachers and pupils within the learning process. The second version is directed to concrete results, as each requirement could easily be transformed into a task, a learning situation etc.

4.2 The elaboration of the history standards for Russian secondary schools was completed and enriched in 2001-2003 by the General State Examinations for graduates from secondary schools. The examinations are conducted in the form of written work (lasting three hours).

4.3 The work on history consists of three parts.

- The first part (A) includes 40 tasks with a choice for the answer. A student has to find one right answer among the four suggested. In this part, knowledge and skills to work with chronology, facts, and explanations of reasons and results of historical events are shown.
- In the second part (B), there are 10 tasks with short free answers. They presuppose work on short historical texts, classification of facts etc.
- The third part (C) consists of seven tasks requiring longer answers. Three of them are connected with an analysis of a historical source (extracted from a document, historical research). The last four tasks suppose a creative decision of a problem. The problems are the following: systematisation; comparison;

analysis of a historical alternative situation; analysis of historical interpretations.

- 4.4 So most of the requirements about pupils' knowledge and activities in the standards are reflected in the examination work. This kind of work makes it possible to reveal and estimate the level of students' knowledge, skills and competencies.

## APPENDIX IV

### PROGRAMME OF THE SEMINAR

**Monday 26 May 2003**

10.00 - 11.30

**Plenary Session**

Chair: Mr Karen MELKONYAN, Ministry of Education and Science of Armenia

**Opening of the Seminar by:**

- i Mr Karen MELKONYAN, Deputy Head of the General Education Department, Ministry of Education and Science of Armenia;
- ii Ms Tatiana MILKO, Programme Officer, Council of Europe.
- iii Presentation on: “The preparation of the new curricula and standards for secondary and upper-secondary schools in Armenia: results achieved and future development”, by Mr Victor MARTIROSYAN, Director, Centre for Educational Reforms, Ministry of Education and Science of the Republic of Armenia.

11.30 - 12.00

Break

12.00 - 13.30

**Plenary session**

Chair: Mr Karen MELKONYAN, Ministry of Education and Science of Armenia

Presentation on “The main elements of curricula on history teaching for secondary and upper-secondary schools and how it reflects the ways of assessment of pupils’ knowledge and skills: the example of the United Kingdom”, by Ms Susan BENNETT, Qualification and Curriculum Authority, United Kingdom.

Presentation on: “The assessment of pupils’ knowledge and skills in history in secondary and upper-secondary schools in Armenia and how it should be reflected in the new curricula and standards”, by Mr Aram NAZARYAN, Leading Specialist, Centre for Educational Reforms, Ministry of Education and Science of Armenia.

Discussion with all the participants.

13.30 - 15.00

Lunch

15.00 - 16.30

**Plenary Session**

Chair: Mr Karen MELKONYAN, Ministry of Education and Science of Armenia

Presentation on “The preparation of the new curricula and standards for secondary and upper-secondary schools in Armenia”, by Ms Karine HAROUTIUNYAN, Director of the Centre for Educational Projects.

Presentation on “The links between curricula on history teaching for secondary and upper-secondary schools, history textbooks and ways of assessing pupils’ knowledge and skills: the example of Norway”, by Mr Arild THORBJØRNSSEN, Deputy Director General, Norwegian Board of Education, Norway.

16.30 – 17.00

Break

17.00 – 18.00

**Plenary Session**

Chair: Mr Karen MELKONYAN, Ministry of Education and Science of Armenia

Presentation on “The main challenges in the preparation of new curricula and standards and the results achieved: the example of the Russian Federation”, by Dr Ludmila ALEXASHKINA, Head of the Laboratory of History, Russian Academy of Education, Russian Federation.

Discussion with all the participants.

19.00

Official dinner

**Tuesday 27 May 2003**

9.30 – 11.00

**Working group Session**

**Working group N°1**

Chair: Mr Aram KOSYAN

Rapporteur: Mr Arman MALOYAN

Resource people: Ms Susan BENNETT, United Kingdom.  
Dr Ludmila ALEXASHKINA, Russian Federation

**Working group N°2**

Chair: Mr Aram NAZARYAN

Rapporteur: Ms Hasmik YESAYAN

Resource person: Mr Arild THORBJØRNSEN, Norway.

**11.00 – 11.30**

**Break**

**11.30 – 13.00**

Continuation of the Working Group Session

13.00 - 14.30

Lunch

14.30 - 16.00

**Continuation of the Working Group Session**

16.00 –16.30

Break

16.30 – 18.00

**Plenary Session**

Chair: Mr Karen MELKONYAN, Ministry of Education and Science of Armenia

- i. Presentation of the conclusions and recommendations by the rapporteurs of the working groups;
- ii. Presentation of the overall conclusions and recommendations of the Seminar by the General Rapporteur.

Comments by the participants.

**Closing speeches :**

- i. Ms Tatiana MILKO, Programme Officer, Council of Europe;
- ii. Mr Karen MELKONYAN, Ministry of Education and Science of Armenia.

Departure of the participants

## APPENDIX V

### QUESTIONS FOR DISCUSSION

- i. What are the aims of teaching and learning national and world history in secondary and upper-secondary schools in the 21st Century?
- ii. What skills should pupils acquire when learning history in secondary and upper-secondary schools and how should these skills be reflected in the curricula and standards?
- iii. What are the main criteria of selection of the content for the curricula and standards for history teaching?
- iv. What are the main elements which standards on history teaching should consist of?
- v. How should curricula and standards on history apply to different types of secondary schools: in rural areas (in normal classes and in classes with few pupils); in specialised schools and classes; in ordinary and elite schools and other types of secondary schools?
- vi. How should history textbooks be linked to curricula and standards?
- viii. What are the main criteria in the assessment of pupils' knowledge and skills in history at secondary and upper-secondary levels and how should they be reflected in curricula and standards?
- viii. How should the criteria for the assessment of pupils' knowledge and skills in history at upper-secondary level be linked to entrance examinations for higher education establishments?
- ix. What are the most effective methods for the assessment of pupils' knowledge and skills in history at secondary and upper-secondary levels (oral and written examinations, tests, etc.)?
- x. What are advantages and disadvantages of the assessment based on tests and what are the methods used in the preparation of correct answers to the questions given in the tests?

## **APPENDIX VI**

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