

Structuring of syllabuses for the subjects taught in the European Schools

Teaching Committee (Secondary)

Meeting on 20 November 1998, at the "Centre Borschette"

Introduction

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The structure of syllabuses is modelled on the following standard pattern which may be differentiated and extended depending on the subject:

- 1.0 Objectives
 - 1.1 General objectives (identical for all subjects)
 - 1.2 Subject-specific objectives
- 2.0 Content (**knowledge, skills**)
- 3.0 Methodology (**proposals for ways of teaching and use of materials and media**)
- 4.0 Assessment of learning outcomes
 - 4.1 Functions and principles of assessment of learning outcomes (identical for all subjects)

4.2 Participation in class

4.3 Written work/tests

4.4 The Baccalaureate

4.4.1 Baccalaureate written examination

4.4.2 Baccalaureate oral examination

Chapter 1 describes and explains the relevant objectives for each subject:

- In the **first section (see 1.1)** the **general objectives**, compulsory for all subjects, are set out. (The text of this section is therefore included in the syllabuses for all subjects.)
- In the **second section (see 1.2)** the **subject-specific objectives** are set out, supplementing the ones mentioned in section 1.

In **Chapter 2** the **content** which should be covered in each subject is set out. This is normally done at three different description levels: **broad areas**, **themes** and **topics**..

The presentation of teaching content is related to the three curriculum units (Years 1-3, Years 4-5 and Years 6-7).

Chapter 3 deals with methods of **teaching** in each subject.

Chapter 4 deals with **assessment of learning outcomes** in each subject.

- Section 4.1. contains the general functions and principles of assessment of learning outcomes applicable to all subjects.
- In Section 4.2. rules and advice on assessment of learning outcomes in the "participation in class" area are set out.
- Section 4.3. comprises rules and advice on assessment of learning outcomes in the "**written work/tests**" area.
- Section 4.4 comprises provisions for the Baccalaureate examination in each subject. Recommendations and examples for the Baccalaureate written and oral examinations should be appended.

General objectives

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1.0 Objectives

1.1 General objectives

The secondary section of the European Schools needs to perform the dual task of providing formal, subject-based education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Pupil should learn to describe, interpret, judge and apply their knowledge. Personal development of pupils is done in a range of spiritual, moral, social and cultural contexts. It involves for pupils an awareness of appropriate behaviour, and understanding of the environment in which they work and live and a development of individual identity. In practice these two tasks are inseparable within the school.

These two major objectives are developed in the context of a highlighted awareness of European reality, the characteristic feature of which is the richness of European cultures. This awareness and the experience acquired as a result of shared European life should lead to the development in pupils of behaviour showing clear respect for the traditions of each individual country in Europe, while at the same time preserving their own identities.

4.0 Assessment of learning outcomes

4.1 Functions and principles

Assessment is both a formative and a summative process. Formative assessment of learning outcomes is an ongoing process. Its purpose is to provide information about pupils' learning. It should also be a basis for pupils' further achievement and plays an important role for pupils, parents or guardians and School in the provision of educational guidance for pupils. Assessment of learning outcomes need not involve the award of a mark reflecting performance in every case and it should not be punitive, but it should evaluate performance,. For teachers, the assessment of learning outcomes provides an opportunity to review the objectives, methods and results of their teaching.

Summative assessment provides a clear statement of the knowledge and skills possessed by a pupil at a particular point in time.

Functions and principles

The following general principles of assessment of learning outcomes should be observed :

- Performance against all the objectives as defined in the syllabus should be assessed. This will be done through the knowledge and skills set out in the syllabus.
- Assessment must relate to work which has been covered in the course.
- All types of work done by the pupil on the course should be a part of the assessment process - eg. oral and written contributions, class tests, practical work.
- Pupils should be aware of the work to be done and the standards to be achieved in order to attain each level in the assessment scale.
- Pupils should know how their performance compares with other pupils, in the same or other sections. This requires co-ordination between the teachers of the same and different sections to ensure comparability.

