

# Structuring of syllabuses for the subjects taught in the European Schools

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**Approved Board of Governors of the European Schools on  
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## **1.0 Introduction**

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**

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## **2.0 Content (knowledge, skills, abilities)**

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## **3.0 Methodology**

(proposals for ways of teaching and use of materials and media)

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## 4.0 Assessment of learning outcomes

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### 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.

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*General objectives*

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**1.0 Objectives**

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**1.1 General objectives**

The secondary section of the European Schools has the two objectives 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 takes place in a range of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, understanding of the environment in which pupils work and live and a development their of individual identity.

These two major objectives are inseparably nurtured in the context of an enhanced awareness of the richness of European cultures. This awareness and the experience of a shared European life should lead pupils towards a respect for the traditions of each country in Europe, while preserving their own individual identities.

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## **4.0 Assessment of learning outcomes**

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### **4.1 Functions and principles**

Assessment is both a formative and a summative process.

Formative assessment is an ongoing process providing information about pupils' learning. It should also be a basis for pupils' further development and plays an important role in the provision of educational guidance for pupils, parents, or guardians and the school. Assessment need not always involve the award of a mark and it should not be punitive, but it should evaluate performance. For teachers, 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.

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

- Performance should be assessed against all the objectives relating to 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.

