

## Review of the subject curriculum

<b>1. Are the learning outcomes and educational content appropriate for the developmental age of students?</b>			
1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate	4 – completely appropriate
Please explain what should be modified if Your answer is 1, 2 or 3.			

<b>2. Are the learning outcomes and educational content appropriate for the number of lessons?</b>			
1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate	4 – completely appropriate
Please explain what should be modified if Your answer is 1, 2 or 3.			

<b>3. Are the learning outcomes and educational content relevant and based on scientific knowledge of the subject area?</b>			
1 – no	2 – to a certain extent	3 - mostly	4 – completely
Please explain what should be modified if Your answer is 1, 2 or 3. It is difficult to answer this question taking into account the wording of the thematic areas, it isn't specific enough to judge the scientific knowledge they are based on.			

<b>4. Are the domains that are necessary for the subject area well represented?</b>			
1 – no	2 – to a certain extent	3 - mostly	4 – completely
Please explain what should be modified if Your answer is 1, 2 or 3. The historical ages – like for instance antiquity, middle ages, early modern period – are well represented. Certain historical phenomena necessary for understanding the importance of European integration – such as nationalism, the building of a modern democratic Croatian nation, the Holocaust as a crime against humanity – should be mandatory not only in primary schools but also in secondary schools.			

**5. Does the curriculum contain an adequate ratio of the breadth and depth of knowledge, skills, and attitudes in the subject area?**

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.

**6. Does the curriculum, especially as regards the proposals in chapters F and G (Learning and teaching, Assessment), enable the acquisition of the listed learning outcomes?**

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.

**7. Are the proposed learning outcomes and other elements of the curriculum in line with the European and global recommendations?**

1 – no	2 – to a certain extent	3 - mostly	4 – completely
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Please explain what should be modified if Your answer is 1, 2 or 3.

According to the Recommendations 1283 (1996) and 1880 (2009), the suggested learning outcomes and other elements of the curriculum focus on the many views and interpretations of history. Nevertheless, “the cross-community and cross-regional focus of the curriculum” as well as aspects of “the inclusion of cultural, philosophical and economic elements, [...] the role of women and minorities” (both quotations of Recommendation 1880, 6.) could be pointed out much stronger.

**8. Are the learning outcomes and educational content comparable with those in Your country?**

As far as the learning outcomes are concerned, they are comparable, as far as the mandatory topics of the subject in secondary schools are concerned, they aren't.

**9. Please suggest other modifications if You consider them necessary.**

see above (answers to questions 4 and 7)

#### **10. Your conclusion about the proposed curriculum.**

The curriculum suggested is highly ambitious in terms of learning outcomes, skills and attitudes. The five basic interrelated concepts (p. 12-14) and the aims of learning (p. 10) are convincing. Perhaps democratic education as further aim could be revealed explicitly.

Quite rightly the aims of learning are dealt with from the perspective of the pupils.

Furthermore, the curriculum suggested mostly refers to and takes into account the recommendations of the council of Europe for the teaching of history. However, the necessity of teaching the European history of the 19<sup>th</sup> and 20<sup>th</sup> century also implicates discussions on the problems of nationalism and the danger of totalitarianism, both topics should be rather mandatory than transferred to the decisions of each teacher.