

HIS

History

History is both a humanistic and social science subject that deals with the individual's conditions and changes in society over time. People's opportunities and choices in the future are dependent not only on actions and events in the past, but also on making contemporary interpretations of these.

Aim of the subject

Teaching in the subject of history should aim at helping students broaden, deepen and develop their historical consciousness through knowledge of the past, the ability to use historical methods and an understanding of how history is used. Students should thus be given the opportunity to develop their understanding of how different interpretations and perspectives on the past influence our views of the present and perceptions of the future.

Through teaching students should be given the opportunity to develop their historical knowledge and the ability to use history as a frame of reference to understand issues of importance in the present and the future, and to analyse historical processes of change from different perspectives. Students should also be given the opportunity to develop an understanding of living conditions of different ages and explain the role played by people in social change. Teaching should contribute to the realisation that people in every age should be understood in relation to the conditions and values of their time. Students should also develop an understanding of the present and the ability to orient themselves to the future. History is used to both influence social change and to create different identities. Teaching should thus give students the opportunity to develop an understanding of and tools to assess how different people and groups in space and time have used history, as well as the opportunity to reflect on the importance of cultural heritage in understanding identity and reality.

Teaching should provide students with the opportunity to work with historical concepts, questions, explanations and different relationships in time and space to develop an understanding of historical processes of change in society. Use of historical methods should be a part of teaching. This means that students should be given the opportunity to search for, examine, interpret and assess different types of sources, and use different theories, perspectives and tools to explain and illustrate processes of historical change. Through teaching students should be given the opportunity to present the results of their work using various forms of expression, both orally and in writing, and by using modern information technology.

Teaching in the subject of history should give students opportunities to develop the following:

- 1) Knowledge of time periods, processes of change, events and persons on the basis of different interpretations and perspectives.
- 2) The ability to use a historical frame of reference to understand the present and to provide perspective on the future.
- 3) The ability to use different historical theories and concepts to formulate, investigate, explain and draw conclusions about historical issues from different perspectives.
- 4) The ability to search for, examine, interpret and assess sources using source-critical methods, and to present the results using various forms of expression.
- 5) The ability to investigate, explain and assess the use of history in different contexts and during different time periods.

Courses in the subject

- History 1a1, 50 credits, which builds on knowledge from the compulsory school or equivalent. Grades in the course cannot be included in the student's diploma together with grades in the course history 1b.
- History 1a2, 50 credits, which builds on the course history 1a1. Grades in the course cannot be included in the student's diploma together with grades in the course history 1b.
- History 1b, 100 credits, which builds on knowledge from the compulsory school or equivalent. Grades in the course cannot be included in the student's diploma together with grades in the courses history 1a1 or history 1a2.
- History 2a, 100 credits, which builds on the course history 1a2 or history 1b. Grades in the course cannot be included in the student's diploma together with grades in the course history 2b – culture.
- History 2b culture, 100 credits, which builds on the course history 1a2 or history 1b. Grades in the course cannot be included in the student's diploma together with grades in the course history 2a.
- History 3, 100 credits, which builds on the course history 2a or history 2b – culture.

HISHIS01a1

History 1a1

The course history 1a1 covers points 1–2 and 4–5 under the heading Aim of the subject.

Core content

Teaching in the course should cover the following core content:

- The European classification of time periods from a chronological perspective. Prehistory, Ancient history, Antiquity, the Middle Ages, the Renaissance, and the Enlightenment with some selected processes of change and areas of specialization. Problematisation of the dependency of historical classification of periods on cultural and political conditions based on specific areas, such as why the term, the Viking Age, was introduced in Sweden in the late 19th century, or comparisons with classifications in some non-European cultural spheres such as China or India.
- Industrialisation and democratisation during the 19th and 20th centuries, as well as key global processes of change and events, such as migration, peace-making, resource distribution and increased prosperity, international cooperation, human rights, gender equality, colonialism, dictatorships, genocide and conflicts.
- Historical source material that reflects people's roles in political conflict, cultural change, and the attempts of men and women to change both their own situations and those of others. Different perspectives based on social background, ethnicity, generation, gender and sexuality.
- Interpretation and use of different kinds of source materials.
- How individuals and groups have used history in connection with current conflicts and attempts to cooperate.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of processes of change, events and people from different time periods and make different interpretations. In addition, students can **in basic terms** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in basic terms** their importance for different processes. Students give **simple** examples of, and explain **in basic terms** relationships between processes in the past and conditions in the present. In addition, stu-

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dents can draw **simple** conclusions about the significance that processes in the past, and conditions in the present may have on the future.

Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **simple** reflections on the relevance of the material. Students base their assessment on **some source-critical criteria concerning its usefulness and significance for the interpretation.**

Students can **in basic terms** give an account of some historical processes and events that have been used in different ways, and **in basic terms** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of processes of change, events and people from different time periods, and make different interpretations. **Students compare different interpretations, recommend one and in a simple assessment, give reasons for their choice.** In addition, students can **in detail** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail** their importance for different events. Students give **simple** examples of, and explain **in detail** relationships between events in the past and conditions in the present. In addition, students can draw some **well grounded** conclusions about what significance processes in the past, and conditions in the present may have for the future. Students can **with some certainty** search for and interpret source material to answer questions about historical processes, and also make **well grounded** reflections on the relevance of the material. Students base their assessment on **different possible interpretations of the source materials, and evaluate these by making simple assessments.**

Students can **in detail** give an account of some historical processes and events that have been used in different ways, and **in detail** explain why they have been used differently. In addition, students give some examples of different ways of using history, and make **simple** assessments of their significance for contemporary developments and events.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of processes of change, events and people during different time periods, and interpret them differently. **Students compare different interpretations, recommend one and in a**

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balanced assessment, give the reasons for their choice. In addition, students can **in detail and in a balanced way** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail and in a balanced way** their importance for different events. Students give **complex** examples of, and explain **in detail and in a balanced way** relationships between processes in the past and conditions in the present, and argue for and against different ways of viewing these relationships. In addition, students can draw some **well grounded and balanced** conclusions about what the significance of events in the past, and conditions in the present may have for the future.

Students can **with certainty** search for and interpret source material to answer questions about historical processes, and also make **well grounded and balanced** reflections on the relevance of the material. Students base their evaluation on **source-critical methods and make a balanced assessment of different possible interpretations of the source material.**

Students can **in detail and in a balanced way** give an account of some historical processes and events that have been used in different ways, and **in detail and in a balanced way** explain why they have been used differently. In addition, students give some examples of different ways of using history and evaluate this by making **balanced** assessments of their significance for contemporary processes and events.

HISHIS01a2

History 1a2

The course history 1a2 covers points 1–5 under the heading Aim of the subject, with special emphasis on points 3 and 4.

Core content

Teaching in the course should cover the following core content:

- Different historical questions and explanations concerning long-term historical change processes from a chronological perspective which reflects both continuity and change, such as changes in population, formation of states, agricultural development and different views on the value of human beings, on power and gender patterns.
- Industrialisation and democratisation during the 19th and 20th centuries in Sweden and globally, as well as key global processes of change and events, such as migration, peace-making, resource distribution and increased prosperity, international cooperation, human rights, gender equality, but also colonialism, dictatorships, genocide and conflicts. Long-term historical perspectives on changes in power relationships and their different historical explanations.
- Historical source material that reflects people's roles in political conflict, cultural change, and the attempts of men and women to change both their own situations and those of others. Different perspectives based on social background, ethnicity, generation, gender and sexuality.
- Critical examination, interpretation and use of different kinds of source material based on critical source criteria and methods.
- How individuals and groups have used history in everyday life, societal life and politics. The importance of history in forming identity, such as different attitudes to a shared cultural heritage.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of processes of change, events and people from different time periods, and make different interpretations. In addition, students can **in basic terms** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in basic terms** their importance for different processes. Students give **simple** examples of, and explain **in basic terms** relationships between processes in the past and conditions in the present. In addition, stu-

dents can draw **simple** conclusions about the significance that processes in the past, and conditions in the present may have for the future.

Students can **with some certainty** use **some** historical concepts to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **simple** reflections on the relevance of the material. Students base their assessment on **some source-critical criteria concerning its usefulness and significance for the interpretation.**

Students can **in basic terms** give an account of some historical processes and events that have been used in different ways, and **in basic terms** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of processes of change, events and people from different time periods, and make different interpretations. **Students compare different interpretations, recommend one and in a simple assessment, give reasons for their choice.** In addition, students can **in detail** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail** their importance for different events. Students give **simple** examples of, and explain **in detail** relationships between events in the past and conditions in the present. In addition, students can draw some **well grounded** conclusions about the significance processes in the past, and conditions in the present may have for the future. Students can **with some certainty** use historical concepts to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **Well grounded** reflections on the relevance of the material. Students base their evaluation on **source-critical methods and make a simple assessment of different possible interpretations of the source material.**

Students can **in detail** give an account of some historical processes and events that have been used in different ways, and **in detail** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

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Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of processes of change, events and people during different time periods, and interpret them differently. Students compare different interpretations, recommend one and in a **balanced** assessment, give the reasons for their choice. In addition, students can **in detail and in a balanced way** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail and in a balanced way** their importance for different events. Students give **complex** examples of, and explain **in detail and in a balanced way** relationships between processes in the past and conditions in the present, and argue for and against different ways of viewing these relationships. In addition, students can draw some **well grounded and balanced** conclusions about the significance events in the past, and conditions in the present may have for the future.

Students can **with certainty** use historical concepts to formulate, investigate, explain and draw conclusions about historical questions from different perspectives. Students can **with certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **well grounded and balanced** reflections on the relevance of the material. Students base their evaluation on **source-critical methods and make a balanced assessment of different possible interpretations of the source material**.

Students can **in detail and in a balanced way** give an account of some historical processes and events that have been used in different ways, and **in detail and in a balanced way** explain why they have been used differently. In addition, students give some examples of different ways of using history and evaluate this by making **balanced** assessments of their significance for contemporary developments and events.

HISHIS01b

History 1b

The course history 1b covers points 1–5 under the heading Aim of the subject.

Core content

Teaching in the course should cover the following core content:

- The European classification of time periods from a chronological perspective. Prehistory, Ancient history, Antiquity, the Middle Ages, the Renaissance, and the Enlightenment with some areas of specialization. Problematisation of the dependency of historical classification of periods on cultural and political conditions based on specific areas, such as why the term, the Viking Age, was introduced in Sweden in the late 19th century, or comparisons with classifications in some non-European cultures.
- Industrialisation and democratisation during the 19th and 20th centuries in Sweden and globally as well as, as well as key global processes of change and events, such as migration, peace-making, resource distribution and increased prosperity, international cooperation, human rights, gender equality, but also colonialism, dictatorships, genocide and conflicts. Long-term historical perspectives on changes in power relationships and their different historical explanations.
- Different historical questions and explanations concerning long-term historical change processes from a chronological perspective which reflects both continuity and change, such as changes in population, formation of states, agricultural development and different views on the value of human beings, on power and gender patterns.
- Historical source material that reflects people's roles in political conflict, cultural change, and the attempts of men and women to change both their own situations and those of others. Different perspectives based on social background, ethnicity, generation, gender and sexuality.
- Critical examination, interpretation and use of different kinds of source material based on critical source criteria and methods.
- How individuals and groups have used history in everyday life, societal life and politics. The importance of history in forming identity, such as different attitudes to a shared cultural heritage, and as instruments for exercising influence in current conflicts.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of processes of change, events and people from different time periods, and make different interpretations. In addition, students can **in basic terms** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in basic terms** their importance for different processes. Students give **simple** examples of, and explain **in basic terms** relationships between processes in the past and conditions in the present. In addition, students can draw **simple** conclusions about the significance that processes in the past, and conditions in the present may have for the future.

Students can **with some certainty** use **some** historical concepts to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **simple** reflections on the relevance of the material. Students base their assessment on **some source-critical criteria concerning its usefulness and significance for the interpretation.**

Students can **in basic terms** give an account of some historical processes and events that have been used in different ways, and **in basic terms** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of processes of change, events and people from different time periods, and make different interpretations. **Students compare different interpretations, recommend one and in a simple assessment, give reasons for their choice.** In addition, students can **in detail** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail** their importance for different events. Students give **simple** examples of, and explain **in detail** relationships between events in the past and conditions in the present. In addition, students can draw some **well grounded** conclusions about the significance processes in the past, and conditions in the present may have for the future. Students can **with some certainty** use historical concepts to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

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Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **well grounded** reflections on the relevance of the material. Students base their evaluation on **source-critical methods and make a simple assessment of different possible interpretations of the source material.**

Students can **in detail** give an account of some historical processes and events that have been used in different ways, and **in detail** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of processes of change, events and people during different time periods, and interpret them differently. **Students compare different interpretations, recommend one and in a balanced assessment, give the reasons for their choice.** In addition, students can **in detail and in a balanced way** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail and in a balanced way** their importance for different events. Students give **complex** examples of, and explain **in detail and in a balanced way** relationships between processes in the past and conditions in the present, and argue for and against different ways of viewing these relationships. In addition, students can draw some **well grounded and balanced** conclusions about the significance events in the past, and conditions in the present may have for the future.

Students can **with certainty** use historical concepts to formulate, investigate, explain and draw conclusions about historical questions from different perspectives. Students can **with certainty** search for, examine and interpret source material to answer questions about historical processes, and also make well grounded and balanced reflections on the relevance of the material. Students base their evaluation on **source-critical methods and make a balanced assessment of different possible interpretations of the source material.**

Students can **in detail and in a balanced way** give an account of some historical processes and events that have been used in different ways, and **in detail and in a balanced way** explain why they have been used differently. In addition, students give some examples of different ways of using history and evaluate this by making **balanced** assessments of their significance for contemporary developments and events.

HISHIS02a

History 2a

The course history 2a covers points 1–5 under the heading Aim of the subject, with special emphasis on point 3. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Thematic specialisation concerning historical questions of importance for individuals, groups and society, such as local history, global migration and cultural encounters, different historical world views, views on gender equality and the value of human beings, and also the use of resources and people's relationship to nature.
- Historical concepts and explanatory models, and their application to different historical questions.
- Examination and interpretation of historical source material, such as archives, press material and databases, as a starting point for investigating historical questions.
- How history is used in different cultural forms. The importance of different historical themes in different genres, such as film, literature and music, and also in different forms of youth culture.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of processes of change, events and people from different time periods, and make different interpretations. In addition, students can **in basic terms** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in basic terms** their importance for different processes. Students give **simple** examples of, and explain **in basic terms** relationships between processes in the past and conditions in the present. In addition, students can draw **simple** conclusions about the significance that processes in the past, and conditions in the present may have for the future.

Students can **with some certainty** use **some** historical concepts and **some** theories to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **simple** reflections on the relevance of the material. Students base their assessment on **source-**

critical criteria concerning the source's usefulness and its significance for the interpretation.

Students can **in basic terms** give an account of some historical processes and events that have been used in different ways, and **in basic terms** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of processes of change, events and people from different time periods, and make different interpretations. **Students compare different interpretations, recommend one and in a simple assessment, give reasons for their choice.** In addition, students can **in detail** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail** their importance for different events. Students give **simple** examples of, and explain **in detail** relationships between events in the past and conditions in the present. In addition, students can draw some **well grounded** conclusions about the significance processes in the past, and conditions in the present may have for the future. Students can **with some certainty** use historical concepts and **different** theories to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **well grounded** reflections on the relevance of the material. Students base their evaluation on **source-critical methods and make a simple assessment of different possible interpretations of the source material.**

Students can **in detail** give an account of some historical processes and events that have been used in different ways, and **in detail** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of processes of change, events and people during different time periods, and interpret them differently. **Students compare different interpretations, recommend one and in a balanced assessment, give the reasons for their choice.** In addition, students can **in detail and in a balanced way** give an account of the evolution of process-

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es of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail and in a balanced way** their importance for different events. Students give **complex** examples of, and explain **in detail and in a balanced way** relationships between processes in the past and conditions in the present, and argue for and against different ways of viewing these relationships. In addition, students can draw some **well grounded and balanced** conclusions about the significance events in the past, and conditions in the present may have for the future.

Students can **with certainty** use historical concepts and different theories to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **well grounded and balanced** reflections on the relevance of the material. Students base their evaluation on **source-critical methods and make a balanced assessment of different possible interpretations of the source material**.

Students can **in detail and in a balanced way** give an account of some historical processes and events that have been used in different ways, and **in detail and in a balanced way** explain why they have been used differently. In addition, students give some examples of different ways of using history and evaluate this by making **balanced** assessments of their significance for contemporary developments and events.

HISHIS02b

History 2b – culture

The course history 2b – culture covers points 1–5 under the heading Aim of the subject, with special emphasis on point 3. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Thematic specialisation concerning historical questions of importance from a cultural perspective, such as leading ideas, mentalities and world views, the development of the arts, and also changes in cultural forms of communication over different periods.
- Different concepts of art and culture from a historical perspective. The encounter between established culture and different forms of new cultural movements, including popular cultural movements of the 20th century.
- Historical concepts and explanatory models, and their application to different historical questions.
- Examination and interpretation of historical source material, such as archives, press material and databases, as a starting point for investigating historical questions.
- How history is used in different cultural forms. The importance of different historical themes in different genres, such as film, literature and music, and also in different forms of youth culture.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of processes of change, events and people from different time periods, and make different interpretations. In addition, students can **in basic terms** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in basic terms** their importance for different processes. Students give **simple** examples of, and explain **in basic terms** relationships between processes in the past and conditions in the present. In addition, students can draw **simple** conclusions about the significance that processes in the past, and conditions in the present may have for the future.

Students can **with some certainty** use **some** historical concepts and **some** theories to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

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Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **simple** reflections on the relevance of the material. Students base their assessment on **source-critical criteria concerning the source's usefulness and its significance for the interpretation.**

Students can **in basic terms** give an account of some historical processes and events that have been used in different ways, and **in basic terms** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of processes of change, events and people from different time periods, and make different interpretations. **Students compare different interpretations, recommend one and in a simple assessment, give reasons for their choice.** In addition, students can **in detail** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail** their importance for different events. Students give **simple** examples of, and explain **in detail** relationships between events in the past and conditions in the present. In addition, students can draw some **well grounded** conclusions about the significance processes in the past, and conditions in the present may have for the future. Students can **with some certainty** use historical concepts and **different** theories to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **well grounded** reflections on the relevance of the material. Students base their evaluation on **source-critical methods and make a simple assessment of different possible interpretations of the source material.**

Students can **in detail** give an account of some historical processes and events that have been used in different ways, and **in detail** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of processes of change, events and people during different time periods, and interpret them differ-

ently. **Students compare different interpretations, recommend one and in a balanced assessment, give the reasons for their choice.** In addition, students can **in detail and in a balanced way** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail and in a balanced way** their importance for different events. Students give complex examples of, and explain **in detail and in a balanced way** relationships between processes in the past and conditions in the present, and argue for and against different ways of viewing these relationships. In addition, students can draw some **well grounded and balanced** conclusions about the significance events in the past, and conditions in the present may have for the future.

Students can **with certainty** use historical concepts and different theories to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **well grounded and balanced** reflections on the relevance of the material. Students base their evaluation on **source-critical methods and make a balanced assessment of different possible interpretations of the source material.**

Students can **in detail and in a balanced way** give an account of some historical processes and events that have been used in different ways, and **in detail and in a balanced way** explain why they have been used differently. In addition, students give some examples of different ways of using history and evaluate this by making **balanced** assessments of their significance for contemporary developments and events.

HISHIS03

History 3

The course history 3 covers points 1–5 under the heading Aim of the subject, with special emphasis on points 3–5. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Some global change processes during the 19th and 20th centuries. Their specific processes and consequences for society, groups and individuals at regional or local levels.
- Different methods of searching for, processing and compiling historical source material, such as from archives, oral history or digital media.
- Problems related to methods and sources when using different types of historical source material in such areas as political history, social history or environmental history.
- How studies based on primary sources in relation to formulated historical questions are carried out, and how the results can be compiled, presented and discussed.
- How history is used in cultural heritage, such as archives, libraries and museums based on a regional or local perspective.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of processes of change, events and people from different time periods and make different interpretations. In addition, students can **in basic terms** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in basic terms** their importance for different processes. Students give **simple** examples of, and explain **in basic terms** relationships between processes in the past and conditions in the present. In addition, students can draw **simple** conclusions about the significance that processes in the past, and conditions in the present may have for the future.

Students can **with some certainty** use **some** historical concepts and **some** theories to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **simple** reflections on the relevance of the material. Students base their assessment on source-

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critical methods and interpretation options they have pointed out. In addition, students **in basic terms** give reasons for their choice of methods and interpretations. Students can **in basic terms** give an account of some historical processes and events that have been used in different ways, and **in basic terms** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of processes of change, events and people from different time periods, and make different interpretations. **Students compare different interpretations, recommend one and in a simple assessment, give reasons for their choice.** In addition, students can **in detail** give an account of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail** their importance for different events. Students give **simple** examples of, and explain **in detail** relationships between events in the past and conditions in the present. In addition, students can draw some **well grounded** conclusions about the significance processes in the past, and conditions in the present may have for the future.

Students can **with some certainty** use historical concepts and **different** theories to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with some certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **well grounded** reflections on the relevance of the material. Students base their assessment on source-critical methods and interpretation options they have pointed out. In addition, students **in detail** give reasons for their choice of methods and interpretations.

Students can **in detail** give an account of some historical processes and events that have been used in different ways, and **in detail** explain why they have been used differently. In addition, students give some examples of different ways of using history and make **simple** assessments of their significance for contemporary developments and events.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of processes of change, events and people during different time periods, and interpret them differently. **Students compare different interpretations, recommend one and in a**

balanced assessment, give the reasons for their choice. In addition, students can **in detail and in a balanced way** give an account of the evolution of processes of change and events, as well as their causes and consequences. Students give examples of some individuals and explain **in detail and in a balanced way** their importance for different events. Students give **complex** examples of, and explain **in detail and in a balanced way** relationships between processes in the past and conditions in the present, and argue for and against different ways of viewing these relationships. In addition, students can draw some **well grounded and balanced** conclusions about the significance events in the past, and conditions in the present may have for the future.

Students can **with certainty** use historical concepts and **different** theories to formulate, investigate, explain and draw conclusions about historical questions from different perspectives.

Students can **with certainty** search for, examine and interpret source material to answer questions about historical processes, and also make **well grounded and balanced** reflections on the relevance of the material. Students base their assessment on source-critical methods and interpretation options they have pointed out. In addition, students **in detail and in a balanced way** give reasons for their choice of methods and interpretations.

Students can **in detail and in a balanced way** give an account of some historical processes and events that have been used in different ways, and **in detail and in a balanced way** explain why they have been used differently. In addition, students give some examples of different ways of using history and evaluate this by making **balanced** assessments of their significance for contemporary processes and events.