

# NETHERLANDS



## PISA Rankings

2006			2003			2000		
MATH	SCIENCE	READING	MATH	SCIENCE	READING	MATH	SCIENCE	READING
5	9	11	4	8	9	DID NOT PARTICIPATE		

Population size:	16,381,693
Student enrollment:	1,597,480 in 2007–08
U.S. states with similar statistics:	Georgia, Michigan

### General description of K–12 education:

Compulsory education in the Netherlands begins at age 5 and lasts for 12 full years. The school year is 230 days long. The Netherlands has common standards, referred to as Core Objectives. Once primary education is completed, students have several secondary education options: pre-vocational secondary education (4 years), senior general secondary education (5 years), or pre-university education (6 years). The national institute for educational measurement (CITO) develops pupil attainment tests, which are used as secondary school entrance exams. The majority of schools use the CITO test, but it is not a requirement. In 2010, The Netherlands will hold a conference to discuss expanding the role of history in the core objectives.

### Required subjects:

Dutch, English, arithmetic and mathematics; social and environmental studies (including geography and history; science (including biology); citizenship, social and life skills (including road safety); healthy living; social structures (including political studies and religious and ideological movements); creative expression (including music, drawing, and handicrafts); sports and movement.

### EXCERPTS

The document included for the Netherlands is an excerpt from a school leaving exam for college-bound students obtained from CITO International:

- History—grade 12

*Note: This document was translated into English from Dutch.*

# NETHERLANDS

## Excerpts

### SCHOOL LEAVING EXAM FOR COLLEGE-BOUND STUDENTS

#### The Colonial Relationship between the Netherlands/ the Dutch and the Dutch East Indies

1. Suppose:

Two shipwrecks of ships that were on their way to the Dutch East Indies are discovered. One was loaded with barrels full of silver two-and-a-half guilder coins and ballast such as bricks. The other carried a cargo of cotton fabric from Twente (“katoentjes”). Explain which wreck is from the VOC (Dutch East Indies Company) era and which is from the NHM (Netherlands Trading Company) era.

2. The VOC employed chaplains for its own personnel. These chaplains were forbidden from spreading their belief in the Dutch East Indies. Explain why the VOC prohibited this, and name one reason why this prohibition did not apply to the Moluccan Islands.

#### SOURCE 1

Around 1827, Johannes Olivier, director of the “Landsdrukkerij” (National Printing Office) at Batavia, gives a description of the domestic life of the colonial “oudgast” (veteran of the tropics).

*Thus, the oudgast emerges from his sleeping quarters at around 5 AM dressed in a “kabaai” and a “sarong.” The kabaai is a type of loose robe made of cotton or chintz; the sarong is a garment that is completely unknown in Europe, and consists of a cotton cloth, printed with a floral or checkered pattern, and looks like a wide bottomless sack. The wearer steps into the garment feet first and rolls it around his loins, after which he tucks the tip into the garment, giving the appearance of a women’s skirt. (...) Dressed in this morning outfit, the oudgast strolls up and down the gallery or veranda wearing slippers, but no socks. (...)*

*After a refreshing bath, he retreats inside and, unabashedly sporting the airy morning attire described previously, makes his way to the table, where an abundant breakfast is already laid out.*

*Breakfast consists half of European, and half of native dishes. The primary components are nasi, curry, sambal or another side-dish with fried fish, cold meat, pork chops, eggs, etc.*

#### 3. Use Source 1.

This description is consistent with the contacts between the Dutch and the population of the Indonesian archipelago around 1830. Clarify this by:

- naming one characteristic of those contacts and
- using one fact from the source to show that this text is consistent with this, and
- (ignoring the source) indicating what change took place in those contacts in approximately 1900.

#### SOURCE 2

An anonymous political cartoon entitled “De Groothandelaar” (The Wholesaler), circa 1840



Explanation: The crate, the barrels and the bags on the head of the sea monster are marked with the letters “NM”, an abbreviation for “Nederlandsche Handel-Maatschappij” (Dutch Trading Company), and the letters “mo-no-po-li” (monopoly).

#### 4. Use Source 2.

This cartoon about the NHM belongs in a conservative newspaper of that time. Show that this statement is correct by:

- using one element in the cartoon to explain what criticism is being leveled at the NHM, and
- explaining why this is consistent with the mindset of conservatives of that time.

5. The following events in the history of Indonesia are listed in random order:

1. Proclamation of the Coolie Ordinance.
2. The Agrarian Law takes effect.
3. Opening of the Suez Canal.
4. The Lombok expedition.
5. End of the Atjeh War.
6. The first private enterprises receive concessions for minerals exploration.

Place these events in the correct chronological order, from earlier to later. Record the numbers only.

6. During and after the Cultivation System, Java's feudal agrarian society was increasingly replaced by a money-based economy. Explain why for many Javanese farmers the introduction of a monetary economy constituted a change for the worse.

#### SOURCE 3

In an 1899 plea in the magazine "De Gids," C.Th. van Deventer argued in favor of paying off the "debt of honor" owed to the Dutch East Indies, primarily through (wealth) taxes paid by the more affluent Dutch people.

*Let me then remind (the Dutch taxpayers) that in the Netherlands, the prosperity of the upper classes to which they belong is very closely related to the preservation of our colonies in the Dutch East Indies, and that there is no better way to ensure this preservation than a policy of justice and fairness. Only then will we be able to secure a long-term power unmatched by even the strongest landing forces: the respect, the love, and the loyalty of Insulindé's large population. It is not too late yet: A large majority of natives is content (or at least not discontent) under Dutch rule, and does not know any better. But even in Indonesia, "les idées marchent" (ideas will spread) among the native population!*

#### 7. Use Source 3.

A Statement:

Van Deventer is considered one of the originators of the Dutch Ethical Policy. Nevertheless, based on this fragment, the Dutch government that introduced the Ethical Policy around 1900 would have objected to Van Deventer's view. Explain:

- what Van Deventer viewed as a motive for changing the colonial policy, and
- with which motive the Dutch government of that time responded.

#### SOURCE 4

Dutch social democrat D.M.G. Koch was a journalist in Bandung. In 1927, Sukarno invited him to become a member of the Bandoengse Algemene Studieclub (Bandung general study club), a precursor to the PNI. He describes this in his memoirs:

*I had only been a member of the Studieclub for a short time when Sukarno asked me to give a lecture (...). I suggested I speak about Gandhi. Sukarno and his supporters had adopted the non-cooperation principle, which I considered wrong, and I thought it would be a good idea to point out the consequences of this policy in then British India. While I laid out my argument, my audience was silent, although I knew and felt that the majority of them disagreed: a subtle sense of courtesy kept them from interrupting and voicing criticism. After I was through, however, there was plenty of discussion. The overall gist of the objections was that nobody wanted anything to do with a government that neglected the interests of the population and impeded the development of the native society. In itself, I could appreciate that sentiment, which showed national awareness, the desire for an identity. But I disagreed with the position that this automatically necessitated a refusal to utilize the facilities created by the colonial regime in the best interests of the population to the extent possible. In the end, I received a perfunctory, unexcited applause.*

*I remember another experience I had as a member of the Studieclub. A number of members, including Dr. Tjipto Mangoenkoesoemo, nominated me for a board position, which I accepted. Latif objected. He did not want a Dutchman on the board. "What people always say about us Indonesians," he said, "is that we need help from Europeans to achieve anything, that we cannot do anything ourselves." He did not have a problem with me personally; his resistance to my candidacy was based on principle. I withdrew my candidacy.*

#### 8. Use Source 4.

In 1927, the author of this text is a well-known member of the SDAP ("Sociaal-Democratische Arbeiders Partij"—Social-Democratic Labor Party), the precursor to the present day PvdA (Labor Party). Explain how his opinion about the collaboration of Indonesian nationalists with the Dutch colonial government typifies the social-democratic view of the manner in which political goals should be attained.

#### 9. Use Source 4.

In this text, Koch shows the failure of the association concept. Explain.

**SOURCE 5**

Shortly after Indonesia declared its independence, Sukarno gave his first presidential speech on August 23, 1945.

*For twenty-five years, we have begged and pleaded for military training, so that we would be able to defend ourselves. All to no avail! Nevertheless, the Dutch declared war on Japan, without consulting us. Because of this and because of their subsequent cowardly flight, they placed us at the mercy of the Japanese occupation and plunged us into the most profound misery of war, famine, disease, and poverty. They have not lifted a finger to liberate us. But now that Japan has been forced to surrender by the American nuclear bomb, they want to return, to enslave us and render us defenseless again, so that we can be plunged into misery yet again soon. Never! We would sooner fight to the death.*

**10. Use Sources 4 and 5.**

In Source 5, Sukarno implicitly refers to the discussion that took place among Indonesian nationalists during the 1920's about cooperation vs. non-cooperation. Describe Sukarno's view of this discussion by:

- first describing the Indonesian nationalists' position on this issue in 1927 (Source 4), and
- then clarifying how Sukarno represented this position in 1945 (Source 5), and
- then explaining this representation (without using the source material).

**SOURCE 6**

Photograph of the Van Heutsz Monument, Batavia, 1945



The monument reads: Indonesia never again the "life-blood" of any nation! Graffiti on the side of the monument reads: "The birth-right of a nation: self-determination."

**11. Use Source 6.**

A statement:

The inscriptions on the monument in this photograph show that the Indonesian nationalists' propaganda accurately assessed the international relationships of the time. Name one argument that would support this statement, and give one reason why specifically the Van Heutsz monument was used for this text.

12. A sentence from a Dutch history book:

"On December 27, 1949, the transfer of sovereignty was signed, granting Indonesia independence."

Explain what objection an Indonesian might have to this representation of events.

13. In 1950, Sukarno put an end to Indonesia's federal statehood by declaring it a unified state. Explain why this event:

- was unacceptable to a large part of the inhabitants of the Moluccan Islands, and
- made the Dutch government decide against transferring New Guinea to Indonesia as planned.

14. Around 1948 and around 1962, the Netherlands and Indonesia were at odds. The United States played a role in both conflicts. Explain:

- the role played by the United States during the conflict around 1948, and
- the role played by the United States during the conflict around 1962, and
- what continuity can be detected in the role played by the United States in both conflicts, and
- how this position on the United States' part can be explained.

**To War! European Wars, 1789–1919.****War as a Societal Phenomenon**

15. For the French revolutionary government, the coalition wars that broke out after the French Revolution were motivated by both power politics and ideology.

Explain this statement for both motivations.

16. The French Revolution had a large impact on the social composition of the French army. Explain.

**SOURCE 7**

A letter from Germany from Frans Caroo, a soldier in the French army, to his family in Hulst (Zeeland Flanders), dated 1813.

*Erfurt, August 29, 1813*

*My dear brother and sister, uncle, aunt, and cousins in Hulst:*

*I am writing to let you know that I am in good health. I hope the same goes for you. I also wanted to tell you that I had been suffering a fever for some time, but that has now subsided. I also wanted you to know that life here is very expensive, and those with no money are condemned to deep poverty. As you can imagine, with so many people, everything is expensive. Also, I am garrisoned in this city; we are at the local barracks, which already houses many soldiers. Everyday, injured are brought in. Over eight days, I have seen 9,000 of them coming through. Although I cannot, or may not, write any news, I hope to be home soon.*

*And I would very much appreciate it if you could send me 20 francs at this address immediately, without waiting two days, because I fear I may not be here much longer (...)*

**17. Use Source 7.**

Suppose: You are studying the socio-economic aspects of the Napoleonic wars. You find this letter and wonder whether this source would be useful for your study. Discuss the usefulness of this source for your study of the socio-economic aspects of the Napoleonic wars by:

- first deriving a socio-economic aspect of the Napoleonic wars from the source, and
- then giving one argument in favor of and one argument against the reliability of the information provided in this source, and
- finally giving one argument in favor of and one argument against the representativeness of this source for your study.

18. The following events are all connected to the Crimean War:

1. The Russian czar claims patronage over the Orthodox Christians in the Turkish Empire.
2. Great Britain institutes military censorship.
3. The Grand Alliance is formed at the Vienna Congress.
4. In Turkey, a discussion starts about the choice between reform in the Western sense and a return to Islamic rule.
5. Russia defeats the Turkish fleet in the Black Sea.
6. Sebastopol captured by Great Britain and France after a siege.
7. Czar Alexander II succeeds his father, Nicholas I, and accepts Napoleon III's peace proposal.

Place these events in the correct chronological order, from earlier to later. Record the numbers only.

**SOURCE 8**

In 1857, Florence Nightingale wrote the following in response to questions from a British parliamentary fact-finding committee about medical treatment in the army:

*We have more information about the medical history of the Crimean War than about that of any other war. In aggregate, these data constitute complete proof that, after the disaster caused by neglect, the army has attained the highest status of health and efficiency. Nowhere in history is such an example to be found. It is the complete experiment (conducted by myself in the Crimea) on a giant scale.*

**19. Use Source 8.**

This source leads you to make the following statements:

- The Crimean War led to a change in the organization of the British army.
- This source shows a change in the role of women in Great Britain after the Crimean War.

Support each statement.

20. The French-German war of 1870–1871 was supposed to offer both Napoleon III and Bismarck a solution to their political problems. Name one such political problem for each country, and explain how it could be solved by the war.

**SOURCE 9**

This painting dated 1878 entitled “Kaiserproklamation” (Imperial Proclamation), portrays the declaration of the German Empire in 1871. It shows Bismarck (in white, in front of the podium) and Emperor Wilhelm I (on the podium) surrounded by cheering German rulers and high officers.



**21. Use Source 9.**

Bismarck was given a central position in this painting. Name:

- one reason why this painting may be considered propaganda, and
- (ignoring the source) two reasons why Bismarck had earned this central position during the period leading up to the event pictured.

22. One component of Emperor Wilhelm II's Weltpolitik (world policy) was the acquisition of colonies for Germany. Explain why this was a contributing factor to the outbreak of World War I.

23. Many socialists supported their governments at the outbreak of World War I. Explain why many socialists opposed the war on principle, yet still supported their governments.

**SOURCE 10**

In April, 1915, medical student Robert Otto Marcus, a volunteer in the German army, wrote a letter to his parents from the front in France:

*Yes, Father, I did receive your letter containing the newspaper clipping. Although the clipping about the possibility of obtaining leave to finish one's medical studies was very interesting, it did not take me long to reach a decision. Of course I would love to take the examination, that is not the problem. At least that way, my studies would be over and I would be done. But not now. The primary reason is this unbearable thought: I would be in Munich for 6 months, far away from war and danger, leaving my comrades in the field, ready to die for the fatherland at any moment. While I am sure that I would study hard and pass the examination, I also know that after all hardships of war, I would go and have some fun. (...) I would never be able to keep from thinking about the others, sacrificing themselves for me while I am enjoying myself, attending a coffee-time concert or going for a stroll in Partenkirchen. (...) In short: I would not be able to justify starting work for the examination and pursuing selfish pleasures to myself now of all times, even with the state's approval.*

**24. Use Source 10.**

Robert Otto Marcus disagrees with his government about the best way in which he can serve the fatherland. List what this disagreement is, and explain that it is caused by the demands imposed on countries by modern warfare.

**SOURCE 11**

In January, 1916, student Johannes Haas, a volunteer in the German army, wrote the following from France:

*Reinhold, one of the boys in my group, got a letter from his wife, in which she wrote that she has been forced to take all of their furniture to the pawnshop, except the beds. Of course, it surprises the officers that people have lost their drive. These "champagne and caviar" bastards are living high on the hog, while we are dying in the mud, getting 12 spoonfuls of waste marmalade and 14 sugar cubes for Christmas. That windbag Liebknecht\* is the only one for whom the soldiers have any sympathy and trust left. (...) That is the mood among the rank and file. Be sure to ignore the war correspondents and their nonsense.*

*In spite of everything, I don't believe in the saying: "It isn't peace until we lay down the gun." But at some point, all hell will be unleashed. When that happens, those who have already died for the fatherland will be the lucky ones, because it will be worse than the war itself.*

\* Karl Liebknecht was the leader of the German communist Spartakusbund

**25. Use Sources 10 and 11.**

Suppose:

A historian uses these two letters to study the interaction between soldiers in the trenches and their home front. He observes that contact with the home front can affect soldiers' morale in different ways.

Use the two letters to explain on what this historian bases his observation.

**26. Use Source 11.**

Johannes Haas is pessimistic about the situation in Germany after the end of the war.

Explain:

- whether his prediction has come true, and
- what he suggests caused this situation.

**SOURCE 12**

A Russian poster from 1916, encouraging the population to buy war bonds.



Translation: Buy a war bond at five and a half percent interest; the greater the number of grenades, the more certain our victory.

Explanation: The building in the background is a weapons factory

**27. Use Source 12.**

Two statements:

1. This poster shows that the Russian government realizes the huge importance of the home front in a modern war.
2. As of early 1918, the distribution of this poster no longer fits the Russian government's policies.

Clarify both statements.

**SOURCE 13**

A cartoon by L.J. Jordaan from Dutch magazine "Het Leven" dated May 20, 1919



Caption: "Quiet, these are my fourteen points now. Understood?!"

Explanation: The person in the foreground on the left is US President Wilson; the one on the right is French President Clemenceau. The halo above the figure in the background reads "Pax" (= Peace).

**28. Use Source 13.**

With this cartoon, Jordaan gives his vision of the Versailles peace talks.

Explain: (using one element of the cartoon) what that vision is, and that Jordaan turned out to be right where the Peace of Versailles is concerned.