

Contents

Vol. A

1 <i>YOUTH and HISTORY</i> – An Intercultural Comparison of Historical Consciousness (MAGNE ANGVIK)	A 19
1.1 Aims, History and Methods of the Project	A 19
1.1.1 Introduction	A 19
1.1.2 Aims of the Project	A 20
1.1.3 Participating Countries	A 23
1.1.4 The History of the Project	A 24
1.1.5 Target Group and Sampling Plans	A 27
1.2 The Questioning	A 28
1.2.1 Approval and School-Contacts	A 28
1.2.2 The Field Phase (Data Collection)	A 29
1.2.3 Student Reactions	A 30
1.2.4 The Realized Sample and its Particularities	A 32
1.2.5 Data Entry and Initial Analysis	A 34
1.3 The Questionnaire	A 35
1.3.1 Aims and Instruments for a Cross-Cultural Comparison of Historical Consciousness	A 35
1.3.2 The Questionnaire as an Operationalization of Concepts and Hypo- theses about Historical Consciousness	A 37
1.3.3 Development, Testing and Translation of the Instrument	A 41
2 Descriptive Comparison of European Students' and Teachers' Data (Analysis Centre, Hamburg)	A 48
2.1 Introduction: Strategies of Reduction and Structuring for the Description of Historical Consciousness (BODO VON BORRIES)	A 48
2.1.1 Reduction of Complexity	A 48
2.1.2 Risks of Misleading Interpretation	A 52
2.1.3 Opportunities for Additional Analyses	A 55
2.1.4 Presentation of the Data	A 57
2.2 Historical Motivation and Historical-political Socialization (ANGELA KINDER- VATER and BODO VON BORRIES)	A 62
2.2.1 Background Characteristics and Dispositions of Students	A 62
2.2.2 Relevance and Aims of History (Q. 1: RELEV and Q. 2: AIMS)	A 65
2.2.3 Interest in History: Periods, Kinds and Areas (Q. 21-23: PERIO, KIND and AREA)	A 71
2.2.3.1 Periods (Q. 21: PERIO)	A 71
2.2.3.2 Kinds of History (Q. 22: KIND)	A 74
2.2.3.3 Teachers' Data on Students' Interest in Kinds of History and Com- parison with Students' Answers (TQ 5: TKIND, Q. 22: KIND)	A 80
2.2.3.4 Areas (Q. 23: AREA)	A 81
2.2.4 Fun with and Trust in Different Presentations of History (Q. 3: FUN and Q.4: TRUST)	A 86
2.2.5 Historical Instruction: Perception of Usual Methods and of Focused Goals (Q. 5: USU and Q. 6: FOC)	A 95
2.2.6 Teachers' Data on Historical Instruction and Comparison with Stu- dents' Answers (TQ. 3 and 4: TUSU and TFOC)	A 103
2.2.7 Teachers' Data on Main Problems of Teaching History (TQ. 6: TPROB)	A 105
2.3 Chronological Knowledge, Historical Associations and Historico-Political Concepts (ANDREAS KÖRBER)	A 106
2.3.1 Chronological Representations (Q. 19, 20 and 32, 33)	A 106

2.3.2 Associations with Historical Periods (Q. 26-28: ASMA, ASCO and ASIN)	A 110
2.3.2.1 Middle Ages (Q. 26: ASMA)	A 112
2.3.2.2 The Colonisation Period (Q. 27: ASCO)	A 119
2.3.2.3 Industrialisation (Q. 28: ASIN)	A 123
2.3.3 Associations with Contemporary History (Q. 29, 30: ADOLF and ASEE)	A 127
2.3.3.1 Adolf Hitler (Q. 29: ADOLF)	A 127
2.3.3.1 Eastern Europe Since 1985 (Q. 30: ASEE)	A 132
2.3.4 Judgements to Historico-Political Concepts (Q. 45-47: NATIO, EURO and DEMOC)	A 136
2.3.4.1 Nation and National States (Q. 45: NATIO)	A 137
2.3.4.2 Europe and European Integration (Q. 46: EURO)	A 142
2.3.4.3 Democracy (Q. 47: DEMOC)	A 146
2.3.5 General Conclusion	A 152
2.4 Political Attitudes and Decisions Based on Historical Experiences and Analyses (BODO VON BORRIES)	A 153
2.4.1 Reconstruction and Preservation of Past Phenomena (Q40: MARRY, Q. 43: PRSRV)	A 153
2.4.1.1 Enforced Marriage in the Past (Q. 40: MARRY)	A 153
2.4.1.2 Conflict Between Traffic and Monuments (Q. 43: PRSRV)	A 157
2.4.2 Argumentation with Historical Claims (Q. 41: ABN, Q. 42: PAY) ..	A 161
2.4.2.1 Claims for a Lost Territory (Q. 41: ABN)	A 161
2.4.2.2 Obligations for Colonial Reparations (Q. 42: PAY)	A 165
2.4.3 Legitimation of Economic Wealth and Civil Rights (Q. 39: RICH, Q. 44: IMMI)	A 167
2.4.3.1 Ascription of Wealth (Q. 39: RICH)	A 167
2.4.3.2 Immigrants' Rights and Integration (Q. 44: IMMI)	A 169
2.4.4 Commitment to Political Values and Issues (Q. 31: IMPO, Q. 48: PRVOTE)	A 172
2.4.4.1 Important Values of Life (Q. 31: IMPO)	A 172
2.4.4.2 Voting About Controversial Topics (Q. 48: VOTE/PRVOTE) ..	A 176
2.5 Linkages of Three Time Levels: Interpretations of the Past, Perceptions of the Present and Expectations of the Future (BODO VON BORRIES and OLIVER BAECK)	A 181
2.5.1 Determinants of Change in Past and Future Times (Q. 24: NOW, Q. 25: NEXT; BODO VON BORRIES)	A 182
2.5.1.1 Influences in the Past (Q. 24: NOW)	A 182
2.5.1.2 Influences in the Future (Q. 25: NEXT)	A 186
2.5.2 Teachers' Data on Change in Past and Future Times and Comparison to Students' Answers (TQ. 7: TNOW, TQ. 8: TNEXT; BODO VON BORRIES)	A 187
2.5.3 Characteristics of Past and Future (Q. 35: PAST, Q. 36: FUTUR, Q. 37: FEURO; BODO VON BORRIES)	A 190
2.5.3.1 Countries 40 Years Ago (Q. 35: PAST)	A 190
2.5.3.2 Own Country 40 Years Ahead (Q. 36: FUTUR)	A 192
2.5.3.3 Europe Forty Years Ahead (Q. 37: FEURO)	A 195
2.5.4 Comparing Living Conditions at Different Time Levels and in Different Places (OLIVER BAECK)	A 195
2.5.4.1 New Comparative Measures	A 195
2.5.4.2 Country-Specific Characteristics	A 197
2.5.4.3 Influence of Social data	A 202
2.5.5 Biographies Forty Years Ahead (Q. 38: FSELF; BODO VON BORRIES) ..	A 202
2.5.6 History as a Line in Time (Q. 34: LINE; BODO VON BORRIES) ...	A 203
2.6 Summary: Problems and Results of the Cross-Cultural Comparison (BODO VON BORRIES, ANGELA KINDERVATER and ANDREAS KÖRBER)	A 206

2.6.1 Recapitulation of Aims and Conditions of the Analysis	A 206
2.6.2 Main Results I: Second Level Constructs	A 209
2.6.3 Main Results II: Particularities of Countries and Regions	A 213
2.6.4 Main Results III: Differences of Systems and Social Data	A 217
2.6.5 Main Results IV: Contrasts of Minorities and Majorities	A 222
2.6.6 Preliminary Evaluation and Final Remarks	A 230
3 National Peculiarities – The View of the National Coordinators	A 235
3.1 Introduction (MAGNE ANGVIK and BODO VON BORRIES)	A 235
3.2 Icelandic Youth: Optimistic, Democratic and Patriotic (BRAGI GUÐMUNDSSON, Akureyri)	A 236
3.2.1 Primary Schools	A 236
3.2.2 Age, Residence and Religion	A 237
3.2.3 The Attitude to the Past	A 238
3.2.4 The Attitude to the Present	A 238
3.2.5 Hopes for the future	A 239
3.2.6 Summary	A 240
3.3 Do Norwegian Youth Feel Inside or Outside Europe? (MAGNE ANGVIK, Bergen)	A 241
3.3.1 Background	A 241
3.3.2 Education	A 242
3.3.3 Norway's Relation to Europe	A 242
3.3.4 Attitudes towards History	A 243
3.3.5 Presentation of History	A 243
3.3.6 What Happens in History Lessons?	A 244
3.3.7 Interest in History Compared to Other Aspects	A 244
3.3.8 Norway and Europe	A 245
3.3.9 Conclusion	A 246
3.4 Denmark: Selected Aspects on Youth and History in Denmark (VAGN OLUF NIELSEN, Copenhagen)	A 247
3.4.1 Background	A 247
3.4.2 Selected Questions	A 247
3.4.3 How do Pupils Understand the Subject "History"?	A 248
3.4.4 What Happens in History Lessons?	A 249
3.4.5 What is the Pupils' Interest in History?	A 250
3.5 Sweden (CHRISTER KARLEGÄRD, Malmö)	A 252
3.5.1 Background	A 252
3.5.2 The Swedish Sample	A 252
3.5.3 Swedish Teachers on History Teaching	A 252
3.5.4 Some special features of Swedish Students	A 253
3.5.5 Sweden and Nationalism	A 253
3.6 Historical Consciousness of Finnish Adolescents (SIRKKA AHONEN, Helsinki)	A 257
3.6.1 Background: Society and School in Finland	A 257
3.6.2 Special Characteristics of the Finnish Historical Consciousness	A 258
3.6.3 Discussion	A 261
3.7 One Society: Two Different Interpretations of History – The Estonian Case (ANDRUS SAAR, Tallinn)	A 262
3.8 Peculiarities of the Historical Consciousness of Lithuanian Students (ARUNAS POVILIUNAS and IRENA ŠUTINIENĖ, Vilnius)	A 265
3.8.1 Lithuanian Situation	A 265
3.8.2 Contemporary Changes and Historical Consciousness of Lithuanian Adolescents	A 266
3.8.3 European and Lithuanian Future Seen from the Viewpoint of Lithuanian Adolescents	A 267
3.8.4 Peculiarities of the Historical Consciousness of Lithuanian Ethnic Minorities	A 267

3.9 Youth and History: Testing Russian Teenagers in the Time of Transition (VICTOR NEMCHINOV and IRINA TSENINA, Moscow)	A 270
3.9.1 Background	A 270
3.9.2 Constraints	A 271
3.9.3 Sample strategy and stratification pattern	A 272
3.9.4 Russian educational system	A 273
3.9.5 Semantic compatibility	A 273
3.9.6 First results and follow up research suggestions	A 274
3.10 Ukraine: Youth in the Transitional Society (IRINA BEKESHKINA, Kyiv)	A 275
3.10.1 Transitional Period and the Status of History	A 275
3.10.2 Motivation to Deal with History	A 275
3.10.3 Students' Attitudes to and Decisions in their Social Context	A 276
3.10.4 Conclusions	A 278
3.11 Historical Consciousness of Polish Teenagers: The European Challenges (FRANCISZEK RYSZKA and JAN GARLICKI, Warsaw)	A 279
3.11.1 Remarks Concerning the Findings	A 279
3.11.2 How Does the Consciousness Of Young Poles Compare to Other Countries?	A 279
3.12 YOUTH and HISTORY – Hungarian Peculiarities (LÁSZLÓ KÉRI and ZOLTÁN BÉKÉS, Budapest)	A 282
3.13 Former and Current Specificities of Teaching History to Youth in the Czech Republic (FRANTIŠEK ČAPKA and BOHUSLAV KLÍMA, Brno)	A 284
3.14 Slovenia: Dislike of History and Politics (VESNA V. GODINA and VALENTINA HLEBEC, Ljubljana)	A 287
3.14.1 Background: Teaching History in Slovenia	A 287
3.14.2 History and Politics	A 288
3.14.3 Missing answers	A 290
3.14.4 Possible Ways of Interpretation	A 291
3.15 Croatia: Historical Consciousness in the Conditions of Breakdown of one Value System, Building the Nation State and the War (IVAN ŠIBER, Zagreb)	A 292
3.16 Bulgaria's Teenagers at the Crossroads in Europe (KAMELIA GEORGIEVA, TZVETAN MARKOV, and ASSEN KANEV, Sofia)	A 295
3.16.1 Bulgarian Educational System	A 295
3.16.2 Interest in History	A 295
3.16.3 Attitude to One's Own Country and the Nations	A 298
3.16.4 Bulgarian Teenagers and European Integration	A 299
3.16.5 Attitude to Democracy	A 299
3.16.6 Concluding Observations	A 300
3.17 Greece Between Tradition and Modernity, in Search of an Equal Place in the European Taxonomy of Peoples (ANNA FRANGOUDAKI and THALIA DRAG- ONAS, Athens)	A 303
3.17.1 Dutiful Students, rather Conventional towards Authorities	A 303
3.17.2 Greek Students do Not Take Democracy for Granted	A 304
3.17.3 Ethnocentrism: An Established Dichotomy Between "Us" and the "Others"	A 306
3.17.4 The European Union: Democracy and Cultural "Superiority"	A 308
3.18 History Consciousness and Teenagers of Turkey (ORHAN SILIER, Istanbul) .	A 310
3.18.1 The Sample	A 310
3.18.2 Background Information	A 310
3.18.3 Main Features of the Results	A 311
3.19 Israel: Values in Transition: Questionnaire Results of the Israeli Sample (DAN BAR-ON, SHIFRA SAGY, EMDA ORR, and R. RUDROY, Beer Sheva) .	A 316
3.19.1 Sample	A 317
3.19.2 Results	A 317

3.20 Historical Consciousness under Special Circumstances: The Case of the Young Palestinians (ELIA AWWAD, East Jerusalem)	A 322
3.20.1 Introduction	A 322
3.20.2 Results	A 323
3.20.3 Conclusion	A 327
3.21 Historical Consciousness and Learning History Among Portuguese Adolescents (JOSÉ MACHADO PAIS, Lisbon)	A 328
3.21.1 Background Information	A 328
3.21.2 Some Pertinent Facts and Questions	A 329
3.21.3 History	A 331
3.21.4 Learning History	A 334
3.21.5 Summary	A 336
3.22 Spanish Students' Interests and Ideas about Learning and Teaching History (MARGARITA LIMÓN and MARIO CARRETERO, Madrid)	A 337
3.22.1 Introduction	A 337
3.22.2 Some Comments to the Spanish Sample	A 337
3.22.3 Results	A 337
3.22.4 Section 1: History teaching and learning	A 338
3.22.5 "How much interest do you have in the following periods of history?" (Q. 21)	A 340
3.22.6 Conclusions	A 342
3.23 Specificities of Historical Consciousness in Italian Adolescents (EMILIO LAS-TRUCCI, Rome)	A 344
3.23.1 Description of the Italian Sample	A 344
3.23.2 Interest in History (Q. 1 and 2)	A 346
3.23.3 Differences in School-Strata	A 347
3.23.4 Gender Differences	A 349
3.23.5 Interest in Religion and in Politics (Q. 12, 13 and 14).	A 351
3.23.6 Factors Influencing Historical Change (Q. 24 and 25)	A 352
3.24 A bit Ethnocentric, but not Nationalists. The Historical Consciousness of Southern Tyrolean Pupils (FRANZ LANTHALER, Meran)	A 354
3.24.1 Background Information	A 354
3.24.2 Our Position Within the Project	A 356
3.24.3 Why are the Students so Undecided?	A 356
3.24.4 In the Middle of Europe, Average Europeans	A 357
3.24.5 Between Italy and the German World	A 358
3.24.6 Which are the Differences Between the Single Groups?	A 359
3.24.7 Outlook	A 360
3.25 Peculiarities of the Historical Consciousness of German Adolescents (BODO VON BORRIES, Hamburg)	A 361
3.25.1 Germany and Europe	A 362
3.25.2 East and West Germans	A 364
3.25.3 Stability and Change	A 366
3.25.4 Foreigners and Germans	A 367
3.26 Not much Fun in the Flemish History Lessons (JOS VAN DOOREN, Brussels)	A 369
3.26.1 History and the Flemish secondary schools	A 369
3.26.2 In which Respect is the Average Flemish Participant Different from the Average International Participant?	A 369
3.26.3 The Way Flemish Pupils Experience History and History Courses	A 371
3.26.4 Some Particularities in the Historical Consciousness of our Flemish Pupils	A 374
3.27 Youth and History. Some Initial Conceptualizations and Analyses of the British and Scottish Data (PETER LEE, ALARIC DICKINSON, DEREK MAY and DENIS SHEMILT, London and Leeds)	A 377
3.27.1 Context: Changes in History Education in England and Wales	A 377
3.27.2 Context: History Education in Scotland	A 379

3.27.3 British Data Collection	A 379
3.27.4 Data Analysis	A 380
3.27.5 Differentiating Factors Identified by the Central Project Analysis of the English and Welsh Data	A 384
3.27.6 Analysis of the Scottish Students' Data	A 385
3.27.7 Analysis of Data from the Teachers' File	A 386
3.28 Historical Consciousness of French Teenagers (NICOLE TUTIAUX-GUILLON, Paris)	A 388
3.28.1 A Few Remarks	A 388
3.28.2 French Educational System	A 389
3.28.3 High Status of History	A 389
3.28.4 Specificities of School History	A 392
3.28.5 Opening to Immigrants or Indifference to Nation?	A 394
3.29 A Teacher's View on Historical Consciousness of Dutch Pupils; Aims and Expectations, Results and Reality (WILL T.W. BOUWMAN, Helmond) ...	A 396
3.29.1 Background	A 396
3.29.2 The Test and the Teacher, Reflections on the (Un)Expected	A 397
3.29.3 What Aspects of the Dutch Results can be Seen in the Light of Attitudes?	A 398
3.29.4 The View on Democracy and the Attitudes of our Pupils	A 398
3.29.5 Final Conclusions	A 400
4 Further Questions and Perspectives from Different Disciplines	A 401
4.1 Educational Perspectives and Questions (VAGN OLUF NIELSEN)	A 401
4.1.1 Introduction	A 401
4.1.2 Historical Consciousness	A 401
4.1.3 Examining the pupils' historical consciousness	A 403
4.1.4 Relations Between the Pupils' and the Teachers' Answers	A 404
4.2 History	A 407
4.2.1 Scientific Perspectives in the Context of Historiography and Culture of History (SIRKKA AHONEN, MAGNE ANGVIK, BODO VON BORRIES, WILL T.W. BOUWMAN, ANDREAS KÖRBER, and ORHAN SILIER)	A 407
4.2.2 Between Optimism and Pessimism: Young Europeans Looking for a (Common) Sense of History (LUIGI CAJANI)	A 411
4.3 National Identity among European Adolescents: A Psychosocial Approach (THALIA DRAGONAS and ANNA FRANGOUDAKI)	A 417
4.3.1 National Identity as a Psychosocial Subject	A 417
4.3.2 Ethnocentricity, Eurocentricity and the Others	A 418
4.3.3 Final Note	A 422
4.4 "'Europe' is a Geographical Expression, Nothing More" (LASZLÓ KÉRI) ...	A 424
5 Appendix to Volume A	A 430
5.1 Bibliography	A 430
5.2 List of Contributors and National Coordinators	A 437
5.3 Other Publications and Presentations on <i>YOUTH and HISTORY</i>	A 440
5.4 Questionnaires	A 442
5.4.1 Students' Questionnaire	A 442
5.4.2 Teachers' Questionnaire	A 460
5.5 Index of Variable-Names (SPSS), -Numbers (NSDstat) and Questions	A 469
5.5.1 Alphabetical Index by SPSS-Variable Names with Labels	A 469
5.5.2 Concordance of SPSS-Variable-Names and NSD-Variable Numbers	A 482

Vol. B

1 Preface	B 12
2 Items and New Measures (ANDREAS KÖRBER)	B 13
2.1 The Background	B 13
2.2 The Focus of the Project and its Main Problem	B 13
2.3 Developing Constructs	B 15
2.3.1 Using Factor-Analysis	B 15
2.3.2 Using Scales	B 17
2.3.3 Consequences	B 18
2.4 Non-Exclusive Character of the Presented Structure	B 19
2.5 Construct-Variables	B 19
2.5.1 Analytical Independence and Dependence	B 19
2.5.2 Variable-Naming Conventions in the SPSS-Datasets	B 19
2.6 Documentation of the Constructs	B 19
2.6.1 Factor-Tables	B 20
2.6.2 Scale-Tables	B 23
3 Relevance of History and Historical Socialization	B 24
3.1 Relevance of History and Aims of History (Q.1: RELEV and Q.2: AIMS)	B 24
3.2 Fun with Historical Media (Q.3: FUN)	B 33
3.3 Trust in Historical Media (Q.4: TRUST)	B 42
3.4 Fun with and Trust in Media (Q. 3 and 4: FUN and TRUST)	B 51
3.5 Usual Practice in History Lessons (Q.5: USU; TQ.3: TUSU)	B 56
3.5.1 Students' Answers (Q.5: USU)	B 56
3.5.2 Teachers' Answers (TQ. 3: TUSU)	B 62
3.6 Focus of History Lessons (Q.6: FOC; TQ.4: TFOC)	B 66
3.6.1 Students' Answers (Q.6: FOC)	B 66
3.6.2 Teachers' Answers (TQ.4: TFOC)	B 72
3.7 Problems of Teaching History (TQ.6: TPROB)	B 78
4 Social Data and Mental Dispositions	B 82
4.1 Students' Data (Q. 7-18)	B 82
4.2 Teachers' Data and School's Background (TQ. I-XVI)	B 93
5 The Knowledge-Measure (Q. 19,20,32,33)	B 105
5.1 Original Measures	B 105
5.2 Possibilities of Combined Correctness-Measures	B 105
5.3 Pair-Comparisons and Derived Constructs	B 106
6 Interest in History	B 118
6.1 Interest in Periods of History (Q. 21: PERIO)	B 118
6.2 Interest in Kinds of History (Q.22: KIND; TQ.5: TKIND)	B 125
6.2.1 Students' answers (Q.22: KIND)	B 125
6.2.2 Teachers' Answers (TQ.5: TKIND)	B 136
6.3 Interest in Areas of History (Q.23: AREA)	B 142
7 Time-Levels I: Influence of Factors in Past and Future	B 149
7.1 Determinants of Change in the Past (Q.24 NOW)	B 149
7.2 Determinants of Change in the Future (Q. 25 NEXT)	B 162
7.3 Determinants of Change in the Past and in the Future (Q. 24/25: NOW/ NEXT)	B 174
7.4 Determinants of Change in the Past in the Teachers' View (TQ.7: TNOW)	B 190
7.5 Determinants of Change in the Future in the Teachers' View (TQ.8: TNEXT)	B 198

7.6 Teachers' Estimation of the Development of Influences (TQ. 7/8: TNOW/ TNEXT)	B 206
8 Associations with Historical Periods and Contemporary History	B 221
8.1 Initial Remark and Teachers' Report on Coverage in Historical Instruction ...	B 221
8.2 Associations with the Middle Ages (Q. 26: ASMA)	B 224
8.3 Associations with the Colonial Period (Q.27: ASCO)	B 230
8.4 Associations with the Industrialization (Q.28: ASIN)	B 235
8.5 Associations with Adolf Hitler (Q.29: ADOLF)	B 240
8.6 Associations with the Changes in Eastern Europe since 1985 (Q.30: ASEE) ..	B 247
<i>Q.31 (IMPO) see chapter 10.1, p. B 295.</i>	B 252
<i>Q.32 and 33 see chapter 5, p. B 104.</i>	B 252
9 Time-Levels II: Characteristics and Trends	B 252
9.1 The General Course of History: A Line in Time (Q.34)	B 252
9.2 The Own Country 40 Years Ago (Q.35: PAST)	B 255
9.3 The Own Country in 40 Years' Time (Q.36: FUTUR)	B 259
9.4 Europe in 40 Years' Time (Q.37: FEURO)	B 265
9.5 Comparison of the Country in the Past and the Future and of the Country and Europe in the Future (Q. 35/36/37: PAST/FUTUR/FEURO)	B 271
9.5.1 First Approach: Differences	B 271
9.5.2 A Second Approach: Rotation of the Coordinate-System	B 282
9.6 Personal Life in 40 Years' Time (Q.38: FSELF)	B 290
10 Measures for Present Political and Social Orientation	B 296
10.1 Importance of Values (Q.31: IMPO)	B 296
10.2 Attribution of Property (Q. 39: RICH)	B 311
10.3 Enforced Marriage (Q.40: MARRY)	B 317
10.4 Annexation of Newland (Q.41: ABN)	B 324
10.5 Colonial Reparations (Q.42: PAY)	B 332
10.6 Preservation of Monuments (Q.43: PRSRV)	B 337
10.7 Immigrants' Rights (Q.44: IMMI)	B 346
10.8 Voting Issues (Q.48: VOTE,PRVOTE)	B 351
11 Historical-Political Concepts	B 360
11.1 Initial Remark and Teachers' Report on Coverage	B 360
11.2 Nation (Q.45: NATIO)	B 362
11.3 Europe (Q.46: EURO)	B 368
11.4 Democracy (Q.47: DEMOC)	B 373
<i>Q. 48 (VOTE) see chapter 10.8, p. B 350.</i>	B 379
12 Students' Constructs of Second Level	B 379
12.1 Motivation	B 379
12.2 Knowledge, Epochs and Concepts	B 379
12.3 Political Attitudes and Values	B 380
12.4 Expectations of the Future	B 381