



HISTORY SEC 2025
SCHOOL SYLLABUS for YEAR 9

Starting September 2022

Some examples of tasks under each MQF Level

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1. Decide between true or false statements.	1. Decide between true, false or partially true statements.	1. Decide between true, false or partially true statements.
2. Choosing the odd one out from a number of choices.	2. Choosing the odd one out from a number of choices and give a reason for that choice.	2. Choosing the odd one out from a number of choices and give two reasons for that choice.
3. Choosing the correct answer from a number of choices.	3. Choosing the best answer from a number of correct answers.	3. Choosing the best answer from a number of correct answers.
4. Matching phrases to form simple sentence.	4. Matching phrases to form complex sentences divided in two parts.	4. Matching phrases to form complex sentences divided in three parts.
5. Labelling data on maps or diagrams.	5. Interpreting data on maps or diagrams.	5. Explaining facts and data on maps or diagrams.
6. Matching captions with illustrated sources.	6. Writing brief captions to illustrated sources.	6. Writing complex captions to describe illustrated sources.
7. Answering simple and straightforward questions on text/illustrated sources.	7. Answering closed and open ended questions on text/illustrated sources.	7. Answering high-order questions on text/illustrated sources.
8. Complete a matrix table by inserting the 25% missing data.	8. Complete a matrix table by inserting the 50% missing data.	8. Insert the appropriate data in a blank matrix table.
9. Arrange significant historical events, periods or personalities in chronological order.	9. List the main episodes of a significant historical event in chronological sequence.	9. List in chronological sequence the main episodes of a significant historical event and elaborate briefly on the significance of each event.
10. Formulating a chart/web diagram/digital presentation with illustrated sources.	10. Formulating a chart/web diagram/digital presentation with illustrated sources and brief text captions.	10. Formulating a chart/web diagram/digital presentation with illustrated sources and relevant text data.

Subject Focus: Analysing and interpreting historical evidence

Learning Outcome 1

I can observe, Analyse, compare and contrast facts, opinions, positions, motives, bias and objectivity in primary and secondary sources while extrapolating historical information and relating to the dating and chronology, cause and consequence, change and continuity and historical significance of the period or event under study.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1a Identify primary and/or secondary sources.	1.2a Differentiate between primary and secondary sources.	1.3a Relate primary and/or secondary sources to a historical event.
1.1b Identify key facts from primary and/or secondary sources.	1.2b Identify facts and/or views from primary and/or secondary sources.	1.3b Infer opinions, views and/or positions from primary and/or secondary sources.
1.1c Identify the author of the primary and/or secondary source.	1.2c Identify the historical role of the author of the primary and/or secondary source.	1.3c Relate the historical role of the author to the opinions, views and/or positions expressed in the primary and/or secondary source.
1.1d Identify the chronological order from given dates and/or sequence of events.	1.2d Rank the historical events in chronological order.	1.3d Relate historical developments to the chronological order of the historical events.
1.1e Label historical events with the appropriate date.	1.2e Relate the date to a key historical event.	1.3e Differentiate between key dates and/or events and secondary dates and/or events.
1.1f Identify causes and/or consequences of an historical event from a number of given sources.	1.2f Differentiate between causes and consequences of historical events from a number of given sources.	1.3f Relate causes and/or consequences to the corresponding historical events from a number of given sources.
1.1g Identify change and/or continuity of a historical event from a number of given sources.	1.2g Describe instances of change and/or continuity of a historical event from a number of given sources.	1.3g Explain instances of change and/or continuity of a historical event from a number of given sources.

1.1h Identify key facts from a historical map.	1.2h Describe the key features in a historical map.	1.3h Explain a historical map within the context of its historical event and/or development.
1.1i Present basic collected data. <i>Letters; documents; diaries; newspaper articles, graphs; maps; mind-maps; tables; sketches; photos.</i>	1.2i Describe the collected data.	1.3i Analyse the collected data.
	1.2j Provide a brief analysis of the collected data to answer the aim and/or hypothesis of the research topic.	1.3j Provide an interpretation of the data collected.
1.1k Identify the key elements in a historical cartoon.	1.2k Describe the key elements in a historical cartoon.	1.3k Explain the cartoon in its historical context and/or the point of view of the author.
1.1l Identify terms and/or terminology associated with a historical event. <i>e.g. The lettres de cachet with the French Revolution</i>	1.2l Explain terms and/or terminology associated with a particular historical event. <i>e.g. The lettres de cachet with the French Revolution</i>	1.3l Discuss terms and/or terminology as used in their historical context. <i>e.g. The Reign of Terror during the French Revolution.</i>

EUROPEAN HISTORY SECTION

LO 1 Analysing and Interpreting historical evidence

LO 2 - Early Modern Europe (1450-1600)

LO 3 - Revolutions and Nationalism in Europe (1789-1815)

Subject Focus: Early Modern Europe (1450-1600)

Learning Outcome 2

I can analyse and discuss causes, events and consequences about the Italian Renaissance, the Reformation in Europe and the Age of Discovery, Exploration and Colonization with the help of various primary and secondary sources.

The Renaissance

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1a Identify the reasons leading to the origins of the Italian Renaissance.</p> <p>Definition of the word 'Renaissance' as the 'rebirth' of Classical knowledge.</p> <p>The main points are:</p> <ul style="list-style-type: none"> In the late 14th century Italy differed from the rest of Europe in five important ways: It had many Ancient Greek and Roman remains which served as inspiration for the artists of the time; Florence was becoming the wealthiest city in Italy and in Europe as a city of merchants and bankers such as the Medici family; Italian states rivalled with each other for wealth, power and fame as in Ancient Greece. Rome was the headquarters of the Catholic Church. 	<p>2.2a Explain the reasons for the origins of the Renaissance in Italy.</p> <p>Them points covered in MQF1 together with the following:</p> <ul style="list-style-type: none"> The Italian Renaissance started during the 15th century and ended around 1560 when the Counter-Reformation was in full swing; Many 15th century Italian scholars and artists believed that they were living in an age of progress and great cultural change; Many Italians at the time felt proud for they considered themselves the descendants of the Romans. French historian Jules Michelet coined the word 'Renaissance' in his book <i>The Civilization of the Renaissance in Italy</i> (1860). <p>The Italian Renaissance was unique in history for the following reasons:</p> <ul style="list-style-type: none"> It spread from Italy to most of Western Europe; It was long-lasting (from c. 1300 to c.1600); It marked the end of the Middle Ages; It started the Modern Age in Europe. 	<p>2.3a Analyse the reasons why the Renaissance started in Italy.</p> <p>The main points are:</p> <ul style="list-style-type: none"> Flavio Biondo (1392-1463) used for the first time the term <i>medium aevum</i> or 'Middle Ages' to describe the period between the fall of Ancient Rome and the Renaissance (from c. 400 A.D. to c. 1300 A.D.); Marsilio Ficino (1433-1499) wrote that a new age in Florence had 'restored life to the arts, which were almost extinct.' Giorgio Vasari (1511-1574) wrote in 1550 that the arts were moving towards perfection as they had been in Classical times. <p>Historians today agree that Classical culture did not die out completely during the Middle Ages. In fact they identified three attempts to revive it, centuries before the Renaissance proper:</p> <ul style="list-style-type: none"> The Carolingian Renaissance of the early 9th century, characterized by the founding of monasteries, copying classical texts and the gathering of scholars of Roman literature whose invention of the miniscule alphabet and cursive writing we still use today; The 12th Century Renaissance characterized by the building of Gothic Cathedrals, stained glass windows, illuminated manuscripts and the first universities (e.g. Bologna, Padua, Paris). The proto-Renaissance period in Italy (1280-1400) during the lifetime of Dante and Giotto.

Some useful websites:

- The Italian Renaissance: <http://www.flowofhistory.com/units/west/11/FC76>
- The revolution in Renaissance painting: <http://www.flowofhistory.com/units/west/11/FC77A>
- the Scientific Revolution: <https://www.youtube.com/watch?v=9hodYUDDfsY>

Subject Focus: Early Modern Europe (1450-1600)

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The Renaissance

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1b Identify illustrations on the main centres and/or features of the Italian Renaissance. (e.g. <i>portraiture, rediscovery of the dome, perspective in painting, the human form, rediscovery of the Classical period</i>)</p>	<p>2.2b Describe the features of the Italian Renaissance. (e.g. <i>portraiture, rediscovery of the dome, perspective in painting, the human form, rediscovery of the Classical period</i>)</p>	<p>2.3b Explain the importance of key centres and/or features of the Italian Renaissance (e.g. <i>portraiture, rediscovery of the dome, perspective in painting, the human form, rediscovery of the Classical period</i>)</p>
<p>Illustrated sources to be used:</p> <p>Architectural heritage:</p> <ul style="list-style-type: none"> • Florence: <i>Piazza della Signoria</i>; the Cathedral Dome by Brunelleschi; • Rome: The Basilica of St Peter (the Vatican) <p>Artistic heritage:</p> <ul style="list-style-type: none"> • <i>The Last Supper</i> by Leonardo da Vinci; • The <i>Monalisa</i> by Leonardo da Vinci; • The ceiling of the Sistine Chapel by Michelangelo; • The statues of <i>The Pietà, Moses and David</i> by Michelangelo; <p>Key features of the Renaissance: The rediscovery of the dome, realism and perspective in paintings, the human form.</p>	<p>Four features of the Italian Renaissance:</p> <ul style="list-style-type: none"> • Architecture: the return to classical features; • Painting: realism and perspective; • Sculpture: the study of anatomy; • Engineering and mechanics: the experiments by Leonardo da Vinci. 	<p>Key centres of the Renaissance: The same in MQF1 together with any one of the following examples: Florence, Rome, Venice.</p> <p>The main points are:</p> <ul style="list-style-type: none"> • Architecture: the return to Classical features (columns and the dome, symmetry and harmony; majestic palaces and gardens replaced castles as the residence of kings and princes; • Painting: realism and perspective in painting; portraiture; landscapes; religious and profane motifs; frescoes; painting on canvas; tempera and oil painting; • Sculpture: the study of the human body (Da Vinci, Michelangelo, Andreas Vesalius); <i>The Pietà, Moses and David</i> by Michelangelo; • Engineering and mechanics: the printing press; Leonardo da Vinci's sketches; • The four central ideas of the Renaissance: humanism, secularism, individualism, skepticism.
<p>Some useful websites:</p> <ul style="list-style-type: none"> • The Italian Renaissance: http://www.flowofhistory.com/units/west/11/FC76 • The revolution in Renaissance painting: http://www.flowofhistory.com/units/west/11/FC77A • the Scientific Revolution: https://www.youtube.com/watch?v=9hodYUDDfsY 		

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The Renaissance

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1c List important inventions at the time of the Renaissance (printing press, gunpowder, the cannon, navigating compass).</p> <ul style="list-style-type: none"> • The printing press invented by Johan Gutenberg in Germany (c.1439); • Gunpowder and the cannon were first used in Europe in the mid-14th century; • The navigational magnetic compass was first used in Amalfi in the early 14th century. 	<p>2.2c Explain the impact of Renaissance inventions on Europeans.</p> <p>The printing press:</p> <ul style="list-style-type: none"> • It spread information quickly and accurately; • It helped create a wider literate reading public; • It took book copying out of the hands of the Church and made it much harder for the Church to control or censor what was being written; • The Protestant Reformation corresponded with the spread of printing. <p>Gunpowder and the cannon:</p> <ul style="list-style-type: none"> • It destroyed the traditional walled fortification of Europe; • It created a new class of infantry and artillery units in modern armies; • It made monarchs more powerful, contributing to the setting up of centralized governments and absolute monarchies in Europe. <p>The navigational magnetic compass:</p> <ul style="list-style-type: none"> • It allowed mariners to determine their position and direction even if clouds obscured the North Star; • Explorers could now venture to sail across the oceans; • It made navigation safer, faster and thus increased international sea trade. 	

Some useful websites:

- Printer for a day with Johan Gutenberg: <http://www.hrc.utexas.edu/exhibitions/permanent/gutenbergbible/kids/printer/#top>
- The invention of the printing press and its effects: <http://www.flowofhistory.com/units/west/11/FC74>
- How gunpowder changed the world: <https://prezi.com/y37dgancrmz/how-gunpowder-changed-the-world/>
- The impact of the compass: <https://prezi.com/vaxwr2zcafrp/why-the-compass-is-an-important-impact/>

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The Renaissance

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1d Identify prominent Italian Renaissance artists and/or humanists and their works.</p> <p>Artists:</p> <ul style="list-style-type: none"> Leonardo da Vinci: inventor, painter, sculpture, architect, engineer and anatomist. Michelangelo Buonarroti: painter, sculpture, architect and poet. Raffaello Sanzio: painter. <p>Humanists:</p> <ul style="list-style-type: none"> Petrarch: poet, Classicist scholar Machiavelli: diplomat, poet, philosopher, playwright, historian, political analyst. 	<p>2.2d Describe the contribution of Italian Renaissance artists and/or humanists. (Giotto, Botticelli, Leonardo, Michelangelo, Raffaello, Petrarch, Macchievelli, Erasmus)</p> <ul style="list-style-type: none"> Giotto: the father of Italian Renaissance art; started painting frescoes with realistic figures; Botticelli: started using mythical themes in his paintings (<i>Spring; The Birth of Venus</i>) and decorated the Sistine Chapel; Leonardo da Vinci: he was a prime example of the 'universal man'. He combined intelligence with imagination to create, at least on paper, such inventions as the bicycle, the helicopter and an airplane. Michelangelo Buonarroti: considered one of the most famous artists of the Italian Renaissance. He influenced many artists of the time and thus helped shape Western art. Raffaello Sanzio: painter and architect. He is famous for his 'Madonnas' and portrait paintings. Together with Leonardo da Vinci and Michelangelo, he forms the trio of great masters of the Italian Renaissance. Petrarch: he father of humanism; popularized the study of the Classics by translated Greek works to Latin; Macchiavelli: studied the role of morality in society which laid out the field of political science in his book <i>The Prince</i>; Erasmus: revised and translated Classical works such as the Bible; contributed to the Reformation by calling for reform through his works. 	<p>2.3d Discuss some of the works of a Renaissance artist or humanist. (Giotto, Botticelli, Leonardo, Michelangelo, Raffaello, Petrarch, Macchievelli, Erasmus)</p> <ul style="list-style-type: none"> Definition of the word 'humanism' from Latin term <i>studia humanitatis</i>, meaning the study of the Classics. Renaissance humanism: an intellectual movement that came to dominate European thought during the Renaissance. At the core of Renaissance Humanism was the study of classical texts.

Some useful websites:

- Quiz on Leonardo da Vinci's sketches: <https://prezi.com/mbsag2qxochw/sir-thomas-more-and-his-contributions-to-the-renaissance/>
<https://www.mos.org/leonardo/activities/inventions-quiz>
- The Sistine Chapel virtual video: http://www.vatican.va/various/cappelle/sistina_vr/index.html
- Leonardo da Vinci: Refer to: <https://www.history.com/topics/leonardo-da-vinci>
- Michelangelo Buonarroti: refer to: <https://prezi.com/injktlpxxia/who-was-michelangelo-and-how-did-his-work-impact-on-society/>
- Renaissance Humanism: refer to: <https://www.thoughtco.com/renaissance-humanism-p2-1221781>
- [Machiavelli's Advice For Nice Guys - YouTube](#)

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The Renaissance

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1e Demonstrate with the use of a given map, the route how the Renaissance spread in and outside Italy</p> <p>Refer to the map of Italy in 1494: https://en.wikipedia.org/wiki/Italian_War_of_1494%E2%80%939398#/media/File:Italy_1494_AD.png</p> <ul style="list-style-type: none"> ▪ The Renaissance started in Florence and by the 1450s it spread south to Rome and Naples and north to Milan, Venice and Genoa. ▪ By 1500 it had crossed the Alps and spread to Western, Central and Northern Europe. 	<p>2.2e Explain how the Renaissance spread in and outside Italy.</p> <p>Refer to the map of Italy in 1494 as in MQF1. From Florence the Renaissance spread to the other main cities in Italy for the following reasons:</p> <ul style="list-style-type: none"> ▪ Fall of Constantinople in 1453 – many Greek scholars fled to Italy carrying many ancient Greek and Roman texts with them; ▪ Expansion of trade made Italy one of the richest regions in Europe; ▪ A growing wealthy merchant class were eager to support artists; ▪ Italian princes saw art as a symbol of prestige, wealth and power; ▪ Artists and humanists travelled across Italy and Europe sharing ideas and styles. 	<p>2.3e Discuss why Florence and Rome became the main centres of the Renaissance in Italy.</p> <p>Refer to the map of Italy in 1494 as in MQF1.</p> <p>The Renaissance started in Florence because:</p> <ul style="list-style-type: none"> ▪ Florentine bankers had influence throughout Europe; ▪ Florentine artists and writers became very well known (e.g. Dante, Petrarch, Boccaccio, Giotto and Brunelleschi). ▪ Artists such as Leonardo da Vinci, Michelangelo and Raffaello competed with each other to win princely patronage; ▪ The Medici rulers of Florence were great patrons of art. <p>The Renaissance reached Rome because of:</p> <ul style="list-style-type: none"> ▪ There followed a series of Renaissance Popes that patronized the new artistic styles, such as Sixtus IV, Julius II and Leo X; ▪ Sixtus IV established the Vatican Library; ▪ Julius II started building of the new Basilica of St Peter (the Vatican); ▪ The Popes commissioned works of art by Michelangelo (e.g. The Pietà, Moses and the Sistine Chapel, the Vatican Dome).

Useful websites::

- Ducksters Education Site: https://www.ducksters.com/history/how_did_the_renaissance_start.php

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The Reformation

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1f Identify problems within the Catholic Church in the Late Middle Ages.</p> <p><i>nepotism, simony, pluralism, the sale of indulgences, lack of celibacy</i></p>	<p>2.2f Explain these terms about the Catholic Church in the Late Middle Ages.</p> <p><i>nepotism, simony, pluralism, the sale of indulgences, lack of celibacy</i></p>	<p>2.3f Discuss the effects of the abuses of the Late Medieval Catholic Church on the moral and/or religious life of Europeans.</p> <p><i>nepotism, simony, pluralism, the sale of indulgences, lack of celibacy</i></p>
<p>The Church in the Middle Ages with brief reference to the following:</p> <ul style="list-style-type: none"> • Simony; • Pluralism; • Nepotism; • Sale of indulgences; • Lack of celibacy. 	<ul style="list-style-type: none"> • Simony: as the buying or selling of ecclesiastical offices or benefices. • Pluralism: the practice of holding more than one ecclesiastical office (e.g. Bishopsrics) at a time. • Nepotism: the practice among Church dignitaries of favouring relatives or friends to positions of power. • Sale of indulgences: the practice of payment to the Catholic Church for an exemption from penance for some types of sins. • Lack of celibacy: the vow of chastity was being widely broken by the clergy. <p>For some useful websites refer to MQF 1.</p>	<ul style="list-style-type: none"> • Simony: Church offices were being reserved to the rich and wealthy rather than to spiritual and appropriate persons; • Pluralism: Bishops or abbots had to appoint vicars to administer the other diocese in their absence; • Nepotism: Popes and Bishops sought to appoint young and inexperienced relatives during their time in office as Cardinals, Bishops and Abbots. • Sale of indulgences: this practice aroused widespread criticism and opposition because it linked the pardon of sins with one's wealth; • Lack of celibacy: it was common for certain dignitaries to have concubines and illegitimate children. <p>Effect of these abuses on the life of Europeans:</p> <ul style="list-style-type: none"> • People started losing respect and trust in the clergy; • People sought to practice a more primitive form of Christianity outside the Church; • Some individuals challenged the teachings of the Church in the open (e.g. John Wycliffe in England, John Huss in Bohemia, Girolamo Savonarola in Florence).
<p>Useful websites:</p> <ul style="list-style-type: none"> • Quizlets on the Reformation: https://quizlet.com/11881685/the-reformation-flash-cards/ 		

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The Reformation

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<p>2.1g Identify the main facts of Martin Luther.</p> <ul style="list-style-type: none"> ▪ He was born in 1483 in Wittenberg, Germany from a peasant family and died in 1546; ▪ He became an Augustinian friar; ▪ He studied and taught Theology and the Sacred Scriptures at the University of Wittenberg; ▪ He visited Rome where he was shocked by the immoral life of the higher clergy; ▪ He nailed 95 Theses against the sale of indulgences and the teachings of the Church at the Wittenberg Cathedral door (1517); ▪ He defended his teachings in front of Emperor Charles V at the Diet of Worms (1521) ▪ He publicly burned the excommunication bull as an act of defiance against Papal authority; ▪ He was kept in safe custody in one of the castles of the Elector of Saxony where he translated the Bible to German; ▪ He left the Church and married a former nun. ▪ He set up the German Lutheran Church. 	<p>2.2g Describe the events which led to Martin Luther initiating the Protestant Revolt and/or how it spread to other parts of Europe.</p> <ul style="list-style-type: none"> ▪ Events leading to the Protestant Revolt of 1517 as in MQF 1; ▪ Johann Tetzel’s campaign to sell indulgences in Germany made Luther publish the 95 Theses. <p>Reasons why the Reformation continued to spread:</p> <ul style="list-style-type: none"> ▪ The presence of the printing press in the major cities; ▪ Luther’s revolt was supported by other theologians and scholars of the time; ▪ Support given to the Reformation by some of the German princes and the King of France; ▪ Emperor Charles V was constantly involved in wars against the Ottoman Turks and France; ▪ The Lutheran Church spread to the Baltic lands and the Scandinavian countries. ▪ For nearly 30 years, the Catholic Church did nothing to reform itself. 	<p>2.3g Discuss the causes, major events and/or consequences of Martin Luther’s Protestant Revolt against the Catholic Church (in and outside Germany).</p> <ul style="list-style-type: none"> ▪ For the main long-term and short-term causes and consequences of Luther’s revolt refer to the events mentioned in MQF 1 and MQF 2; ▪ Germany became divided between Catholic and Protestant states; ▪ Religious wars between Emperor Charles V and the Catholic princes on one side against the Protestant princes supported by France. ▪ The Peace of Augsburg (1555) brought a religious compromise in Germany between Catholics and Lutherans but it left out the Calvinists; ▪ There is a general agreement among historians that the Reformation movement ended with the Peace of Westphalia (1648).

Some useful websites:

- Johann Tetzel biography: https://en.wikipedia.org/wiki/Johann_Tetzel
- Time-line on Martin Luther and the Reformation: <https://relevancy22.blogspot.com/2017/06/readings-on-protestant-reformation.html>

General time-line of the Reformation:

- <http://protestantism.co.uk/timeline.html>
- https://simple.wikipedia.org/wiki/Protestant_Reformation
- <https://apworldprotestantreformation.weebly.com/index.html>

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The Reformation

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1h Identify agents of the Catholic Counter-Reformation in Europe (the Jesuit Order, the Roman Inquisition, the Council of Trent).</p> <p>Definition: The Counter-Reformation was the period of Catholic resurgence initiated in response to the Protestant Reformation, beginning with the Council of Trent (1545–1563) and ending at the close of the Thirty Years’ War (1618-1648).</p> <p>The three agents of the Counter-Reformation:</p> <ul style="list-style-type: none"> ▪ The Jesuit Order set up by St Ignatius Loyola as a well-disciplined and centralized religious order, practicing self-denial and absolute obedience to the Pope and the Church hierarchy; ▪ The Roman Inquisition set up by Pope Paul III as a tribunal responsible for prosecuting individuals accused of heresy, immorality, apostasy, blasphemy, sorcery and witchcraft; ▪ The Council of Trent (1545-1563) conveyed by Pope Paul III was prompted by the spreading of the Protestant Reformation. 	<p>2.2h Explain the importance of agents of the Catholic Counter-Reformation (the Jesuit Order, the Roman Inquisition, the Council of Trent).</p> <p>The Jesuits:</p> <ul style="list-style-type: none"> ▪ They made their initial impact by combating advances made by the Protestant Reformation; ▪ they were entrusted with the education of youths in Catholic countries; ▪ They were dedicated preachers and missionaries to the point of martyrdom. <p>The Roman Inquisition:</p> <ul style="list-style-type: none"> ▪ It aimed at enforcing Catholic beliefs and morality among Catholics; ▪ It was responsible for the Index of Prohibited Books (1559). <p>The Council of Trent:</p> <ul style="list-style-type: none"> ▪ It established strict rules and discipline among the clergy; ▪ It clarified doctrine contested by the Protestants; ▪ It established strict rules beyond Catholic religious dogma (e.g. Baroque art, architecture and music). <p>With the help of these three agents, the Catholic Church was able, by the 1560s, to turn on the offensive against Protestantism.</p> <p>For Some useful websites refer to MQF 1.</p>	<p>2.3h Discuss the success or failure of the agents of the Catholic Counter-Reformation in the religious divide in 16th-century Europe.</p> <p>The main cause and aim of the Counter-Reformation:</p> <ul style="list-style-type: none"> ▪ It sprang up from the desire for reform within the Catholic Church. Educated Catholics, such as Erasmus, were willing to recognize faults within the Church and advocate reform; ▪ To make reforms which included clarifying its teachings, correcting abuses and trying to win Protestants back to Catholicism. <p>The Jesuits:</p> <ul style="list-style-type: none"> ▪ Succeeded in converting Protestants back to Catholicism in Germany, Austria, Bohemia, Poland and France. They were less successful in England under Elizabeth I. ▪ Dominated educational institutions in Catholic countries until their expulsion in the late 18th century. <p>The Roman Inquisition:</p> <ul style="list-style-type: none"> ▪ It was most effective in Italy; ▪ It was less severe than the Spanish Inquisition; ▪ It stifled new ideas that characterized the Renaissance in Italy and elsewhere (e.g. Copernicus and Galileo). <p>The Council of Trent:</p> <ul style="list-style-type: none"> ▪ It affirmed Catholic dogma about the Sacraments, salvation by faith and good works, papal authority, the veneration of saints and relics, religious pilgrimages and indulgences; ▪ It ordered bishops to stay in their diocese, to discipline their clergy and to set up a seminary for the training of priests; ▪ The decrees of the Council were left to be enforced by the Popes, thus strengthening Papal authority in Catholic lands.

Useful websites:

- Quizlets on the Counter-Reformation: <https://quizlet.com/156333824/catholic-reformation-counter-reformation-flash-cards/>

Subject Focus: Early Modern Europe (1450-1600)

Learning Outcome 2

I can analyse and discuss causes, events and consequences about the Italian Renaissance, the Reformation in Europe and the Age of Discovery, Exploration and Colonization with the help of various primary and secondary sources.

The Reformation

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1i Identify statements that describe the impact of the Reformation and/or the Counter-Reformation on Europe.</p>	<p>2.2i List the consequences of the Reformation and/or the Counter-Reformation on Europe.</p>	<p>2.3i Discuss the impact of the Reformation and/or the Counter-Reformation in Europe.</p>
<p>The Reformation:</p> <ul style="list-style-type: none"> ▪ Ended the religious unity of Europe; ▪ The Papacy lost power and influence in Protestant countries; ▪ Wars over religion within European states; ▪ Wars over religion between Catholic and Protestant countries; ▪ Persecution of Protestants in Catholic countries; ▪ Persecution of Catholics in Protestant countries; ▪ A 'liberal' Protestant Northern Europe; <p>The Counter-Reformation:</p> <ul style="list-style-type: none"> ▪ Persecution of Protestants; ▪ Power over morality by the Inquisition; ▪ The reforms of the Council of Trent; ▪ A 'conservative' Catholic Southern Europe. 	<p>Brief reference to the following points:</p> <p>The Reformation:</p> <ul style="list-style-type: none"> ▪ It ended the Medieval unity of Christendom under the authority of the Roman Church; ▪ Religious division of Europe; ▪ Setting up of Protestant 'national churches' (e.g. the Anglican Church); ▪ The Papacy lost considerable power and influence; ▪ Long and bloody religious wars; ▪ Persecution of Catholics in Protestant lands <i>vice versa</i>; ▪ Protestant Europe was more receptive for the Scientific Revolution of the 17th century; ▪ It gave rise to economic capitalism. <p>The Counter-Reformation:</p> <ul style="list-style-type: none"> ▪ Persecution of Protestants in Catholic countries; ▪ Strict Catholic morality in Catholic countries; ▪ Reform in the teachings of the Catholic Church; ▪ More discipline among the Catholic clergy; ▪ Religious conformity dictated by the Inquisition; ▪ Less artistic and scientific freedom in Catholic countries (e.g. Galileo's scientific discoveries). 	<p>Include points mentioned in MQF 2 together with the following:</p> <p>The Reformation:</p> <ul style="list-style-type: none"> ▪ The Reformation movement is considered as one aspect of the new age ushered by the Renaissance; ▪ It strengthened the powers of European monarchs; ▪ It weakened the authority of the Holy Roman Emperor in Germany; ▪ It caused the first long-lasting settlement of Europeans in the North America, which later became the United States of America. ▪ The Protestant work ethic emphasizes that hard work, discipline and frugality are values espoused by the Protestant faith, particularly Calvinism. These gave rise to individualism, liberalism and economic capitalism. <p>Brief reference to the main religious reformers:</p> <ul style="list-style-type: none"> ▪ John Calvin, founder of the Calvinist Church in Geneva; ▪ Elizabeth I, founder of the Anglican Church in England; ▪ The Puritan sect in England. <p>The Counter-Reformation:</p> <p>Expand further the points mentioned in MQF 2.</p>

Some useful websites on the impact of the Reformation:

- <https://prezi.com/5hdntrbpytqt/the-impact-of-the-reformation/>
- <https://prezi.com/qdi6dcopuij9/the-spread-and-impact-of-the-reformation/>

Subject Focus: Early Modern Europe (1450-1600)

Learning Outcome 2

I can analyse and discuss causes, events and consequences about the Italian Renaissance, the Reformation in Europe and the Age of Discovery, Exploration and Colonization with the help of various primary and secondary sources.

The Age of Discovery, Exploration and Colonization

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1j Identify causes of the Age of Exploration.</p> <p>The main causes are:</p> <ul style="list-style-type: none"> ▪ The fall of Constantinople to the Turks (1453); ▪ The quest for gold, glory and God; ▪ The invention of ocean-going ships (e.g. the caravel and the galleon); ▪ High demand among wealthy Europeans for luxury goods and spices from the East; ▪ Better ship technology: sails, rigging, firepower on ships; ▪ The astrolabe made ocean navigation more precise and secure; ▪ Banks, merchants and monarchs sponsored voyages of exploration. 	<p>2.2j Explain the causes of the Age of Exploration.</p> <p>The main causes are:</p> <ul style="list-style-type: none"> ▪ The fall of Constantinople to the Turks (1453); ▪ The quest for gold, glory and God; ▪ The invention of ocean-going ships (e.g. the caravel and the galleon); ▪ High demand among wealthy Europeans for luxury goods and spices from the East; ▪ Better ship technology: sails, rigging, firepower on ships; ▪ The astrolabe made ocean navigation more precise and secure; ▪ Banks, merchants and monarchs sponsored voyages of exploration. 	<p>2.3j Analyse the causes of the Age of Exploration.</p> <p>The main causes are:</p> <ul style="list-style-type: none"> ▪ The fall of Constantinople to the Turks (1453); ▪ The quest for gold, glory and God; ▪ The invention of ocean-going ships (e.g. the caravel and the galleon); ▪ High demand among wealthy Europeans for luxury goods and spices from the East; ▪ Better ship technology: sails, rigging, firepower on ships; ▪ The astrolabe made ocean navigation more precise and secure; ▪ Banks, merchants and monarchs sponsored voyages of exploration.

Some useful websites on the cause and effects of the Age of Exploration:

On the causes of the Age of Exploration:

- <https://www.factmonster.com/dk/encyclopedia/history/exploration>
- <http://www.studynotes.ie/wiki/age-exploration-reasons-exploration/>
- <http://www.sheppardsoftware.com/Europeweb/factfile/Unique-facts-Europe7.htm>
- <http://sharpsocialstudies.weebly.com/uploads/7/7/3/2/7732433/ageofexplorationreading.pdf>

On the causes and effects of the Age of Exploration:

- <http://www.gwinnett.k12.ga.us/lesplanwa.nsf/d8de5a7587da44308525692d0066c2fb/491a9dbd152c0a8a852569ed004bac31?OpenDocument>
- <https://slideplayer.com/slide/10492065/>

Subject Focus: Early Modern Europe (1450-1600)

Learning Outcome 2

I can analyse and discuss causes, events and consequences about the Italian Renaissance, the Reformation in Europe and the Age of Discovery, Exploration and Colonization with the help of various primary and secondary sources.

The Age of Discovery, Exploration and Colonization

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1k Match the early explores with their exploits.</p> <p>The same explorers mentioned in MQF 2</p>	<p>2.2k List the achievements of early explorers in the field of discovery and/or Colonization of new lands. (Marco Polo, Henry the Navigator, Dias, Columbus, da Gama, Vespucci, Cabot, Magellan)</p>	<p>2.3k Discuss the contribution of the significant early explorers.</p> <p>The same explorers as in MQF 2</p>
<p>The main explorers of the period are:</p> <ul style="list-style-type: none"> ▪ Marco Polo travelled from Venice to the Far East; ▪ Henry the Navigator encouraged others to sail along the coast of West Africa; ▪ Bartholomew Dias discovered the Cape of Good Hope; ▪ Christopher Columbus discovered the West Indies; ▪ Vasco da Gama sailed around Arica and reached India; ▪ Amerigo Vespucci gave his name to the New World; ▪ John Cabot discovered Newfoundland; ▪ Ferdinand Magellan sailed around the world. 	<p>The main explorers of the period are:</p> <ul style="list-style-type: none"> ▪ Marco Polo travelled from Venice to the Far East; ▪ Henry the Navigator trained sailors and encouraged exploration of the west coast of Africa; ▪ Bartholomew Dias reached the southern tip of Africa and sailed around the Cape of Good Hope; ▪ Christopher Columbus crossed the Atlantic and discovered the West Indies; ▪ Vasco da Gama sailed around Arica and reached India; ▪ Amerigo Vespucci gave his name to the New World; ▪ Henry Cabot discovered Newfoundland in North America; ▪ Ferdinand Magellan was the first to sail around the world from west to east. 	<p>Refer to the points mentioned in MQF 1 and MQF 2.</p>

Some useful websites on the early explorers:

- <https://www.youtube.com/watch?v=vIDBwIEQOus>
- <https://www.youtube.com/watch?v=U7HxCsPho34>
- <https://www.slideshare.net/mikedunton/early-european-exploration>
- <https://www.slideserve.com/aaron-keith/age-of-exploration-1400-1625>
- Interactive games about the early explorers: <https://www.quia.com/jg/66029.html>
- On Henry the Navigator: <https://www.youtube.com/watch?v=sTELadiuxB4>
- On Bartholomew Dias: <https://www.youtube.com/watch?v=-INkdr0s2M>
- On Christopher Columbus: https://www.youtube.com/watch?v=aF_unlvjccA
- On John Cabot: <https://www.youtube.com/watch?v=pJOvmicAGjw>
- On Vasco da Gama: <https://www.youtube.com/watch?v=MWrY7tthIAY>
- On Ferdinand Magellan: <https://www.youtube.com/watch?v=pFdiX8mj0Es>

Subject Focus: Early Modern Europe (1450-1600)

Learning Outcome 2

I can analyse and discuss causes, events and consequences about the Italian Renaissance, the Reformation in Europe and the Age of Discovery, Exploration and Colonization with the help of various primary and secondary sources.

The Age of Discovery, Exploration and Colonization

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1I Define the terms colonization and conquistadores.</p> <p>The main points are:</p> <ul style="list-style-type: none"> Colonization: the process by which newly discovered lands were conquered and turned into colonies by permanent settlers from Europe; <i>Conquistadores</i>: a Spanish word that refers to the Spanish adventurers who conquered the Aztec and Inca Empires. 	<p>2.2I Describe how Cortes conquered the Aztec Empire and/or Pizarro conquered the Inca Empire.</p> <p>The conquest of the Aztec Empire by Herman Cortes (1485-1547): He studied Latin and law at Salamanca University, Spain; 1504; went to the New World to seek his fortune; there he worked as a notary for the Governor of Hispaniola; 1518: he commanded his own expedition to Mexico. But when it was cancelled, he ignored the order and proceeded to explore and conquer the lands of the Aztecs; 1520: he ordered the execution of Montezuma, the Aztec emperor; 1522: he was appointed Governor of New Spain until he retired in 1540.</p> <p>The Conquest of the Inca Empire by Francisco Pizarro (1476-1541): The early career of Pizarro; 1513: he helped Balboa discover the Pacific Ocean; 1519: He starts his own expedition in search for gold in Colombia; 1532: He sets for another expedition to Peru to conquer the Inca capital; 1535: He founded Lima after destroying the Inca capital Cuzco; 1541: He was stabbed to death by a rival group of Spanish <i>conquistadores</i>.</p>	<p>2.3I Discuss the European conquest and/or Colonization of the New World: Aztecs, Inca</p> <p>Refer to the points mentioned in MQF 1 and MQF 2.</p>

Some useful websites on the causes and effects of European colonization of the New World:

- <https://www.slideshare.net/ezlee2/impact-of-european-exploration-and-colonization-on-native-532920>
- <https://www.youtube.com/watch?v=wsMGICONTb8>
- On Herman Cortes: <https://www.youtube.com/watch?v=b7HZi8mZBFA>
- Timeline of Herman Cortes: <https://www.timetoast.com/timelines/hernan-cortes-77c19dc5-be24-43c1-87cb-05cb327c53fe>
- On Francisco Pizarro: https://www.youtube.com/watch?v=zGAWnyH_BYQ
- On the fall of the Aztec Empire: <https://www.youtube.com/watch?v=i3kWJfkqT0g>
- Five facts about the Aztecs: <https://www.youtube.com/watch?v=jx5DWJS0nKc>
- Five facts about the Incas: <https://www.youtube.com/watch?v=uNQ8rmlGC8Q>
- Timeline of Francisco Pizarro: <https://www.timetoast.com/timelines/francisco-pizarro-4819cf9d-fa45-431c-b55d-439390b0dea1>
- History Matters The Portuguese and Spanish Empires animated video: https://www.youtube.com/watch?v=uZFW_BfD9M0

Subject Focus: Early Modern Europe (1450-1600)

Learning Outcome 2

I can analyse and discuss causes, events and consequences about the Italian Renaissance, the Reformation in Europe and the Age of Discovery, Exploration and Colonization with the help of various primary and secondary sources.

The Age of Discovery, Exploration and Colonization

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1m Comment on illustrations about the Atlantic Slave trade.</p> <p>Suggested illustrated sources:</p> <ul style="list-style-type: none"> ▪ a map showing the route of the North Atlantic slave trade; ▪ Slaves caught in the African jungle by slave traders; ▪ slaves carried on a slave ship; ▪ a slave auction sale in the New World; ▪ a slave auction advert; ▪ a slave being punished for misconduct; ▪ slaves doing domestic work; ▪ slaves doing forced labour in mines or plantations; ▪ a 19th century photograph of a slave family in the United States; ▪ a 19th century photograph of a slave owning family in the United States. 	<p>2.2m Describe how the Atlantic Slave trade operated between Africa and America.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ refer to the list in MQF 1; ▪ maps on the Atlantic slave trade: <ul style="list-style-type: none"> • https://commons.wikimedia.org/wiki/File:Slave_route.jpg • https://commons.wikimedia.org/wiki/File:Slave_trade_from_Africa_to_the_Americas_(8928374600).jpg 	<p>2.3m Discuss arguments for/against the slave trade at the time.</p> <p>Reasons used by those in favour of slavery:</p> <ul style="list-style-type: none"> ▪ to sustain the economic development of the European colonies in the New World; ▪ to replace the native population that perished by diseases brought to America by European settlers; ▪ to cultivate in the vast areas in the New World, crops that were in high demand in Europe (e.g. tobacco, cocoa, sugar, potato, exotic fruits, cotton, etc.); ▪ to extract gold and silver from mines; ▪ coloured peoples were held to be racially inferior by Europeans; ▪ slaves were not considered as human, but as commodities; <p>Reasons used by those in favour of its abolition:</p> <ul style="list-style-type: none"> ▪ change in public opinion against slavery; ▪ the Industrial Revolution made Britain's economy less dependent on the triangular slave trade; ▪ wage labour became more profitable than slave labour; ▪ fear of slave revolts would be overcome by abolishing slavery; ▪ Evangelical Christian Churches questioned the morality of slavery;
<p>Some useful websites on the Atlantic Slave Trade:</p> <ul style="list-style-type: none"> ▪ https://www.slideshare.net/hookc/atlantic-slave-trade-28128365 ▪ https://www.bbc.com/education/guides/z3rj7ty/revision/1 ▪ https://www.bbc.com/education/guides/z22nfg8/revision/1 ▪ History Matters: The Abolition of Slavery in Britain: https://www.youtube.com/watch?v=3fG98BNpD1s 		

Subject Focus: Early Modern Europe (1450-1600)

Learning Outcome 2

I can analyse and discuss causes, events and consequences about the Italian Renaissance, the Reformation in Europe and the Age of Discovery, Exploration and Colonization with the help of various primary and secondary sources.

The Age of Discovery, Exploration and Colonization

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>2.1n Identify the consequences of the Age of Exploration and/or Colonization.</p> <p>The main points for discussion are:</p> <ul style="list-style-type: none"> ▪ Exchange of goods and crops; ▪ Spread of Christianity; ▪ Setting up of colonial empires; ▪ Extermination of cultures/civilizations by Europeans; ▪ Cultural transformation of the indigenous peoples: spread of Christianity; settlers from Europe; European languages; European lifestyle; ▪ Environmental impact: building of towns and forts; deforestation; mining; plantations; hunting; ▪ Eradication of the native peoples by diseases from Europe; ▪ Maltreatment of the native population by European settlers. 	<p>2.2n Identify the consequences of the Age of Exploration and/or Colonization.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Europeans settler in the newly explored and conquered lands; ▪ The death of native peoples by diseases brought by Europeans (e.g. influenza and smallpox); ▪ the enslavement of the native population and the transportation of slaves from Africa; ▪ rivalry and wars between European powers over colonies; ▪ new products were introduced to Europe (e.g. cocoa, spices, sugar, exotic fruits, tobacco etc.); ▪ civilizations in the New World were destroyed (Aztecs, Incas); ▪ In the end the colonists rebelled against their mother countries and attained independence (e.g. American War of independence; independence of the Spanish Latin American colonies). 	<p>2.3n Explain the consequences of the Age of Exploration and/or Colonization from the perspective of the indigenous people and/or the Europeans.</p> <p>Refer to the points mentioned in MQF 1 and MQF 2.</p>

Some useful websites on the causes and effects of European colonization of the New World:

- <https://www.slideshare.net/ezlee2/impact-of-european-exploration-and-colonization-on-native-532920>
- <https://www.youtube.com/watch?v=wsMGICONtb8>
- History Matters The Portuguese and Spanish Empires animated video: https://www.youtube.com/watch?v=uZFW_BfD9M0
- https://prezi.com/_tum5m4rrfw/positive-and-negative-effects-of-the-age-of-exploration/
- <https://www.storyboardthat.com/storyboards/13cd3c14/effects-of-european-exploration-colonization-on-the-indigenous-population#>
- Interactive game: <https://www.quia.com/cm/606341.html>

Subject Focus: Revolutions and Nationalism in Europe (1789-1871)

Learning Outcome 3

I can explore the causes, changes and consequences brought about by the French Revolution and Napoleon's Empire with the help of various primary and secondary sources.

The French Revolution and Napoleon's Empire

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1a Identify the causes of the French Revolution.	3.2a Explain the causes of the French Revolution.	3.3a Discuss the causes that contributed to the outbreak of the French Revolution of 1789.
<p>The main causes are:</p> <ul style="list-style-type: none"> ▪ The absolute power of King Louis XVI; ▪ The Estates General last met in 1614; ▪ The weak character of the King; ▪ The unpopularity of Queen Marie Antoinette; ▪ The privileges of the nobles and the clergy; ▪ The bankruptcy of the Crown; ▪ The effect of the American Revolution; ▪ The bad harvest of 1788; ▪ The severe winter of 1789; ▪ The food riots in Paris and other principal towns. 	<p>Refer to the list of causes in MQF 1 together with the following:</p> <ul style="list-style-type: none"> ▪ The influence of the Enlightenment philosophers (Voltaire, Montesquieu, Diderot, Rousseau); ▪ Opposition to taxation reform by the privileged orders; ▪ Sharp inflation in basic food prices. 	<p>Refer to list of causes in MQF 1 and MQF 2 together with the following:</p> <ul style="list-style-type: none"> ▪ The building and upkeep of Versailles by Louis XIV a century before; ▪ The frequent involvement in wars with the other Great Powers in the 18th century; ▪ Pamphlets and caricatures criticizing the <i>Ancien Regime</i>.

Some useful websites on the causes of the French Revolution:

- https://www.ducksters.com/history/french_revolution/causes_of_the_french_revolution_questions.php
- <https://www.youtube.com/watch?v=IIDfZ-8o4jE>
- <https://www.youtube.com/watch?v=VEZqarUnVpo>
- <https://www.youtube.com/watch?v=PBn7iWzrKoI>
- <https://www.slideshare.net/thatplastictramp/causes-of-the-french-revolution-57328983>
- <https://www.sthelens.k12.or.us/cms/lib/OR01000906/Centricity/.../frenchrevolution.pp...>
- <http://www.worldofteaching.com/historypowerpoints.html>
- <https://sites.google.com/a/seisen.com/seisen-social-studies/grade-10-history/absolute-monarchy-and-the-french-revolution>
- The *Encyclopaedie* by Diderot: <https://www.youtube.com/watch?v=BzIpdlhnjpQ>

Subject Focus: Revolutions and Nationalism in Europe (1789-1871)

Learning Outcome 3

I can explore the causes, changes and consequences brought about by the French Revolution and Napoleon's Empire with the help of various primary and secondary sources.

The French Revolution and Napoleon's Empire

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1b Identify the events and/or developments of the French Revolution.	3.2b Explain the key events and/or developments of the French Revolution.	3.3b Analyse the importance of key events of the French Revolution.
Mention and focus on these key events: <ul style="list-style-type: none"> ▪ The storming of the Bastille in July; ▪ The Declaration of Rights of Man in August; ▪ The attempted flight of the royal family; ▪ The trial and execution of the King and Queen; ▪ The declaration of war with most of Europe; ▪ The declaration of the Republic; ▪ The Jacobin dictatorship and Reign of Terror; ▪ The fall of Robespierre and the end of the Reign of Terror. 	Mention and focus on the significance of the key events listed in MQF 1 together with the following: <ul style="list-style-type: none"> ▪ The meeting of the Estates General in May; ▪ The Tennis Court Oath; ▪ The March of the Women to Versailles in October; ▪ The Constitution of 1791; ▪ The Civil Constitution of the Clergy; ▪ The Edict of Fraternity; ▪ The establishment of the Directory. 	Mention and focus on the significance of the key events listed in MQF 1 and MQF 2 and provide reasons for their importance.

Some useful websites on the course of the French Revolution:

- https://www.ducksters.com/history/french_revolution/timeline.php
- <https://www.youtube.com/watch?v=VEZqarUnVpo>
- https://kids.kiddle.co/French_Revolution
- <https://sites.google.com/a/seisen.com/seisen-social-studies/grade-10-history/absolute-monarchy-and-the-french-revolution>
- <https://www.youtube.com/watch?v=VEZqarUnVpo>

Subject Focus: Revolutions and Nationalism in Europe (1789-1871)

Learning Outcome 3

I can explore the causes, changes and consequences brought about by the French Revolution and Napoleon's Empire with the help of various primary and secondary sources.

The French Revolution and Napoleon's Empire

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1c Rank in chronological order the events leading to Napoleon's rise to power.	3.2c Explain the reasons for Napoleon's rise to power in France.	3.3c Discuss Napoleon's rise to power.
Mention and focus on these key events: <ul style="list-style-type: none"> ▪ Napoleon as a student at the <i>école militaire</i>; ▪ The siege of Toulon of 1793; ▪ The 'Whiff of Grapeshot' of 1795; ▪ Napoleon appointed General for the army in Italy; ▪ The Egyptian Campaign; ▪ the coup d'état of 18th Brumaire 1799 and the overthrow of the Directory; ▪ Napoleon declares himself First Consul; ▪ The Concordat with the Church; ▪ Napoleon crowns himself French Emperor. 	Mention and focus on the significance of the key events listed in MQF 1.	Mention and focus on the significance of the key events listed in MQF 1 and MQF 2 and provide reasons for their importance.

Some useful websites on Napoleon's rise to power:

- <https://www.youtube.com/watch?v=npl9G-lyRB0>
- https://www.ducksters.com/biography/world_leaders/napoleon_bonaparte.php
- <https://www.youtube.com/watch?v=0aYXetC9VGo>
- <https://www.youtube.com/watch?v=4RxikiufMBA>
- <https://prezi.com/6rjoh7-qabrg/napoleons-rise-to-power/>
- <https://www.youtube.com/watch?v=NPVPLHVPEMI>
- <https://www.youtube.com/watch?v=0aYXetC9VGo>
- Napoleon's Continental System: <https://www.youtube.com/watch?v=TZAb7NbI5SQ>
- Napoleon Bonaparte cartoon video clip: <https://www.youtube.com/watch?v=t05O-iVx2R8>

Subject Focus: Revolutions and Nationalism in Europe (1789-1871)

Learning Outcome 3

I can explore the causes, changes and consequences brought about by the French Revolution and Napoleon's Empire with the help of various primary and secondary sources.

The French Revolution and Napoleon's Empire

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>3.1d Identify the historical facts from political cartoons on the French Revolution and/or Napoleon.</p>	<p>3.2d Explain political cartoons on the French Revolution and/or Napoleon.</p>	<p>3.3d Interpret political cartoons on the French Revolution and/or Napoleon from the viewpoint of the cartoonist.</p>
<p>Suggested themes for cartoons/caricatures on the French Revolution:</p> <ul style="list-style-type: none"> ▪ pre-revolutionary France under the privileged orders; ▪ the bankruptcy of France before 1789; ▪ the burdens of the French peasantry before 1789; ▪ the new Constitution and the Civil Constitution of the Clergy; ▪ the horrors of the Jacobin Terror and the <i>sans-culottes</i>; ▪ the Revolutionary Wars with the other European Powers; <p>Suggested themes for cartoons/caricatures on Napoleon:</p> <ul style="list-style-type: none"> ▪ Rivalry between France and Britain: the plum-pudding in danger; ▪ Napoleon's army looting treasures in Italy; ▪ Conversation across the water (Napoleon vs John Bull); ▪ Russians teaching Napoleon to dance; ▪ The European coalition against Napoleon; ▪ Napoleon in exile. 	<p>Refer to the list of suggested political cartoons and caricatures in MQF 1 and analyse the cartoons in terms of:</p> <ul style="list-style-type: none"> ▪ the persons included; ▪ the inclusion of dates, places, events; ▪ the inclusion of captions, slogans or direct speech quotes; ▪ the use of symbolism, such as hats, crowns, weapons, posture, facial expressions, etc. ▪ the broad historical context of the cartoon/caricature. 	<p>Refer to the list of suggested political cartoons/caricatures in MQF 1 and 2.</p> <p>Decide whether in each cartoon/caricature discussed, the cartoonist shows:</p> <ul style="list-style-type: none"> ▪ bias in one way or another; ▪ a neutral/non-committed position.
<p>On the French Revolution:</p> <ul style="list-style-type: none"> ▪ https://commons.wikimedia.org/wiki/File:Troisordres.jpg ▪ https://gallica.bnf.fr/ark:/12148/btv1b84110598/f1.highres ▪ https://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=1639076&partId=1 ▪ https://commons.wikimedia.org/wiki/File:Dupuis,_Qu%27est_rendu_%20Notre_Dame_pour_y_entendre_la_Saint.jpg ▪ https://www.britishmuseum.org/research/collection_online/collection_object_details/collection_image_gallery.aspx?assetId=46507001&objectId=1477490&partId=1 <p>On Napoleon:</p> <ul style="list-style-type: none"> ▪ https://commons.wikimedia.org/wiki/File:George_Cruikshank,_Seizing_the_Italian_Relics,_1815.jpg ▪ https://commons.wikimedia.org/wiki/File:Conversation_across_the_water.jpg ▪ https://commons.wikimedia.org/wiki/File:Bodleian_Libraries,_Russians_teaching_Napoleon_to_dance-Napoleon_Bonaparte_premier_consul_s%27est_rendu_%20Notre_Dame_pour_y_entendre_la_Saint.jpg ▪ https://en.wikipedia.org/wiki/File:Napoleon%27s_exile_to_Elba3.jpg 		

Subject Focus: Revolutions and Nationalism in Europe (1789-1871)

Learning Outcome 3

I can explore the causes, changes and consequences brought about by the French Revolution and Napoleon's Empire with the help of various primary and secondary sources.

The French Revolution and Napoleon's Empire

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>3.1e Comment on illustrated sources on the French Revolution and/or Napoleon.</p> <p>The main points are: The impact of the French Revolution:</p> <ul style="list-style-type: none"> ▪ The end to social privileges; ▪ Revolutionary ideas: liberty, equality, fraternity; ▪ The downfall of the Bourbon monarchy; ▪ A republican form of government; ▪ Government by terror. <p>The impact of Napoleon on France:</p> <ul style="list-style-type: none"> ▪ Central Station and reorganization of local government; ▪ The Concordat with the Catholic Church; ▪ The Code Napoleon; ▪ Education; ▪ Public works. 	<p>3.2e List consequences which the French Revolution and/or Napoleon left on France and/or on Europe.</p> <p>Mention and focus on the points mentioned in MQF 1 together with the following:</p> <ul style="list-style-type: none"> ▪ The end of feudalism; ▪ The formation of political factions (Girondins, Jacobins); ▪ The economic decline of France; ▪ Persecution of the Catholic Church. <p>The impact of Napoleon on France:</p> <ul style="list-style-type: none"> ▪ The Legion of Honour; ▪ The Bank of France; <p>The impact of Napoleon on Europe:</p> <ul style="list-style-type: none"> ▪ Laid down principles of good government making them more accountable with the people; <p>The impact of the French Revolution and of Napoleon on Europe:</p> <ul style="list-style-type: none"> ▪ Wars with most of Europe; ▪ The spirit of patriotism and nationalism was aroused in Europe; ▪ Disappearance of feudalism in many part of Europe; ▪ The growth of military strength of the Great Powers; <p>Widespread adoption of the Code Napoleon.</p>	<p>3.3e Discuss the consequences of the French Revolution and/or Napoleon on France and/or Europe.</p> <p>Mention and focus on the short/long term effect of the French Revolution and Napoleon on France and/ or on Europe while referring to the points mentioned in MQF 1 and MQF 2.</p>

Some useful websites on the impact of the French Revolution and Napoleon:

- <https://www.youtube.com/watch?v=R0yr4MQ-nRM>
- <https://www.youtube.com/watch?v=VEZqarUnVpo>
- <https://www.thoughtco.com/consequences-of-the-french-revolution-1221872>
- <http://thehistoryofnapoleon.blogspot.com/2013/07/effects-of-french-revolution-on-france.html>
- On Napoleon's greatest victories: <https://www.youtube.com/watch?v=PjzmUDZzUqg>

Subject Focus: Revolutions and Nationalism in Europe (1789-1871)

Learning Outcome 3

I can explore the causes, changes and consequences brought about by the French Revolution and Napoleon's Empire with the help of various primary and secondary sources.

The French Revolution and Napoleon's Empire

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>3.1f List events and/or developments which contributed to Napoleon's downfall.</p>	<p>3.2f Explain events and/or developments leading to the decline and downfall of Napoleon.</p>	<p>3.3f Discuss reasons for the decline and downfall of the Napoleonic Empire.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ The failed invasion of Britain; ▪ British naval strength remained unchallenged (e.g. Battle of Trafalgar); ▪ Failure of the Continental System; ▪ The Peninsular War; ▪ The Moscow Campaign; ▪ The War of Liberation; ▪ Napoleon's Hundred Days; ▪ The exhaustion of France after 20 years of war; ▪ Decline in Napoleon's military judgement; ▪ Wars on different fronts (e.g. Spain and Russia); ▪ An increase in the spirit of nationalism in Europe against Napoleon and the French; 	<p>Refer to the points mentioned in MQF 1 together with the following:</p> <ul style="list-style-type: none"> ▪ The Continental System disrupted European trade and turned the middle classes against Napoleon; ▪ The Continental System made more harm to French commerce than to Britain who relied on her colonies; ▪ The Treaty of Tilzit with Russia (1807) marks the apogee of Napoleon's power in Europe; ▪ Military reforms in Prussia and Austria; ▪ Napoleon's reputation by time changed from an enlightened ruler to an arrogant tyrant. 	<p>Refer to the points mentioned in MQF 1 and MQF 2.</p>

Some useful websites on Napoleon's downfall:

- <https://quizlet.com/52079618/what-led-to-napoleons-downfall-flash-cards/>
- <https://slideplayer.com/slide/7236604/>

The Continental System: <https://www.youtube.com/watch?v=TZAb7NbI5SQ>

The Battle of Trafalgar:

- <https://www.youtube.com/watch?v=mPtRUS943CA>
- <https://www.youtube.com/watch?v=g6jSnop1ieA>
- The Battle of Austerlitz: <https://www.youtube.com/watch?v=q1N5f0MVeN8>

The Moscow Campaign:

- <https://player.slideplayer.com/33/8228616/#>
- <https://www.youtube.com/watch?v=2KQ9ZKkeqaY>
- The Battle of Waterloo animated video: <https://www.youtube.com/watch?v=N8c-VtXwBtI>

Subject Focus: Revolutions and Nationalism in Europe (1789-1871)

Learning Outcome 3

I can explore the causes, changes and consequences brought about by the French Revolution and Napoleon's Empire with the help of various primary and secondary sources.

The French Revolution and Napoleon's Empire

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>3.1g Identify the leading statements and/or the aims of the Congress of Vienna.</p> <p>The main points are: The leading statesmen:</p> <ul style="list-style-type: none"> ▪ Austria: Emperor Francis I and Chancellor Metternich; ▪ Prussia: King Frederick William III and Prince von Hardenberg, Chief Minister; ▪ Russia: Tsar Alexander I and Count Nesselrode, Chief Minister; ▪ Britain: the Duke of Wellington and Viscount Castlereagh, Foreign Minister; ▪ France: Prince de Talleyrand, Foreign Minister. <p>The three principles which guided the decisions of the Congress:</p> <ul style="list-style-type: none"> ▪ the principle of legitimacy by restoring rulers deposed by the French Revolution or Napoleon; ▪ the balance of power between the Great Powers; ▪ the Holy Alliance as a safeguard against the threat of another revolutionary upheaval. 	<p>3.2g Explain how the Congress of Vienna redrew the map of Europe on the principles of legitimacy and balance of power.</p> <p>Refer to the point mentioned in MQF 1.</p> <p>The Congress redrew the boundaries of European states based on the interests of the Great Powers and the principles of legitimacy and balance of power:</p> <ul style="list-style-type: none"> ▪ Russia and Prussia over Poland; ▪ Austria gained Lombardy in exchange for Belgium; ▪ The Netherlands gained Belgium; ▪ Prussia gained the Rhineland as a buffer against future French aggression; ▪ Russia gained Finland from Sweden; ▪ Sweden gained Norway from Denmark. ▪ Sardinia gained Genoa; ▪ Britain gained Malta and the Ionian Islands. ▪ a German Confederation of 38 states replaced the Holy Roman Empire; ▪ Italy was re-divided into small states. 	<p>3.3g Discuss the success and/or failure of the Congress of Vienna.</p> <p>Overall assessment of the Congress:</p> <ul style="list-style-type: none"> ▪ it brought peace and stability to Europe; ▪ it brought the restoration of monarchism and conservatism in most of Europe; ▪ it restored the partition Germany and Italy and thus postponed their unification by another half a century; ▪ it instituted the Congress System to deal with international questions; ▪ it gave Metternich considerable influence in Europe.

Some useful websites:

- The Congress of Vienna explained for kids: https://www.slideshare.net/Mlynde/congress-of-vienna-2870221?next_slideshow=1
- <https://www.slideshare.net/Gemae/the-congress-of-vienna-31440633>
- <https://www.youtube.com/watch?v=4rGvHKjyPD4>
- <https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-congress-of-vienna/>
- http://www.newworldencyclopedia.org/entry/Congress_and_Treaty_of_Vienna
- https://kids.kiddle.co/Congress_of_Vienna
- Caricature:
https://www.britishmuseum.org/research/collection_online/collection_object_details/collection_image_gallery.aspx?assetId=98658001&objectId=1338717&partId=1

MALTESE HISTORY SECTION

LO 1 Analysing and interpreting historical evidence

LO 5. Malta under the Rule of the Order of St John

LO 6. The French Invasion and Occupation of Malta (1798-1800)

Subject Focus: Malta under the rule of the Order of St John

Learning Outcome 5

I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and Analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources.

Projects and achievements of the Order of St John in Malta

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1a Identify consequences of the Victory of 1565 on the Order and/or the Maltese.</p> <p>Brief mention of the main causes of the Siege of 1565:</p> <ul style="list-style-type: none"> Malta was the operation base of the Knights against the Turks; The Knights were seen by the Ottomans as allies of the King of Spain; The Ottoman Turks were in alliance with the Barbary states against the Knights; The Ottoman Empire was still expanding on all fronts; The Knights were harassing Ottoman shipping in the Levant. <p>The main consequences are:</p> <ul style="list-style-type: none"> The Order decided to make Malta its permanent base; The fortifications were badly damaged and required urgent restoration; The decision to build a stronger fortified town on Mount Sciberras; The countryside was left devastated by Ottoman raids during the siege; Many Maltese and Knights died or were gravely injured during the siege; The Order within months started building of Valletta; European rulers helped the Order financially to recover from the siege; The Pope send his principal architect to help the Order design the new city; The Maltese became loyal subjects of the Knights. 	<p>5.2a Explain the consequences of the Victory of 1565 on the Order and/or the Maltese population.</p> <p>Refer to the causes and consequences listed in MQF 1 together with the following:</p> <ul style="list-style-type: none"> It saved the Order from extinction; It ushered Malta's history into the modern age. By time, the Knights came to be referred as 'the Knights of Malta'; The Order and Malta became widely known in Christian Europe; The Order's prestige in Europe increased and more young nobles joined the Order. <p>The consequences of the victory of 1565 are to be explained in terms of negative and positive consequences.</p>	<p>5.3a Analyse the Victory of 1565 in positive and negative, short and long-term consequences on the Order and/or on the Maltese population.</p> <p>Refer to the causes and consequences listed in MQF 1 and MQF 2.</p> <p>The consequences of the victory of 1565 are to be analyzed in terms of:</p> <ul style="list-style-type: none"> Negative and positive consequences; Short and long-term consequences.

Resource textbook: *From the Coming of the Knights to EU membership*, Unit 1.4, pp. 10-15.

Useful websites:

- Great Siege of Malta 1565 - Ottoman Wars DOCUMENTARY - YouTube
- The Siege of Malta: The Knights Who Saved Europe - YouTube
- Battles and sieges in Malta's history from 1429 to 1942: <https://vassallohistory.wordpress.com/battles-sieges/>
- <https://www.independent.com.mt/articles/2020-06-28/local-news/6-little-known-Facts-about-Jean-de-Valette-6736224639>

Subject Focus: Malta under the rule of the Order of St John

Learning Outcome 5

I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and Analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources.

Projects and achievements of the Order of St John in Malta

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1b Identify the building projects undertaken by the Order in Valletta.</p>	<p>5.2b Describe the extensive building projects undertaken by the Order to strengthen and embellish Valletta and the Harbour area. (e.g. the Cottonera lines, the Manoel Theatre etc.)</p>	<p>5.3b Research on an extensive building project undertaken by the Order in Valletta and/or the Harbour area.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Reasons for deciding to build a new city; ▪ Preparations and the actual building of Valletta; ▪ Important buildings of the Knights inside the city; ▪ The importance of building Wignacourt's aqueduct; ▪ The importance of the fortification networks of Valletta, Grand Harbour and Marsamxett; 	<p>Refer to the points mentioned in MQF 1 together with the following:</p> <ul style="list-style-type: none"> ▪ The beauty and splendor of the new city; ▪ The importance of Birgu as a maritime city; ▪ The need for the development of the suburbs of Bormla and Floriana. 	<p>Refer to the points mentioned in MQF 1 and MQF 2.</p> <p>Main points are:</p> <ul style="list-style-type: none"> ▪ The preparations and the actual building of Valletta; ▪ One or more important buildings of the Knights inside the city from the following list: <ul style="list-style-type: none"> • the Holy Infirmary; • The Lazzaretto; • the Grand Master's Palace; • St John's Conventual Church • the Auberges; • Wignacourt's Aqueduct; • Manoel Theatre.

Resource textbook: *From the Coming of the Knights to EU membership*, Units 2.1 and 2.2, pp. 16-22.

Useful websites:

- St John's Conventual Church: [Saints And Heroes of The Knights of St John - YouTube](#)
- [The Preservation of St John's Co-Cathedral - the pride of the Maltese nation - YouTube](#)
- The Crypt of St John's Co-Cathedral: [The Crypt of the Grand Masters at St John's Co-Cathedral, Malta - YouTube](#)
- <https://en.wikipedia.org/wiki/Valletta>
- <https://vassallohistory.wordpress.com/valletta/>
- <https://culturemalta.org/>
- St John's Conventual Church and C-Cathedral: <https://vassallohistory.wordpress.com/st-johns-co-cathedral/>
- The Knights' Auberges: <https://vassallohistory.wordpress.com/auberges-in-malta/>
- The Sacra Infermeria: <https://vassallohistory.wordpress.com/the-sacra-infermeria/>

Subject Focus: Malta under the rule of the Order of St John

Learning Outcome 5

I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and Analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources.

Projects and achievements of the Order of St John in Malta

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1c Identify reasons why the Order kept its small fleet of galleys and ships-of-the-line and an arsenal at Birgu.</p>	<p>5.2c Describe the contribution of the Order in military expeditions in the Mediterranean against the Ottoman Empire.</p>	<p>5.3c Discuss reasons why the fleet and the arsenal at Birgu were very important for the Order.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Facts about the two types of ships kept by the Order: the galley the ship-of-the-line; ▪ the Order was always ready to join Christian forces in naval battles against the Muslims; ▪ conducted operations of a corsairing nature; ▪ It organized the Maltese corsairing industry; ▪ it was the only way the Knights could harass Muslim power in the Mediterranean; ▪ it policed the coast of the islands against enemy raids; ▪ it provided Muslim slaves as rowers on the Order's galleys; ▪ it provided various types of jobs for the Maltese. 	<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Participation in the Battle of Lepanto (1571); ▪ Participation in the War of Candia (1645-1669) between Venice and the Ottoman Empire; ▪ The capture of the Ottoman <i>Sultana</i> (1644); ▪ The Battle of the Dardanelles (1656); ▪ The War of the Morea (1684-1699); ▪ The War of Corfu (1715-718); ▪ The Order's participation in the Venetian expedition against Tunis (1784); ▪ Alliances between Christian and Barbary states left the Order with no significant seafaring expeditions against Muslim powers in the Mediterranean. 	<p>Refer to the points mentioned in MQF 1.</p> <ul style="list-style-type: none"> ▪ The important posts within the Order of Admiral of the Fleet and the Captain-General of the galleys; ▪ The size of the Order's fleet varied in different times; ▪ Crew members on the Order's ships (captain, pilot, priest, slave master (<i>agozzino</i>), master gunner, cock, clerk, surgeon, handyman, carpenter, caulker (<i>calfato</i>), gunners, sailors, soldiers, <i>buonavogli</i>, slaves). ▪ The Order provided a constant supply of provisions and weapons for its ships; ▪ Galleys and ships had to be regularly checked for safety and seaworthiness; ▪ it gave prestige and recognition for the Order as a sovereign military power; ▪ it served the <i>raison d'être</i> of the Order in the defense of Christendom against the Muslim threat in the Mediterranean; ▪ The shift from the galley to the ship-of-the line under Grand Master Perellos; ▪ The arsenal or dockyard at Birgu served for routine maintenance not shipbuilding;

Resource textbook: *From the Coming of the Knights to EU membership*, Units 2.3 and 2.4, pp. 23-25.

- For Further reading: <https://vassallohistory.wordpress.com/corsairing-activities-the-order-of-st-john-and-malta/>

Subject Focus: Malta under the rule of the Order of St John

Learning Outcome 5

I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and Analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources.

Projects and achievements of the Order of St John in Malta

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1d List key facts about the organisation of the <i>corso</i> under the Order.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The operations of the Order fleet was of a corsairing nature; ▪ The organization of the corsairing industry and its effects on the Maltese; ▪ Maltese corsairs had to be in possession of a license; ▪ The use of the Order’s flag by Maltese corsairs; ▪ The main Barbary corsair centres: Tripoli, Tunis and Algiers; ▪ The main Christian corsair centres: Marseilles, Toulon, Leghorn, Naples, Messina. 	<p>5.2d Explain how the Order organized the <i>corso</i> industry in Malta.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The <i>Tribunale degli Armamenti</i> and the <i>Consolato del Mare</i> for cases of litigation between corsairs; ▪ The 10% tax on corsair booty collected by the Order; ▪ Legal protection given to Maltese corsairs in foreign Christian ports by the Order’s Consuls. ▪ The <i>Monte della Redenzione</i> which ransomed Knights and wealthy Maltese captured by Muslim corsairs. 	<p>5.3d Discuss the importance of the <i>corso</i> from the Order’s and/or the Maltese point of view.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ It served one of the <i>raison d’être</i> of the Order - to attack Muslim ships in the Mediterranean; ▪ it provided jobs for the Maltese; ▪ it provided profit for the Order in the form of a 10% tax on all captured booty; ▪ it made Malta a thriving corsair base for foreign Christian corsairs; ▪ it provided the Knights and the wealthy Maltese with Muslim slaves.
<p>Useful website:</p> <ul style="list-style-type: none"> • https://vassallohistory.wordpress.com/corsairing-activities-the-order-of-st-john-and-malta/ 		

Subject Focus: Malta under the rule of the Order of St John

Learning Outcome 5

I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and Analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources.

Projects and achievements of the Order of St John in Malta

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1e Identify reasons why the <i>corso</i> declined during the eighteenth century.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Order's fleet became very expensive to maintain; ▪ The King of France made trade agreements with the Ottoman Turks; ▪ The Pope imposed restrictions against Greek ships in the Levant; ▪ Decline in Mediterranean trade; ▪ The Barbary states entered into a long period of economic decline; ▪ The Venetian Republic wanted to establish friendly relations with the Turks; ▪ Decline of the Ottoman fleet. ▪ Diminished profit from the <i>corso</i> for the Order and the Maltese. 	<p>5.2e Mention the restrictions on the <i>corso</i> imposed on the Order by the Venetian Republic, the Pope and the King of France.</p> <p>Restrictions by the King of France:</p> <ul style="list-style-type: none"> ▪ French merchants ships started carrying Ottoman goods; ▪ The King of France pressured the Grand Master to stop sending its fleet to the Levant and threatened consequences; <p>Restrictions by the Pope:</p> <ul style="list-style-type: none"> ▪ The Pope declared himself protector of Greek merchants in the Levant; ▪ The Pope ordered the Order's fleet and Maltese corsairs to stay away from the coast of Palestine; <p>By the Venetian Republic:</p> <ul style="list-style-type: none"> ▪ Exerted diplomatic pressure with the Pope to stop the Order and the Maltese corsairs to sail in the Adriatic; ▪ Venice, itself in decline, wanted to trade not to be at war with the Ottoman Turks. 	<p>5.3e Discuss the motives and/or the implications of various restrictions on the <i>corso</i> imposed upon the Order.</p> <p>Refer to the points mentioned in MQF 2.</p> <p>Main motives:</p> <ul style="list-style-type: none"> ▪ The need for trade rather than war; ▪ The rivalry of Christian Powers for a share in Mediterranean trade; ▪ Decline in the crusading ideal among the Christian powers; ▪ Decline in the international influence of the Pope; ▪ The introduction of Protestant Powers competing for Mediterranean trade (England and the United Provinces). <p>Main implications:</p> <ul style="list-style-type: none"> ▪ Reduction in the size of the Order's fleet of ships; ▪ Decline in the fighting prowess of the junior Knights previously engaged in the <i>corso</i>; ▪ Decline in the number of Maltese corsairs; ▪ Less Maltese employed directly or indirectly with the corsairing industry; ▪ Maltese merchants invested in trade instead of corsairing;

Useful website:

- <https://vassallohistory.wordpress.com/corsairing-activities-the-order-of-st-john-and-malta/>

Subject Focus: Malta under the rule of the Order of St John

Learning Outcome 5

I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and Analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources.

Projects and achievements of the Order of St John in Malta

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1f Comment on sources about the Inquisition in Malta.</p> <p>The main points are:</p> <ul style="list-style-type: none"> Portraits of the two Inquisitors who became Popes (Alexander VII and Innocent XI); Portrait of Romano Carapecchia, the last Inquisitor in Malta; The coat of arms of the Roman Inquisition (the white and black cross of St Dominic); Sections from the Inquisitor's Palace at Birgu (e.g. the Court Room, the cellars); The Inquisitor's summer residence at Girgenti; Types of torture used by the Malta Inquisition (the <i>corda</i> and the <i>cavalletto</i>); Graffiti in the Inquisitor's prison cells; Some examples of court sentences given by the Malta Inquisition Tribunal. 	<p>5.2f Explain how the Inquisition Tribunal operated in Malta.</p> <p>The main points are:</p> <ul style="list-style-type: none"> The reasons for the setting up of the Roman Inquisition (or Holy Office) in Malta by Mons. Pietro Duzina at the time of Grand Master La Cassière (1574); The Inquisitor sets up his residence, court and prison at Vittoriosa; The Inquisitor acted as Papal Legate in Malta, similar to a Papal Ambassador; The Inquisitor was given power over all aspects of life and morality; The Inquisitor acted against: heresy, witchcraft, sorcery, blasphemy, apostasy, bigamy, immoral behaviour. 	<p>5.3f Discuss the moral and/or social impact which the Inquisition Tribunal had on the Knights and the Maltese.</p> <p>The main points are:</p> <ul style="list-style-type: none"> It guarded against the spreading of Protestantism in Malta; It acted as a watch on the moral life of the Knights and the Maltese; It was a cause of recurrent conflicts over jurisdiction between the Grand Master and the Bishop; It created a group of people known as <i>patentati</i>, who acted as informers of the Inquisitor and as such acquired his legal protection; It ensured religious and moral conformity among the Maltese; The duties of the Inquisitor's prison warden. Case studies of court cases from the Malta Inquisition Archive; The main cause and the impact of the abolition of the Malta Inquisition Tribunal in 1798.

Resource textbook: *From the Coming of the Knights to EU membership*, Unit 2.7 p. 28.

Useful website:

- <https://vassallohistory.wordpress.com/inquisition-in-malta/>
- <https://vassallohistory.wordpress.com/superstitions-in-malta-towards-the-middle-of-the-seventeenth-century-in-the-light-of-the-inquisition-trials/>
- Heritage Malta: [Inquisitor's Palace - Torture \(English Version\) - YouTube](#)
- Heritage Malta: [Il Palazz tal Inkwizitur - YouTube](#)
- Heritage Malta: [Palazz tal-Inkwizitur - Il-Kċina \(Maltese Version\) - YouTube](#)

Subject Focus: Malta under the rule of the Order of St John

Learning Outcome 5

I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and Analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources.

Problems for the Order in the eighteenth century

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1g List problems faced by the Order in the eighteenth century.</p> <p>The main points are:</p> <ol style="list-style-type: none"> 1. Rivalry between the European Great Powers; 2. The Order became seen as an anachronism; 3. The Crusading spirit within the Order declined; 4. The decline of the Ottoman Empire; 5. the fleet, the Hospital and the fortifications became a financial burden for the Order; 6. Financial problems left over by Grand Master Pinto; 7. The Revolt of the Priests of 1773; 8. Decline in the unquestioned loyalty of the Maltese towards the Knights; 9. The outbreak of the French Revolution. 	<p>5.2g Explain the problems faced by the Order in the eighteenth century.</p> <p>These points match with those listed in MQF 1.</p> <ol style="list-style-type: none"> 1. affected the Order's neutrality; 2. the Order was an international organization in an age of nation-states; 3. because there were fewer conflicts with the Muslim powers; 4. was reflected in the size and strength of the Ottoman fleet; 5. their expense became unsustainable due to periodic devaluation of the French <i>livre</i> in the 18th century; 6. Pinto was a spendthrift ruler who emptied the Order Treasury in his 32 years of rule; 7. due to the unpopular cost-cutting measures taken by Grand Master Ximenes; 8. The Knights came to be seen by the Maltese as a foreign, idle and arrogant privileged class. 9. It brought the Order acute financial difficulties and an open ideological conflict with the French Revolution. 	<p>5.3g Discuss the problems faced by the Order in the eighteenth century.</p> <p>Analyse the points mentioned in MQF 1 and MQF 2 in terms of long-term and short-term causes of the Order's decline in Malta, using the following guideline:</p> <ul style="list-style-type: none"> ▪ Long-term for causes that date back, roughly to the early 18th century; ▪ Short-term for those causes which date back to the last two decades of the 18th century.

- Resource textbook: *From the Coming of the Knights to EU membership*, Units 2.5, 2.8 and 2.9, pp. 26-27, 29-31.
- Abstract paper on the Decline and Fall of the Order by Dr. V. Mallia-Milanes: <https://www.um.edu.mt/library/oar/bitstream/handle/123456789/14900/Decline%20and%20Fall%20-%20the%20order%20of%20the%20hospital%20and%20its%20surrender%20of%20malta.pdf?sequence=1&isAllowed=y>
- Debating question: Was the Order in decline when the French invaded the Islands in 1798: <http://www.independent.com.mt/articles/2016-05-29/local-news/The-Order-of-St-John-was-not-in-decline-when-the-French-came-6736158569>

Subject Focus: Malta under the rule of the Order of St John

Learning Outcome 5

I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and Analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources.

Problems for the Order in the eighteenth century

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1h List facts about the Conspiracy of the Slaves.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The main protagonists in the conspiracy: Mustafa Pasha, Grand Master Pinto, Giuseppe Cohen; ▪ The aim of the conspirators was to assassinate the Grand Master in the Palace and to take control of the islands with the help of the Muslim corsairs from North Africa; ▪ The plot was discovered in time and the leaders were arrested, tortured and executed; ▪ Strict regulations on Muslim slaves in Malta were issued after the conspiracy. ▪ Cohen and his family were compensated for having helped in unravelling the plot. 	<p>5.2h Describe how the Conspiracy of the Slaves was planned, discovered and suppressed.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The date of the plot chosen was 29th June 1749; ▪ The slaves planned to take control of the Grand Master's Palace and assassinate the Grand Master; ▪ Another group of slaves was to take control of Fort St Elmo; ▪ The Beys of Tripoli, Tunis and Algiers were to come to their aid. ▪ Malta would then fall in Muslim hands; ▪ The plot was discovered on information given by Giuseppe Cohen, a Maltese Jew who owned a coffee shop in Valletta, to the Grand Master; ▪ Three of the conspirators were arrested and interrogated under torture; ▪ 38 slaves were arrested, interrogated, tortured and publicly executed at Floriana and the Grand Harbour; 	<p>5.3h Discuss the causes and/or consequences of the Conspiracy of the Slaves.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The presence of Muslim slaves in Hospitaller Malta: their duties and living conditions; ▪ The background of Mustafa Pasha, the leader of the plot; ▪ The consequences of the failed conspiracy on the living conditions of the Muslim slaves in Malta: <ul style="list-style-type: none"> ▪ Restricted freedom of movement of slaves; ▪ All slaves had to report to the slave prison for the night; ▪ Slaves were forbidden to leave the city-gates, board a boat, go to the countryside, approach the coast unless accompanied by his/her master; ▪ All fortifications were forbidden to slaves; ▪ They could not carry arms in public; ▪ They were forbidden to carry keys of government stores; ▪ They were forbidden to gather in streets, in public places and private houses; ▪ They could gather only for religious functions only.

Useful websites:

- https://en.wikipedia.org/wiki/Slavery_in_Malta
- <https://vassallohistory.wordpress.com/slavery-and-the-maltese/>
- Debating question: The ownership of black slaves in Hospitaller Malta:
<http://www.independent.com.mt/articles/2008-06-15/news/the-ownership-of-black-slaves-in-malta-208988/>

Subject Focus: Malta under the rule of the Order of St John

Learning Outcome 5

I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and Analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources.

Problems for the Order in the eighteenth century

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1i List facts about the Revolt of the Priests.</p> <p>The main points are: The quarrel with the clergy:</p> <ul style="list-style-type: none"> ▪ Ximenes issued an edict prohibiting the hunting of hares in order to allow them to breed; ▪ This edict was met with protests from the farmers and the clergy for opposite reasons; ▪ Some clergymen ignored the edict and went out hunting; ▪ The Grand Master repealed the edict in July 1774; ▪ In May 1775 Pellerano ordered to leave Malta and the Grand Master was blamed for this. <p>Austerity measures:</p> <ul style="list-style-type: none"> ▪ Ximenes took drastic steps to reduce government spending; ▪ The price of wheat was raised to boost up government revenue. ▪ A group of clergymen and laymen planned an uprising to make the government aware of the plight of the people. 	<p>5.2i Describe the events that occurred during the Revolt of the Priests.</p> <p>Refer to the points in MQF 1 together with the following: The quarrel with the clergy:</p> <ul style="list-style-type: none"> ▪ Agitation subsided when Ximenes was elected Grand Master in 1773; ▪ Following the repeal of the hunting edict, representatives of the clergy presented a petition to the Bishop, calling for a Chapter General to safeguard ecclesiastical immunity and the dignity of the clergy. <p>Austerity measures:</p> <ul style="list-style-type: none"> ▪ All foreign professors were dismissed from the University and reduced the number of courses; ▪ Certain government offices were abolished while others had their salary reduced; <p>The events during the revolt:</p> <ul style="list-style-type: none"> ▪ A group of clergymen and laymen led by Dun Gaetano Mannarino; ▪ The revolt was to take place on the early morning of 8 Sep. 1775; ▪ The guards of St Elmo and St James' Cavalier were taken by surprise and surrendered to the rebels; ▪ The flag of the Order was lowered and that of St Paul hoisted instead; ▪ Ximenes called the Council of State to suppress the uprising; ▪ The rebels at times fired shots from St Elmo; ▪ In the end the Council decided to assault rebels; ▪ After a brief skirmish, all the rebels surrendered and were arrested; ▪ The rebels were imprisoned in St Elmo, awaiting trial in October; ▪ Ximenes died in November and the trial went on under De Rohan; ▪ Mannarion and the Cleric Giuseppe Dimech were imprisoned for life. 	<p>5.3i Discuss the causes and/or consequences of the Revolt of the Priests.</p> <p>The causes:</p> <ul style="list-style-type: none"> ▪ A sigh of relief after the longest reign of 32 years for a Grand Master; ▪ Ximenes gave assurances that he will reduced the cost of living; ▪ As a result of Pinto's over-spending, the Order was left with an empty Treasury; ▪ Ximenes issued a number of cost-cutting measures were issued in a very short time; ▪ A group of clergymen protested and were supported by the Bishop Mons. Pellerano; <p>The consequences:</p> <ul style="list-style-type: none"> ▪ De Rohan set in a number of reforms to improve the financial and economic situation; ▪ A Chapter General of the Order was summoned since the last one in 1631; ▪ In 1788, the Order's annual budget registered a surplus after many years; ▪ A new Code of Laws was issued in 1782; ▪ The setting up of the <i>Regimento di Malta</i>, made up of Maltese militiamen.

Useful websites:

- https://en.wikipedia.org/wiki/Rising_of_the_Priests
- <https://web.archive.org/web/20140421170607/http://mhs.eu.pn/mh/19619.html>
- <https://vassallohistory.wordpress.com/uprisings-revolts/>

Subject Focus: Malta under the rule of the Order of St John

Learning Outcome 5

I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and Analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources.

Problems for the Order in the eighteenth century

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1j Identify consequences which the French Revolution on the Order.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The aristocratic nature of the Order was contrary to the principles of the French Revolution: liberty; equality; fraternity; ▪ Some of the younger Knights were being influenced by the ideas of the Enlightenment philosophers; ▪ Most French Knights and their families escaped as <i>émigrés</i> after the storming of the Bastille; ▪ The Order continued to support the French Monarchy during the Revolution; ▪ The French Government threatened to confiscate the Order's property and revenues in France. ▪ Faced with bankruptcy, the Order looked for another European ally: the US, Britain and finally Russia. ▪ A group of Maltese and French Knights (k/a Jacobins) sympathized with the Revolution and supported a French takeover of Malta; ▪ The invasion and takeover of Malta by the Napoleon in June 1798. 	<p>5.2j List the consequences of the French Revolution on the Order.</p> <p>Sequence of measures taken by the French Revolutionary Government against the Order:</p> <ul style="list-style-type: none"> ▪ June 1791: the Order gave money to help the King escape to Belgium; ▪ Jan. 1792: two Knights insulted French officers in Genoa; ▪ July 1792: The Legislative Assembly withdrew the French citizenship of the French Knights; ▪ Aug. 1792: the Order condemned the deposition and imprisonment of the King by the Assembly; ▪ Aug. 1792: the Order's ambassador in Paris escaped to Savoy; ▪ Sep. 1792: the Assembly confiscated the Order's property and sold them by auction; ▪ Nov. 1792: the Convention debated the possible invasion of Malta; ▪ Jan. 1793: following the execution of the King, the Order joined the European coalition against the Revolution. 	<p>5.3j Explain how relations deteriorated between the French Revolutionary Government and the Order during the course of the Revolution.</p> <p>Following the execution of the Louis XVI, Grand Master De Rohan abandoned the previous cautious policy of neutrality and:</p> <ul style="list-style-type: none"> ▪ Prohibited French ships to hoist the <i>tricolor</i> flag; ▪ Refused to acknowledge the new French Republic; ▪ Refused to accept the new French ambassador. ▪ With the end of the Reign of Terror (July 1794) and the French victories in Italy under Napoleon (1796-1797), several Maltese patriots and French Knights turned in favour of the Revolution. ▪ In the meantime, the Order, faced again with grave financial problems, turned to the other Great Powers for support. ▪ When the French Government came to know that the Order had concluded a treaty of assistance with Russia in 1797, it gave General Bonaparte the task of securing the Maltese Islands on his way to Egypt.

Useful websites:

- Univesity of Malta unpublished dissertation by Matthias Ebejer: A Penultimate Crisis: The Order of St John, Malta and the French Revolution (2012): <https://www.um.edu.mt/library/oar//handle/123456789/4873>
- <http://museumstjohn.org.uk/the-french-revolution-and-the-loss-of-malta/>
- For further reading: 'Uneasy Relations: Malta and the French Revolution' by Jonathan Hili in Maltese Historical Association (find link in History Department website: <http://history.skola.edu.mt/>).

Subject Focus: The French and British period (1798-1921)

First part of Learning Outcome 6

I can trace, describe and discuss the French invasion and occupation of Malta.

The French invasion and occupation of Malta (1798-1800)

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
6.1a Identify reasons why the French took over Malta in 1798.	6.2a Explain the reasons why the French took over Malta in 1798.	6.3a Discuss the French invasion and takeover of Malta.
<p>The main points are:</p> <ol style="list-style-type: none"> 1. The loss of popularity of the Knights among the Maltese; 2. The bad situation in the Order's finances; 3. The alliance between the Order and Russia; 4. Many French Knights were secretly supporting the French Revolutionary Government; 5. Napoleon had spies to inform him of what was happening in Malta; 6. Napoleon convinced the Directory to link the takeover of Malta with the Egyptian Campaign; 7. The Maltese were not so eager to fight to defend the Order; 8. The Knights did not have the will and the resources to resist Napoleon's fleet and army. 	<p>Refer to the points in MQF 1.</p> <ol style="list-style-type: none"> 1. A group of Maltese called 'Jacobins' welcomed the French invasion; 2. The Order's property and income were confiscated in France and in lands conquered by the French; 3. Czar Paul I of Russia replaced France as the main protector of the Order; 4. One such Knight was Bosredon de Ransijat, a leading Knight in the Order's Gran Council; 5. Napoleon received reports from Malta about the state of the Order and the attitudes of the Maltese; 6. Napoleon wanted to avoid the British Mediterranean fleet; 7. The Maltese had not been trained to withstand an invasion for many years; 8. Grand Master Hompesch had too many odds against him. 	<p>Refer to the points in both MQF 1 and MQF 2 in the light of the following perspectives:</p> <p>The Order: Points number. 2, 3, 4, 8</p> <p>Napoleon: Points number: 5, 6</p> <p>The Maltese: Points number: 1, 7</p>

Resource textbook: *From the Coming of the Knights to EU membership*, The French takeover of Malta, pp. 32-35.

Useful websites:

- The French invasion of Malta: <https://www.youtube.com/watch?v=fRGQYye4d4M>
- <https://vassallohistory.wordpress.com/french-blockade/>
- https://en.wikipedia.org/wiki/French_occupation_of_Malta
- <https://www.um.edu.mt/library/oar/handle/123456789/20155>
- <https://www.napoleon.org/en/history-of-the-two-empires/articles/the-taking-and-the-siege-of-malta/>
- <https://www.timesofmalta.com/articles/view/20131229/life-features/Events-that-shook-the-Maltese-islands-in-two-short-years.500942>
- https://www.napoleon-series.org/military/battles/1798/c_Malta.html
- <https://culturemalta.org/>

Subject Focus: The French and British period (1798-1921)

First part of Learning Outcome 6

I can trace, describe and discuss the French invasion and occupation of Malta.

The French invasion and occupation of Malta (1798-1800)

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>6.1b Identify Napoleon’s attempted reforms.</p> <p>The main points are: Social reforms:</p> <ul style="list-style-type: none"> ▪ Equality before the law; ▪ Titles of nobility abolished; ▪ Abolition of slavery; ▪ Freedom of the press; ▪ Freedom of conscience; ▪ The release of political prisoners. <p>Administrative reforms:</p> <ul style="list-style-type: none"> • The Order’s property became Government property; • A French-Maltese Commission of Government; • Malta divided in 12 municipalities (districts). <p>Educational reforms:</p> <ul style="list-style-type: none"> ▪ Primary schools were to be opened in the main towns and villages; ▪ 60 students were to be sent to study in France; ▪ Scientific subjects were to be taught at the <i>Polytechnique</i> (the former University). <p>Church-State relations:</p> <ul style="list-style-type: none"> • Religious orders were to keep only one convent; • Church property was confiscated; • The Inquisitor’s Court was abolished and the Inquisitor expelled; • Court appeals to the Roman Curia were stopped. 	<p>6.2b List Napoleon’s reforms.</p> <p>Refer to the list of reforms in MQF 1.</p> <ul style="list-style-type: none"> ▪ Equality before the law was enshrined in the British principle of the ‘rule of law’; ▪ Abolition of slavery was confirmed by the British; ▪ Press censorship was reintroduced by the British until 1839; ▪ Mikiel Anton Vassalli and Dun Gaetan Mannarino were released from prison by Napoleon; ▪ The Order’s property was never returned to the Order but became British Imperial property in 1800; ▪ The French-Maltese Commission of Government collapsed with the Maltese uprising; ▪ Malta’s municipalities were abolished by the British; ▪ The French Government did not have the time and the resources to implement Napoleon’s educational reforms. ▪ Church property was returned once the British took over the islands in 1800; ▪ The Inquisition was never restored in Malta; ▪ Court appeals to Rome were resumed until 1828. 	<p>6.3b Discuss Napoleon’s reforms and the reaction of the Maltese towards them.</p> <p>Refer to the list of reforms in MQF 1 and MQf 2.</p> <ul style="list-style-type: none"> ▪ The Maltese noble families were reluctant to renounce their titles of nobility; ▪ Maltese families had to renounce property rights over their domestic slaves; ▪ Freedom of the press did not materialize since only the Government newspaper <i>Journal de Malte</i> was published; ▪ Freedom of conscience affected the Jews who now could have a synagogue in Malta; ▪ The educational reforms did not interest the majority of the Maltese, most of whom were farmers or illiterate; ▪ Reforms that affected the Church aroused widespread condemnation by the clergy and the Maltese who were very loyal to the Church; ▪ Probably with the exception of the <i>chierici</i>, or <i>patentati</i> (the Inquisitor’s trusted agents), the abolition of the Inquisitor’s Court was met with a sigh of relief by most of the Maltese.

Resource textbook: *From the Coming of the Knights to EU membership*, The French in Malta, Unit 3.3, Napoleon’s reforms, pp. 36-37.

Useful websites:

- <https://vassallohistory.wordpress.com/french-blockade/>
- <https://www.napoleon.org/en/history-of-the-two-empires/articles/the-taking-and-the-siege-of-malta/>

Subject Focus: The French and British period (1798-1921)

First part of Learning Outcome 6

I can trace, describe and discuss the French invasion and occupation of Malta.

The French invasion and occupation of Malta (1798-1800)

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>6.1c Identify the measures taken by the French Commission of Government before the revolt of 2nd September 1798.</p> <p>The main points are:</p> <ul style="list-style-type: none"> • The Maltese were pressured to participate in the commemoration of Bastille Day on 14 July; • Freedom of the press was not implemented in practice; • The Maltese were lured to join Napoleon's army headed towards Egypt; • People who had their property damaged during the invasion were promised compensation; • Pensions and charity to paupers were stopped; • The interest rate charged by the <i>Monte de Pietà</i> was raised from 4% to 6%; • Money invested by the Maltese in the <i>Massa Frumentaria</i> were confiscated by the Government; • Silver-ware left by the Knights was melted down to make coins. 	<p>6.2c Describe the impact which the measures taken by the French Commission of Government had on the Maltese.</p> <p>Refer to the points mentioned in MQF 1.</p> <ul style="list-style-type: none"> ▪ For most of the Maltese, Bastille Day had no significance at all; ▪ The <i>Journal de Malte</i> was published in French, so most Maltese were unable to read it; ▪ Those Maltese who joined Napoleon's army did not receive their wages; ▪ The <i>Monte di Pietà</i> was mainly used by the poorer classes; ▪ Wealthy Maltese lost their money which had been invested in the <i>Massa Frumentaria</i>; ▪ Most farmers were accustomed to borrow money from the <i>Massa Frumentaria</i> to buy tools, seeds and manure at very low interest rates; ▪ The French Government lacked the money necessary for the upkeep of the former Order's administration. 	<p>6.3c Discuss why the measures taken by the French Commission of Government contributed to the rise of discontent and open revolt.</p> <p>Refer to the points mentioned in MQF 1 and MQF 2 together with the following:</p> <p>The measures which left a negative impact on the Maltese and which may have contributed to the rise of widespread discontent were those which affected their income, their property and the Church.</p> <p>All that was needed was a trigger which would start a chain of events resulting in the Maltese uprising of 2nd September 1798, namely:</p> <ul style="list-style-type: none"> ▪ The news of the destruction of the French fleet at Aboukir Bay by Nelson; ▪ The widespread rumor that the French intended to confiscate treasures from the Carmelite Church at Mdina.

Resource textbook: *From the Coming of the Knights to EU membership*, Unit 3.4-3.6 The Maltese Rebellion and the Blockade against the French, pp. 38-43.

Useful websites:

- If the French had ruled Malta longer, how would history be different? - YouTube
- <https://vassallohistory.wordpress.com/french-blockade/>
- https://en.wikipedia.org/wiki/French_occupation_of_Malta
- https://www.napoleon-series.org/military/battles/1798/c_Malta.html
- <https://culturemalta.org/>

Subject Focus: The French and British period (1798-1921)

First part of Learning Outcome 6

I can trace, describe and discuss the French invasion and occupation of Malta.

The French invasion and occupation of Malta (1798-1800)

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>6.1d Identify reasons why the Maltese revolted against the French.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Napoleon's fleet was destroyed by the British at the Battle of Abourkir; ▪ On 2nd Sep. Reynaud de Angelis sent the officer Masson and a group of French soldiers sent to despoil churches in Rabat and Mdina*; ▪ The Maltese were informed and managed to hide the treasures before the French arrived; ▪ The French roamed the streets of Rabat insulting the Maltese*; ▪ A group of Maltese captured and threw three French soldiers from the balcony of a French sympathizer; ▪ The French garrison closed the gates of Mdina and waited for reinforcements from Valletta; ▪ The Maltese chose Manwel Vitale as their leader; ▪ On 3rd Sep. the Maltese entered Mdina – in the assault, 20 French soldiers and two Maltese were killed; ▪ The Maltese gathered outside <i>Porte de Bombes</i> and blocked the French from sending help from Valletta; ▪ Mgr. Francesco Saverio Caruana resigned from the Commission of Government, joined the rebels and was appointed General with his HQ at <i>Casa Leone</i>; ▪ The Gozitans, led by Dun Saver Cassar, Archpriest of Rabat, rebelled as well and made their HQ at the <i>Banca Giuratale</i>; ▪ On 5th Sep. Gen. Vaubois prepared his troops for a long blockade within the harbour forts and towns; 	<p>6.2d Explain reasons for the Maltese revolt against the French.</p> <p>Refer to the points marked with an (*) in MQF 1, together with the following:</p> <ul style="list-style-type: none"> ▪ The paternalistic government of the Knights was discontinued by the French; ▪ The French government, always short of money, sought to despoil the Maltese of their wealth by increasing taxes and interest rates; ▪ The French treated the Maltese as a conquered territory and abandoned government on the principles of liberty, equality and fraternity; ▪ Many Maltese who had been employed under the Knights lost their jobs (e.g. at the Holy Infirmary, with the Order's fleet, at the University); ▪ Wealthy Maltese families had to free their domestic slaves when slavery was abolished; ▪ Most of the clergy turned against the French when church property was confiscated. 	<p>6.3d Analyse the revolt of the Maltese against the French from the Maltese and the French perspective.</p> <p>The main points for discussion are:</p> <p>From the Maltese perspective:</p> <ul style="list-style-type: none"> ▪ Once the Maltese started the revolt, there had reached a point of no return; ▪ The only way forward after 3rd Sep. was to stop the French from reaching Rabat and Mdina and punish the rebels; ▪ The Maltese soon realized but they could not defeat the French garrison at Valletta without foreign help; <p>From the French perspective:</p> <ul style="list-style-type: none"> ▪ The French underestimated the level of Maltese discontent and the events at Rabat and Mdina took them unprepared; ▪ Vaubois realized that control of the countryside and Gozo was already lost and decided to defend the harbour towns until reinforcements came from France;

Useful websites:

- <https://vassallohistory.wordpress.com/french-blockade/>
- [https://en.wikipedia.org/wiki/Siege_of_Malta_\(1798%E2%80%931800\)](https://en.wikipedia.org/wiki/Siege_of_Malta_(1798%E2%80%931800))
- https://www.napoleon-series.org/military/battles/1798/c_Malta.html
- <https://culturemalta.org/>

Subject Focus: The French and British period (1798-1921)

First part of Learning Outcome 6

I can trace, describe and discuss the French invasion and occupation of Malta.

The French invasion and occupation of Malta (1798-1800)

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>6.1e Identify these leading figures during the French blockade.</p> <p>Maltese leading figures:</p> <ul style="list-style-type: none"> ▪ Chev. Vincenzo Borg (Braret) took charge of the Birkirkara batteries; ▪ Can. Francesco Saverio Caruana, General of the Maltese at <i>Casa Leone</i>; ▪ Manwel Vitale, General of the Maltese at the <i>Banca Giuratale</i>, Mdina; ▪ Dun Mikiel Xerri, Gugliermo Lorenzi and Mattew Pulis, leaders of the plot against the French in Valletta; ▪ Dun Saverio Cassar, Archpriest of Gozo led the revolt of the Gozitans. <p>Foreign leading figures:</p> <ul style="list-style-type: none"> ▪ General Henri Vaubois, French Governor in Malta; ▪ Lord Horatio Nelson, British Vice-Admiral who sent help to the Maltese; ▪ Capt. Alexander Ball was sent by Nelson to help the Maltese organize the blockade; ▪ General Sir Henry Pigot negotiated the conditions of the capitulation of the French garrison in 1800. ▪ King Ferdinand IV of Naples and Sicily sent troops, weapons and grain supplies to the Maltese; 	<p>6.2e Describe the main events that occurred during the French blockade.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The setting up and the measures taken by the National Congress to govern the islands on behalf of the King of Sicily; ▪ The plot by Dun Mikiel Xerri and his associates; ▪ British assistance by Alexander Ball and General Graham; ▪ The expulsion of thousands of Maltese from Valletta and the Three Cities during the blockade; ▪ The fever epidemic of 1799 and its effects on the population; ▪ The blockade of the coast by Portuguese and British ships; ▪ The capitulation of the French garrison to the British. 	<p>6.3e Discuss the main events during the French blockade from different perspectives.</p> <p>The main points are:</p> <p>The events and living conditions during the two years of the blockade:</p> <ul style="list-style-type: none"> ▪ From the perspective of the Maltese living in the countryside and in the harbour towns under the French; ▪ From the perspective of the French garrison blockaded in the main Valletta and the Three Cities; ▪ From the perspective of the King of Sicily; ▪ From the British perspective.

Useful websites:

- [Dun Mikiel Xerri - YouTube](#)
- <https://vassallohistory.wordpress.com/french-blockade/>
- https://www.napoleon-series.org/military/battles/1798/c_Malta.html
- <https://culturemalta.org/>
- [Storja Animalta - Eps.06 - L-Imblokk tal-Francizi - Part 01 - YouTube](#)
- [Storja Animalta - Eps.07 - L-Imblokk tal-Francizi - Part 02 - YouTube](#)

