History (General) Syllabus for Year 10
As part of Environmental Studies SEC 2025
Subject Foci, Learning Outcomes and Assessment Criteria

Starting September 2023
List of Learning Outcomes (History General)

**LO 5. Social and economic development in Malta: 1400–2008**
I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from 1400 to 2008.
(Paper II)

I have knowledge of Malta’s historic political milestones achieved since the nineteenth century.
(Paper II)

**LO 11. Malta’s Built Heritage of the British period – Neo-Classical and Neo-Gothic architecture**
I can recognize, investigate and discuss the importance of the Malta’s built heritage of the British period.
(Paper II)

**LO 12. Malta and Europe (1914–1945)**
I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1914 to 1945.
(Paper II)

**Suggested School Based Assessment modes** (Paper I)
  1. **Illustrated research essay**: [Level 1–2: 100-200-word essay; Level 2–3: 200 to 300-word essay]
  2. **Primary source investigation**: Source document/s and worksheet with questions set proportionally at Level 1, 2 and 3
  3. **Site visit investigation**: [Level 1–2: 100-200-word essay; Level 2–3: 200 to 300-word essay]
  4. **Thematic timeline**: [Level 1–2: 100-150 text word count; Level 2–3: 150 to 200 text word count]
  5. **Digital presentation**: [Level 1: Up to 6 slides; Level 2: 7–8 slides; Level 3: 9–10 slides]
Assessment Criteria (History General) for Year 10

(as part of Environmental Studies SEC 2025)

Suggested number of lessons for each assessment criteria.

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| 12.3 f  | 2       |
| 12.3 g  | 1       |
| 12.3 h  | 1       |

Total: 28
### Subject Focus 5

#### Learning Outcome 5:
(Paper II)

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from 1400 to 2008.

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<tr>
<td>5.2f Describe changes in Malta’s settlement patterns during the British period.</td>
<td>5.3f Discuss reasons for changes and developments in Maltese settlement patterns from the early British period to the present day.</td>
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</table>

The main points are:
- Constant increase in the population size of the islands (approx. 100,000 in 1800; 200,000 in 1900; 300,000 in 1960);
- Increase in urbanization smaller villages developed into sizable towns;
- More people migrating from the remoter villages to reside in the towns close to the main harbours;
- Improvement in new transport systems (train, tram, scheduled buses) linking the villages with the harbor towns;
- More job opportunities in the harbour area (e.g. employment with the British Services; the Civil Service; the Dockyard);
- Improvement in sanitary conditions (underground drainage sewage; tap water in the homes; electricity service in the homes);
- Development of leisure and tourist settlements (e.g. Bugibba, Paceville);
- Changes in the life style and better living standards of the average Maltese population;
- Improvement in sanitation; the fight against infectious diseases (cholera, plague, undulant fever, tuberculosis, smallpox etc.);
- Nearly all villages and towns registered an increase in population due to the constant increase in population size. This increase varied and depended on the geographical location (e.g. Hamrun developed faster as a town than Naxxar because it was closer to the harbour and all public transport passed through it);
- Social and economic reasons why certain villages developed into urbanized towns (e.g. Birkirkara, Sliema, Paola, etc.) while others remained relatively small in area and population (e.g. Mgarr, Dingli, Qrendi etc.);
- People preferred to reside in areas close to public transport (train, tram, buses) (e.g. Hamrun, Paola, Birkirkara, Attard, Balzan, Qormi, Rabat, Msida, Sliema, etc.);
- With the opening of the Suez Canal in 1869 and the enlargement of the dockyard, public works projects, a larger Civil Service; increase in importation of goods; more skilled and unskilled jobs became available in the harbour area (e.g. the coal bunkering station at Marsa);
- Improvement in general infrastructure and sanitation made it safer for people to reside in larger towns;
- The development of the leisure and tourist industry as one of the main targets for economic diversification from a fortress economy;
- The effects of tourists, travel abroad and the media on Maltese life style, mentality and living standards;

Some useful website links:
### Subject Focus 5

**Learning Outcome 5**

(Paper II)

### Social and Economic Development in Malta: 1400-2008

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from 1400 to 2008.

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<tr>
<td>5.1g Identify socio and economic effects brought about by changes in the settlement patterns from the Late Medieval period to the present-day.</td>
<td>5.2g Describe the socio and economic effects brought about by changes in the settlement patterns from the Late Medieval period to the present-day.</td>
<td>5.3g Discuss positive and/or negative socio and economic effects brought about by changes in the settlement patterns from the Late Medieval period to the present-day.</td>
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</table>

### Late Medieval: agriculture based; Knights and British periods: settlement agglomeration around the Grand Harbour.

**The main points are:**

- In late medieval Malta, the main economic and social activity rested on agricultural produce for local consumption and the production and export of cotton;
- During the late medieval and early modern period some of the hamlets disappeared or merged with larger ones, and became known as 'lost villages';
- Reasons why people during the Knights’ and British preferred to reside in the remoter villages while other migrated to the harbour towns (e.g. Valletta and the Three Cities);
- Reasons why people started leaving the harbour towns after the Second World War to reside in other parts of the island;
- Certain towns like Birkirkara, Mosta, Qormi, Attard, San Gwann developed faster than others (e.g. Dingli, Gharghur, Safi, Mgarr, etc.);
- From the early 1900s, the introduction of public transport had a profound effect on the development of settlements and road networks;
- Settlement patterns are directly linked to and effected by improvement in living standards and changes in lifestyle from late medieval to the present-day;
- Certain urbanized areas have become more prone to pollution, noise and traffic congestion;
- Increase in built-up areas rose sharply from 5% in 1957 to around 25% in 2000 caused by urban sprawl; construction of new roads and bypasses; household units; commercial (show rooms, supermarkets, shopping malls, industrial and (factories) tourist resort (hotels, restaurants, beach lido) sites;
- Changes in lifestyle and living standards resulted in about 20% of household units left inhabitable;
- Increase in the price of land and property led to the shift from semi-detached villas, terraced houses and maisonettes to multi-storied apartments;
- Incentive schemes introduced to encourage people buy or renovate already existing buildings in the village or town core;

**The economy during the Knights’ and British periods:**

- The absence of settlements close to the coast;
- The end of Barbary piracy in the early 1800s increased
- Development of working class suburbs during the Knights’ and British period: Bormla, Paola, Zabbar, Floriana, Hamrun;
- Development of Ta’ Xbiex and Tas-Sliema as a holiday resort for well-off families and British residents in Malta;
- Increase in built-up areas rose sharply from 5% in 1957 to around 25% in 2000 caused by urban sprawl; construction of new roads and bypasses; household units; commercial (show rooms, supermarkets, shopping malls, industrial and (factories) tourist resort (hotels, restaurants, beach lido) sites;
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### Some useful website links:

Subject Focus 5
Learning Outcome 5 (Paper II)

Social and Economic Development in Malta: 1400-2008
I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from AD 1400 to 2008.

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<tr>
<td>5.1h Identify reasons why Malta had a constant growth of population from AD 1530 to the present-day.</td>
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The main points are:
- The arrival of the Knights in Malta;
- The Knights attracted more commerce towards Malta;
- Since the Knights were also Hospitallers they set up hospitals in Malta;
- The Maltese families had many children;
- The British described the Maltese as a people that 'breed like rabbits';
- Less deaths caused by epidemics and infectious diseases;
- The post-Second World War baby boom;
- Return Maltese migrants (from the 1980s to the present-day);
- Foreigners from various countries setting up residence in Malta.

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<tr>
<td>5.2h Explain why the population of Malta grew steadily from AD 1530 to the present-day.</td>
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The main points are:
- The Knights brought more security against corsair raids;
- The Knights set up some of the best known hospitals in the Mediterranean (*Sacra Infermeria*, the *Lazaretto*);
- The Maltese tended to have large families according to the teachings of the Church and improvement in their living standards;
- Large families were attributed as caused by ignorance on family planning;
- British authorities sought to curb epidemics of cholera, smallpox and infectious diseases such as undulant fever and tuberculosis;
- The increase of marriages after the Second World War led to the baby boom of 1945-1954;
- Emigrants who left Malta in the 50s and 60s tended to return to Malta on their retirement;
- A greater influx of foreigners settled in Malta after independence (1964) and ever since Malta became an EU member-state (2004);

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<th>Assessment Criteria (LEVEL 3)</th>
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<td>5.3h Discuss the causes and effects of sharp changes in the Maltese population from AD 1530 to the present-day.</td>
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The main points are:
- The main causes and effects of:
  - The Plague of 1675-1676 and that of 1813;
  - The cholera epidemics of the 19th century.
- The influx of foreigners from Mediterranean countries settling in Malta:
  - During the Knights’ period;
  - During the British period;
  - Foreign workers and irregular immigrants from the early 2000s to the present-day.
### Social and Economic Development in Malta: 1400-2008

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from AD 1400 to 2008.

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<td><strong>5.1i Identify reasons for poor health and sanitation conditions in Malta from the Knights’ period to 1945.</strong></td>
<td><strong>5.2i Explain why sections of the Maltese suffered from poor public health and sanitation from the Knights’ period to 1945.</strong></td>
<td><strong>5.3i Discuss significant developments with regards to hospitals, public health and sanitation from the Knights’ period to 1945.</strong></td>
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</tbody>
</table>
| The main points are:  
- Lack of a general system of fresh water supply in the homes;  
- The *Manderaggio* living quarters in Valletta;  
- Lack of an underground sewage that catered for the whole island;  
- Ineffective cure against common infectious diseases: trachoma, undulant fever, tuberculosis;  
- A low standard of living;  
- Poor diet and malnutrition for large families with a low income;  
- Over-crowded housing in slum areas made people more prone to infectious diseases;  
- Epidemic outbreaks of plague, cholera and smallpox. | The main points are:  
- Lack of an adequate sanitation system: sewage was disposed in or outside the main harbours; an underground sewage system was started in the 1870s;  
- The Wignacourt Aqueduct (1615) and the Fawwara Aqueduct (1845) provided fresh water for Valletta and the Three Cities respectively;  
- Lack of fresh water supply in every home especially in the countryside villages;  
- Ignorance among some sectors of the people on the basic rules of personal hygiene;  
- People in the villages lived close-by to farm animals;  
- Some sectors of the Maltese were too poor to recur to the doctor when feeling sick and to buy the prescribed medicine;  
- The precarious conditions of the people living in the *Manderaggio* and in other slum districts. | The main points are:  
- Better sanitation: water supply, underground sewage system;  
- More effective cure against infectious diseases: cholera, undulant fever, tuberculosis, trachoma, smallpox;  
- Better health care services: the *Sacra Infermeria*;  
- the Lazzaretto, quarantine regulations in times of epidemics; Mt Carmel Hospital; St Luke’s Hospital; Mater Dei Hospital; polyclinics, district clinics; inoculation of new-born babies and children;  
- Increase in the life expectancy of the Maltese;  
- Better standard of living. |

Some useful website links:
- [https://vassallohistory.wordpress.com/civil-hospitals-in-malta/](https://vassallohistory.wordpress.com/civil-hospitals-in-malta/)
- [https://vassallohistory.wordpress.com/street-vendors/a-malta-dairy-history/](https://vassallohistory.wordpress.com/street-vendors/a-malta-dairy-history/)
### Subject Focus 5

**Learning Outcome 5 (Paper II)**

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from 1400 to 2008.

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| **5.1j Define a fortress economy.** | **5.2j Describe a fortress economy giving examples of jobs available in British period Malta.** | **5.3j Explain the transition from a fortress economy to an economy based on manufacturing and services.**

**The main points are:**

- A country is said to have a fortress economy when its main sources of income and jobs depend on military services. Usually such countries serve the function of naval and/or military basis.
- This term was applied to Malta by historians to describe Malta’s economy under the British, when Malta’s main harbours served as a base for Britain’s Mediterranean fleet and as a military and naval base in time of war.
- Use old photographs of the Grand Harbour in British times to further explain the concept of a fortress economy.

- The Admiralty expanded the Dockyard by building new docks. In peace time it had a workforce of about 7,000 (mostly Maltese workers); in war-time that number rose to around 15,000;
- Maltese were employed in auxiliary jobs with the British army, navy and air force units stationed in Malta: e.g. drivers, cleaners, cooks, messengers, watchmen, general handymen, nurses, clerks, etc.;
- Local and foreign merchants opened up businesses to import goods and services for the British Military establishments based in Malta;
- The presence of thousands of British military and naval personnel boosted the local economy, especially those situated in the harbour area;
- Local farmers provided local fruits, vegetables and meat products for the British Services;
- Many Maltese families came to see Malta’s status as a British colony a source of employment and income;
- Make use of old photographs of places, people and types of jobs when Malta had a fortress economy.

**Some useful website links:**

- [The Grand Harbour](https://vassallohistory.wordpress.com/grand-harbour/)
### Subject Focus 5
Learning Outcome 5 (Paper II)

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<tr>
<td><strong>5.1k Identify the means of transport in Malta from the time of the Knights to 1945.</strong></td>
<td><strong>5.2k Describe how different means of transport operated in Malta from the Knights to 1945.</strong></td>
<td><strong>5.3k Evaluate the advantages and/or disadvantages of different means of transport that operated in Malta from the Knights’ period to 1945.</strong></td>
</tr>
<tr>
<td>▪ The main points are: Means of transport during the Knights’ period: carriage, horse, cart, sedan chair.</td>
<td>▪ The main points are: State who usually used the means of transport listed in LEVEL 1 and for what reason. Ex. 1 The carriage was used for private errands by doctors on call, noble and well-off families to travel from Mdina to Valletta or vice-versa. Ex. 2. The sedan chair was used by the Grand Master, the Bishop and the Inquisitor to travel short distances in Valletta, Mdina or Birgu respectively; Ex. 3. The tram was used by people of all classes who lived in the towns through which this service operated (Ħamrun, Birkirkara, Paola, Bormla, Żebbuġ). The fare was affordable for the labouring classes. Its use declined with the introduction of the tram and the railway in the 1890s. Ex. 4. Automobiles in the form of cars, vans and trucks were used for private purposes, for hire or for special services (e.g. ambulance, post, police, fire-engine, etc.).</td>
<td>▪ State the advantages and/or disadvantages of each of the means of transport listed in LEVEL 1. Note that some means of transport may have more advantages than disadvantages (e.g. the bus, the automobile). Ex. 1 The train Adv. There were 1st class and 3rd class fares for the train; Disadv. There was one railway from Valletta to Mdina and vice-versa. Ex. 2 The cart Adv. It was a means of personal transport for the common people of the villages; Disadv. It could not be used in heavy rainy days since its large wheels could get stuck in muddy country roads; Ex. 3 The bus Adv. It was affordable to all classes and operated from Valletta to most of the larger towns and villages; Ex. 4 The Gozo ferry Adv. It was safer when operating in windy days than the <em>dghajsa tal-pass</em>;</td>
</tr>
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<td><strong>5.1 Identify positive and negative impacts of new transport systems from 1945 to the present-day.</strong></td>
<td><strong>5.2 Explain how different forms of transport impacted on everyday life in Malta from 1945 to the present-day.</strong></td>
<td><strong>5.3 Discuss the impact of different forms of transport on Malta’s rural and urban environment form 1945 to the present-day.</strong></td>
</tr>
</tbody>
</table>
| The main points are:  
Examples of positive impact:  
• There were scheduled buses to all the towns and villages;  
• More retail outlets opened in the towns and villages;  
• More people could travel from different parts of the island;  
• New modern roads were constructed.  
Examples of negative impact:  
• Buses tend to arrive late;  
• Some areas of the larger towns and villages are not reached by buses;  
• More people prefer to use their own private car;  
• Malta has only one form of public transport – the bus;  
Positive impacts:  
• More people from the villages went to Valletta for shopping and for entertainment (e.g. the Monti, more retail shops, cinema theatres, the Opera House, etc.);  
• Towns serviced by public transport systems (tram, train, bus) attracted more settlers (e.g. Ħamrun, Msida, Pietà, Birkirkara, Paola), resulting in a faster sprawling of the sub-urban area around the main harbours;  
• Accessibility to public transport effected the selling price and renting of houses;  
• Since 1945, there has been exclusive reliance on one form of public transport – the bus;  
• Recently introduced hired transport systems: Bolt, Cool; Taxi-Go, etc.  
| The main points are those listed in LEVEL 1, together with the following:  
Positive impacts:  
• More people from the villages went to Valletta for shopping and for entertainment (e.g. the Monti, more retail shops, cinema theatres, the Opera House, etc.);  
• Towns serviced by public transport systems (tram, train, bus) attracted more settlers (e.g. Ħamrun, Msida, Pietà, Birkirkara, Paola), resulting in a faster sprawling of the sub-urban area around the main harbours;  
• Accessibility to public transport effected the selling price and renting of houses;  
• Since 1945, there has been exclusive reliance on one form of public transport – the bus;  
• Recently introduced hired transport systems: Bolt, Cool; Taxi-Go, etc.  
| The main points are:  
Examples of positive impact:  
• Remoter parts of the islands became more accessible than before;  
• More retail outlets started operating in the towns and villages;  
• More people travelled to Valletta for work, errands or entertainment;  
• Construction of new state-of-the-art road networks and fly-overs.  
Examples of negative impact:  
• Public transport use mostly the main roads which are worse hit by traffic congestion, resulting in arriving later than scheduled;  
• Towns and villages have sprawled so much that certain districts are not reached by public transport;  
• More people bought their own private automobile than public transport;  
• Malta has ever since relied on one form of public transport – the scheduled bus;  
• Explore the possibility of introducing an underground rail;  
• More land was taken from the countryside to construct new or widen existing road networks.  
Discuss also the positive and negative impact of introducing new transport systems in Malta: underground rail; fly-overs, tunnel between Malta and Gozo. |

Some useful website links:  
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<tr>
<td>5.1m Identify different forms of leisure pursuits in Malta from the Knights’ period to 1945.</td>
<td>5.2m Give reasons why certain leisure pursuits from the Knights’ period to 1945 were linked to social stratification.</td>
<td>5.3m Compare and contrast the leisure in urban and rural centres in Malta from the Knights’ period to 1945.</td>
</tr>
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Carnival; l-Imnarja; village feasts; the Regatta; theatre; cinema; hunting and bird trapping.

The main points are:
- Official celebrations:
  - Carnival in Valletta, three days before Lent;
  - St John the Baptist’s procession from St John’s Conventual Church on 24th June;
  - Bonfire on the eve of St John the Baptist’s day (23rd June);
  - l-Imnarja (Feast of St Peter and St Paul) on 29th June.
- The Regatta (8th Sep);
- The main religious feasts and celebrations: Christmas; St Paul (10th Feb); Ash Wednesday; Good Friday; Easter Sunday, Sta Maria, (15 Aug); Our Lady of Victory (8th Sep); All Saints’ Day (1st Nov);
- Reference to the most popular leisure pursuits: Fishing; hunting and bird trapping; horse and mule races; village feast in honour of the patron saint; band clubs and band marches; theatre, operas, concerts, cinema; dancing halls; outdoor games; family occasions (baptisms; weddings); personal hobbies (ganutef; lace-making; embroidery; gilding; etc.)

The main points are:
- Carnival was celebrated by people of all classes, including the Knights themselves;
- St John’s bonfire was celebrated by the village folk;
- l-Imnarja was popular with all social classes. The Grand Master used to attend the horse and mule races and a Mass at the Mdina Cathedral; the village folk took part in the traditional fenkata at Buscetto Gardens;
- The Regatta commemorated the victory of the Great Siege and was attended by the Grand Master; it was popular among people living around the Grand Harbour; rowing teams from Birgu, Senglea, Kalkara, Bormla and Marsa took part;
- Since the Maltese were very religious, the liturgical feast of the Church were popular with all social classes; there were some traditions linked to these festivities: cleaning and decorating the house with special curtains, table covers, carpets, new clothes; relatives and friends from outside the village were invited for the feast; a special meal was prepared on that day; etc.;
- The Opera House was mostly frequented by the upper and middle classes; cinemas and dancing halls were frequented by all classes;

The main points are:
- Leisure and past time pursuits in urban centres:
  - Carnival defiles and dances in Valletta;
  - The Regatta;
  - Feasts of the town/village patron saint;
  - Liturgical feasts of the Church (e.g. Christmas, Ash Wednesday, Good Friday, Easter Sunday, Corpus Christi, etc.);
  - Baptisms and weddings were occasions for which relatives, friends and neighbours were usually invited.
- Leisure and past time pursuits in rural centres:
  - The same points mentioned for the urban centres above;
  - Imnarja was popular with the village folk; the custom was newly newly-weds went to this feast; traditional singing (ghana); the fenkata;
  - Feast of the village patron saints with all that it included: religious procession, band marches, fireworks, street decorations, stalls selling traditional food and sweets (e.g. noughat, pastini tar-rahah, mqaret, bebbux, bigilla, etc.).

Some useful website links:
- Documentary on Street Games in Malta - BOV 2013 Calendar - YouTube
- Il-kultura Maltija: Il-logħob Malti - YouTube
- Skjetti - Logħob Tradizzjonali Malti - YouTube

Page 11
### Social and Economic Development in Malta: 1400-2008

I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from 1400 to 2008.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5.1n Identify instances of changes and continuity in leisure pursuits in Malta from 1945 to the present-day.</td>
<td>5.2n Explain instances of changes and continuity in leisure pursuits in Malta from 1945 to the present-day.</td>
<td>5.3n Discuss how modern technology helped to alter leisure pursuits in Malta from 1945 to the present-day.</td>
</tr>
</tbody>
</table>

The main points are:

- **Recent changes that were effected the organization and celebration of the following festive occasions:**
  - Carnival (floats and parades, elaborate costumes, masquerade parties, spontaneous Carnival in Gozo);
  - Village feasts: more elaborate fireworks with musical choreography and light effects; food stalls selling all kinds of takeaway food;
  - Other types of leisure pursuits: the theatre, cinemas, week-end breaks in local hotels, farmhouses, spas or abroad; private parties.
  - The traditional past-time of hunting and bird trapping is still popular in some areas more than others (*e.g.* Rabat, Dingli, Mellieha, Mgarr, etc.).

The main points are:

- Carnival floats have become more colourful and automated due to improvements in automation and digital technology;
- Village feasts have become more complex and elaborate due involving more skilled people and clubs volunteering in their organization; in certain towns and villages there is competition between band clubs; village feasts have become more expensive than before but provide jobs and profit to companies and people involved in their organization (*e.g.* food stalls, band musicians, security personnel, bars, restaurants, clubs etc.);
- Less people attend cinema theatres because films can be streamed on the Internet or seen on cable or satellite TVs;
- The period for hunting and trapping has been restricted by law and made permissible during the open season for hunting in early spring and early autumn.

The main points are:

- A section of the population, mostly the younger generation tend to prepare other forms of leisure than the traditional ones mentioned above, such as:
  - Spending more of their free-time chatting on the social media: Facebook, Facebook-Messenger, Twitter, Instagram, Tik-Tok, etc.;
  - The role of influencers on the social media, which gained more prominence during the periods of lockdown and mandatory quarantine during COVID-19 pandemic of 2020-2021;
  - The national fireworks competition is a platform for innovation techniques between competing groups or clubs;
  - Feasts and celebrations can and are often streamlined live on cable or satellite TV, through amateur video-recording with the use of a tablet or smartphone and uploaded on the Internet (YouTube);

Some useful website links:

- Documentary on Street Games in Malta - BOV 2013 Calendar - YouTube
- Il-kultura Maltija: commons Logħob Malti - YouTube
- Skjetti - Logħob Tradizzjonali Malti - YouTube
Subject Focus 9
Learning Outcome 9
(Paper II)

Politics in Malta (1813-1945)
I have knowledge of Malta’s historic political milestones achieved since the nineteenth century.

<table>
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<tbody>
<tr>
<td>9.1g Mention features of Malta’s British colonial administration.</td>
<td>9.2g Describe the features of Malta’s British colonial administration.</td>
<td>9.3g Discuss the effects of the British colonial administration on the Maltese.</td>
</tr>
<tr>
<td>• Governor; Admiralty (Navy); Military Services (including Airforce); fortress colony</td>
<td>• The British Governor official resided in the former palace of the Grand Masters and the seat of the colonial government;</td>
<td>Source of employment, restricted or reserved areas (Barracks, Military Hospitals, Forts, Marsa Sports Grounds); fortress colony</td>
</tr>
<tr>
<td>The main points are:</td>
<td>• The Main Guard was the place where British official military parades were held and highlighted British colonial authorities in Malta;</td>
<td>The points listed in LEVEL 1 and 2. Focus is to be made on how these features of British colonialism in Malta affected the Maltese:</td>
</tr>
<tr>
<td>• The British Governor;</td>
<td>• British Services personnel resided in military barracks in different parts of the island (e.g. Mtarfa, Beltissebh, Pembroke, etc.);</td>
<td>▪ Political effects: a nationalist movement developed demanding more political and civil rights, culminating in various Councils of Government, political and administrative reforms;</td>
</tr>
<tr>
<td>• The Main Guard in Valletta;</td>
<td>• Since the Grand Harbour was the headquarters of the British Mediterranean fleet more ships of the British navy entered the harbour for shelter or maintenance works at the dockyard.</td>
<td>▪ Economic effects: many Maltese families found employment with the British Services, the dockyard;</td>
</tr>
<tr>
<td>• The British Services stationed in Malta;</td>
<td>• Malta’s role as a British fortress colony led to the building of new fortifications;</td>
<td>▪ Many Maltese families (e.g. farmers, seamen, traders, importers, retailers, bar-owners, hawkers, etc.) owed their livelihood to the thousands of British soldiers, sailors stationed in Malta;</td>
</tr>
<tr>
<td>• The headquarters of the Admiralty and British fleet in Grand Harbour;</td>
<td>• Malta developed a fortress economy because it relied on British military presence and spending in Malta;</td>
<td>▪ Social effects: Many Maltese, especially those of the harbour towns, became more exposed and influenced to British ideas, customs, language and way of life; restricted areas were reserved for the families of British military personnel stationed in Malta (e.g. Pembroke, Marsa Sports Grounds);</td>
</tr>
<tr>
<td>• British military barracks;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• British naval and military hospitals;</td>
<td></td>
<td></td>
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<tr>
<td>• Malta as a fortress colony;</td>
<td></td>
<td></td>
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<tr>
<td>• Malta developed a fortress economy.</td>
<td></td>
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</tbody>
</table>

Some useful website links:

- The Main Guard a symbol of British Malta: [https://vassallohistory.wordpress.com/the-main-guard-and-the-chancellery/](https://vassallohistory.wordpress.com/the-main-guard-and-the-chancellery/)
### Subject Focus 9

**Learning Outcome 9**

(Paper II)

**Politics in Malta (1813-1945)**

I have knowledge of Malta’s historic political milestones achieved since the nineteenth century.

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<tr>
<td>9.1h Mention the landmarks in the political and constitutional rights acquired by the Maltese.</td>
<td>9.2h Describe the landmarks in the political and constitutional rights acquired by the Maltese.</td>
<td>9.3h Discuss the landmarks in the political and constitutional rights acquired by the Maltese.</td>
</tr>
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</table>

The main points are:
- The advisory council of 1835;
- The freedom of the press granted in 1839;
- The partial right to vote granted by the Constitution of 1849;
- Local self-government granted by the Constitution of 1921.

The main points are:
- Malta was given the first Council of Government. Its function was to advice the Governor but not to pass laws;
- The freedom of the press included also a law of libel to protect attack in newspapers against the Catholic Church. This reform, over the years led to the publication of various newspapers and pamphlets published in Malta in Italian, English and Maltese;
- The British Colonial Government and liberal opinion were in favour of a free press; the local Church authorities. The King of the Two Sicilies and conservative opinion were against it;
- The right to vote was given to about 3,000 Maltese from the upper classes. The Council of Government was made up of 8 Maltese elected members and 10 official members chosen by the British Governor;
- The self-government constitution of 1921 gave Malta autonomy in local affairs: taxation, education, the law courts, health, postal services, trade and commerce; reserved matters (e.g. foreign trade, defense, citizenship, passports, etc.) were kept within the powers of the Governor.

A more in-depth discussion of the points listed in LEVEL 1 and 2, mentioning some concrete examples from history, such as:
- Petitions of the Maltese to the British Government (*e.g.* Mitrovič’s petition in the House of Commons of 1835);
- The main arguments of those in favour and against the granting of a free press in Malta;
- The workings of the 1849 Council of Government: in normal circumstances laws were enacted with the approval of the elected and official members; the use of the official majority; laws passed by Orders-in-Council;
- The 1921 Constitution gave way to modern party-politics in Malta, dominated by the Constitutional, Labour and Nationalist parties. This period of self-government was characterized by social and economic reforms, conflict over the Language Question and a politico-religious dispute between the Constitutional Party in Government and the local Church authorities.

Some useful website links:
- [Constitutional development: https://vassallohistory.wordpress.com/constitutional-development/](https://vassallohistory.wordpress.com/constitutional-development/)
### Subject Focus 9
**Politics in Malta (1813-1945)**
I have knowledge of Malta’s historic political milestones achieved since the nineteenth century.

### Learning Outcome 9
**I have knowledge of Malta’s historic political milestones achieved since the nineteenth century.**

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<tr>
<td>9.1i Mention causes for the outbreak of the <em>Sette Giugno</em> riots of 1919.</td>
<td>9.2i Explain causes for the outbreak of the <em>Sette Giugno</em> riots of 1919.</td>
<td>9.3i Discuss the causes of the 1919 <em>Sette Giugno</em> riots.</td>
</tr>
</tbody>
</table>

The main causes are:
- Rise in unemployment;
- Discharges from the dockyard;
- New taxes on property and entertainment;
- High price of bread and other food items;
- Maltese leaders met at the National Assembly to draft a new constitution;
- An anti-British and anti-Government press.

Refer also to the points mentioned in LEVEL 1.
- The end of full-employment registered during the war;
- The dockyard reduced by half to its pre-war level (*i.e.* 7,000 workers);
- New taxes on cinema and theatre thickets; 10% duty on wills;
- The price of bread was 4 times higher than it was before the war;
- The National Assembly (summoned in Nov. 1918) held meetings on 25 Feb. and 7 June 1919 at the *Circolo Giovine Malta*, Valletta;
- The Government extended University degree courses by one year.
- An anti-British and anti-Government press which blamed the British Government for the prevailing political discontent and the bad economic situation of the islands.

Refer also to the points mentioned in LEVEL 1 and LEVEL 2 and discuss them in terms of short-term and long-term causes.

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### Some useful website links:
- The *Sette Giugno* riots: [https://vassalohistory.wordpress.com/constitutional-development/](https://vassalohistory.wordpress.com/constitutional-development/)
- Heritage Malta Education and Outreach: [Ix-xhieda ta’ Pawlu Zammit - YouTube](https://www.youtube.com/watch?v=IY44f6Vi6Mg)
- Heritage Malta Education and Outreach: [Ix-xhieda ta’ Il-Kaptan Ferguson u s-Sette Giugno - YouTube](https://www.youtube.com/watch?v=IY44f6Vi6Mg)
Subject Focus 9
Learning Outcome 9 (Paper II)

Politics in Malta (1813-1945)
I have knowledge of Malta’s historic political milestones achieved since the nineteenth century.

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<tr>
<td>9.1j Mention the main events taking place during the Sette Giugno riots of 1919.</td>
<td>9.2j Describe the events of the Sette Giugno riots of 1919.</td>
<td>9.3j Discuss the consequences of the Sette Giugno riots on Maltese political and constitutional development.</td>
</tr>
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</table>

Mass congregating, meeting of the National Assembly, marines firing on crowd, arson and ransacking.

The events and immediate consequences:
- The shooting and killing of four Maltese protesters by the Marines: Wenzu Dyer, Giuseppe Bajada, Manuel Attard, Carmelo Abela (wounded on 8 June, he died on 16 June);
- The attack on the building of the pro-British newspaper the *Malta Daily Chronicle*.
- Damage to property (arson, ransacking) to private houses and shops;
- The attack on the building of the pro-British newspaper the *Malta Daily Chronicle*.
- Damage to property (arson, ransacking) to private houses and shops of people with British leanings in localities were riots took place (e.g. Valletta, Ħamrun, Zejtun);
- The funeral procession of the 3 victims on 9 June to the Addolorata Cemetery;
- The new Governor Viscount Plumer arrived in Malta on 10 June.

Measures taken by the new governor to calm down the tense situation:
- Mass gatherings in Valletta were prohibited;
- Setting-up of Commission of Inquiry to investigate the causes of the riots;
- Leading protesters who incited the people to acts of violence were arrested;
- Declared a temporary state of emergency and censorship of the press;
- Lowered the price of bread.

- The meeting of the National Assembly in Valletta;
- An angry Maltese crowd went to Valletta to protest against the British;
- The shooting and killing of four Maltese protesters;
- The funeral procession of the victims;
- Damage to property (arson, ransacking) to private houses and shops;
- The attack on the building of the pro-British newspaper the *Malta Daily Chronicle*.

Some useful website links:
- Heritage Malta Education and Outreach: *Ix-xhieda ta’ Pawlu Zammit - YouTube*
- Heritage Malta Education and Outreach: *Ix-xhieda ta’ Il-Kaptan Ferguson u s-Sette Giugno - YouTube*
### Politics in Malta (1813-1945)

I have knowledge of Malta’s historic political milestones achieved since the nineteenth century.

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<tr>
<td>9.1k Define the Language Question.</td>
<td>9.2k Describe how the Language Question led to the formation of the first political parties. Reform Party; Anti-reform Party.</td>
<td>9.3k Discuss how the Language Question effected the political and educational system in Malta. Keenan Report.</td>
</tr>
</tbody>
</table>

The main points are:
- The Language Question was an issue about which was to be the official language of Malta between Italian and English under the British;
- It broke out in 1880 when the British authorities tried to substitute Italian with English in schools, the university and the law courts;
- It ended in 1940 when Italy declared war against Britain and started bombing Malta.

The main points are:
- The Keenan Report (1879) stated that the teaching of Italian was to be substituted with English in primary schools;
- In 1879, a group of Maltese élites in favour of English, led by Sigismondo Savona, set up the Reform Party to push forward further language reforms in the university and the law courts which used Italian;
- In 1880, Savona was appointed Director of Education by the Governor with the task of introducing Keenan’s reforms in schools;
- Sometime late, in 1880 another group of Maltese élites in favour of the Italian language, led by Dr Fortunato Mizzi, set up the Anti-Reform Party, which some years changed its name to Partito Nazionale (the fore-runner of today’s Nationalist Party).

The main points are those mentioned in LEVEL 1 and 2, together with:
- The Keenan Report: the state of the schools and the teaching and the reforms he suggested in a nutshell;
- How the Language Question affected Maltese politics:
  - By the setting-up of the first two rival political parties;
  - The elected members in the Council of Government were divided as to their political party allegiance – this was the beginning of party-politics in Malta;
  - It had a direct effect on the workings of the government – pro-Italian elected members resigned or voted against the government in the Council of Government;
  - The Constitution of 1887 was revoked in 1903 due to conflict over the Language Question – elected members refused to vote money for education;
  - Gerard Strickland’s attempts to put forward reforms in favour of English at the university and the law courts – in 1998 (when he was Chief Secretary to the Government) and in 1927–1930 (as Prime Minister);
  - The 1921 Constitution was suspended in 1933 when the Nationalist Government tried to re-introduced compulsory teaching of Italian in primary schools;
  - In 1934 English and Maltese only were declared Malta’s official languages;
  - Support for the Italian language declined considerably when Italy declared war on Britain and started bombing Malta in 1940.

**Some useful website links:**
- Extracts from Maltese newspapers on the Language Question in 1901-1902: [https://www.um.edu.mt/library/oar/handle/123456789/11583](https://www.um.edu.mt/library/oar/handle/123456789/11583)
- A comprehensive overview of the Malta Language Question: [http://www.intratext.com/ixt/ENG1331/__P1.HTM](http://www.intratext.com/ixt/ENG1331/__P1.HTM)
**Learning Outcome 11**

**I can recognise, investigate and discuss the importance of the Malta’s built heritage of the British period.**

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<tbody>
<tr>
<td>11.1f Identify on a map the Victoria Lines and its associated forts. <em>Fort Bingemma; Fort Mosta; Fort Madliena.</em></td>
<td>11.2f Identify how topography influenced the location of British military architecture. <em>Victoria Lines; Fort Rinella; Fort Cambridge.</em></td>
<td>11.3f Discuss how developments in military technology influenced British military architecture in Malta <em>Victoria Lines and associated forts; Fort Rinella; Fort Cambridge.</em></td>
</tr>
</tbody>
</table>

The main points are:
- Map depicting the location and fortifications forming part of the Victoria Lines and its associated forts;
- Illustrated sources (diagrams, old and contemporary photos of the fortifications under study.
- Refer to links to the power point presentations on the Victoria Lines in pdf further below.

The main points are:
- The Victoria Lines:
  - Its geographical location of the Victoria Lines along Malta’s Great Fault;
  - Its strategic military advantages of the site where the Victoria Lines were built;
  - Reasons why the British built the Victoria Lines.
- Fort Rinella:
  - Their geographical location of Fort Rinella and its twin Fort Cambridge on both sides of Malta’s two main harbours;
  - Their strategic military advantages of the sites where these two forts were built;
  - Reasons why the British built Fort Rinella and Cambridge.
- The main features of British military architecture of the time:
  - Camouflaged with the surrounding terrane;
  - Partially hidden since they were built below ground level;
  - Low walls encircled with a dry ditch and casemates.

The main points are:
- The construction of massive muzzle loading guns weighing 32, 64 or 100 tons muzzle;
- The invention of the breech-loading guns made all muzzle-loading guns obsolete;
- The invention of the steam-powered ironclad and dreadnought warships replaced the centuries-old warships that used sails;
- The use of shell projectiles instead of the previous round shots;
- The invention of the automatic rifle with a faster rate of fire and more accurate;
- The invention of the machine-gun;
- The invention of the aeroplane in 1903 and its use for military purposes rendered most of the existing fortifications obsolete;
- By 1907 both the Victoria Lines, Fort Rinella and Fort Cambridge were abandoned by the British.

Some useful website links:
- 100 ton gun firing at Fort Rinella: [https://www.youtube.com/watch?v=BwC5RMlITM-w](https://www.youtube.com/watch?v=BwC5RMlITM-w)
- Fort Mosta: [https://www.youtube.com/watch?v=NZrG45E166l](https://www.youtube.com/watch?v=NZrG45E166l)
- The Victoria Lines (aerial tour): [https://www.youtube.com/watch?v=yfbNewMtpxg](https://www.youtube.com/watch?v=yfbNewMtpxg)
- Exploring the Victoria Lines: [https://ryanmurdock.com/2015/04/malta-victoria-lines/](https://ryanmurdock.com/2015/04/malta-victoria-lines/)
### Subject Focus 11
Learning Outcome 11 (Paper II)

# Malta’s Built Heritage of the British period

I can recognise, investigate and discuss the importance of the Malta’s built heritage of the British Cour period.

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<tbody>
<tr>
<td>11.1g Recognize examples of neo-Classical and/or neo-Gothic architecture in Malta.</td>
<td>11.2g Outline features of neo-Classical and/or neo-Gothic architecture.</td>
<td>11.3g Describe using examples features in neo-Classical and/or architecture style architectural neo-Gothic.</td>
</tr>
</tbody>
</table>

**Neo-Classical:** St Paul’s Anglican Cathedral; Mosta Dome; Alexander Ball monument; Main Guard.

**Neo-Gothic:** Addolorata Cemetery; Holy Trinity Church (Sliema); The Church of Our Lady of Mount Carmel (Balluta); the Methodist Church (alias Robert Sammut Hall); Casa Gourgion (Mdina).

The main points are:
- Refer to power point presentations in pdf format with the link further below.
  - Neo-Classical architecture:
    - St Paul’s Anglican Cathedral;
    - Mosta Dome;
    - Alexander Ball’s monument;
    - Main Guard.
  - Neo-Gothic architecture:
    - Addolorata Cemetery;
    - Holy Trinity Church (Sliema);
    - The Church of Our Lady of Mount Carmel (Balluta);
    - The Methodist Church (alias Robert Sammut Hall);
    - Casa Gourgion (Mdina).

The main points are:
- Characteristics of neo-Classical architecture:
  - Origins: 18th century Italy and France;
  - A reaction against the excesses and profuse external and internal ornaments of the late Baroque and Rococo styles;
  - A revival of Greco-Roman (Classical) and Renaissance styles;
  - Inspired by the archaeological excavations of Roman cities of Pompeii and Herculanum in the mid-1700s;
  - Defined by symmetry, simple geometry and proportionality;
  - Extensive use of colonnades (Doric, Ionic, Corinthian styles);
  - A central triangular portico on the façade.

Characteristics of neo-Gothic architecture:
- Origins: 19th century Britain;
- As a reaction against neo-Classical architecture;
- Stemmed from an admiration of medieval Gothic architecture (e.g. cathedrals, churches, town-halls);
- Deeply rooted in the religious revival of early 19th century Europe in both Catholic and Protestant countries;
- Defined by pointed arches in doorways and windows; rose windows; flying buttresses; slender columns; high pointed pinacles; vaulted and ribbed ceilings; gargoyles (as in medieval Gothic).

Some useful website links:
Subject Focus 12  
Learning Outcome 12  
(Paper II)  

**Malta and Europe (1914-1945)**  
I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1900 to 1945.

<table>
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</table>
| **12.1f Identify Malta’s role during the First World War.**  
Nurse of the Mediterranean; naval base. | **12.2f Describe Malta’s role during the First World War.**  
Military hospitals; military cemeteries; prisoners of war; dockyard; naval base. | **12.3f Discuss the socio-economic effects of the First World War on Malta**  
Full employment; dockyard; inflation; military hospitals; food scarcity; post-war problems. |

The main points are:  
- Malta used as the ‘Nurse of the Mediterranean’;  
- Thousands of Allied sick and wounded soldiers hospitalized in Malta;  
- The harbours served as an ammunition store, a naval and submarine base for the Allies;  
- Dockyard workers increased from 7,000 to 15,000 during the war;  
- Wage increase for the dockyard workers.  

Refer also to the points mentioned in LEVEL 1.  
- Malta served as an operational base for the Allied fleets;  
- The dockyard repaired Allied ships and assembled aircraft though components from Britain;  
- Sick or injured Allied soldiers and marines were hospitalized in Malta;  
- Many Maltese men and women employed as nurses and hospital attendants during the war;  
- 800 volunteers joined the Maltese Labour Battalion to dig trenches during the Gallipoli Campaign (1915);  
- Maltese volunteers joined the British Navy;  
- Malta served as a war prison camp.

Refer to and compare and contrast the point mentioned in LEVEL 1 and LEVEL 2  
- Malta was affected indirectly since she was not a military target of the Central Powers;  
- Fewer Maltese casualties than in World War II;  
- Malta was more effected economically than militarily;  
- Food scarcities caused high prices and a black market;  
- The high price of bread hit the lower classes with large families the worst – some experience extreme poverty;  
- The dockyard doubled its workforce;  
- There was nearly full employments during the war.

**Some useful website links:**  
- [Memories of Malta during World War I](https://www.youtube.com/watch?v=wsq7G3IqU)  
- Malta ‘Nurse of the Mediterranean’ during World War I (BBC video clip): [https://www.youtube.com/watch?v=XHMyfzEQ4aw](https://www.youtube.com/watch?v=XHMyfzEQ4aw)  
- The CWGC (The Commonwealth War Graves Commission): [https://www.youtube.com/watch?v=pEL0C6dqq4](https://www.youtube.com/watch?v=pEL0C6dqq4)  
The main points are:

- Frequent air-raids by the Axis Powers as a prelude to the invasion of Malta in 1941;
- The Axis Powers wanted to damage the dockyard and make unable to repair Allied ships;
- British convoy ships carrying fuel and provisions attacked by the Axis Powers before they reached Malta’s harbours;
- Malta was used by the British as an operational base to raid Axis convoy ships on their way to North Africa.

**Some useful website links:**

- [https://vassallohistory.wordpress.com/malta](https://vassallohistory.wordpress.com/malta)
- [https://www.youtube.com/watch?v=PArBx5TdZG0](https://www.youtube.com/watch?v=PArBx5TdZG0)
- [https://www.youtube.com/watch?v=cmbyW4ITUf4](https://www.youtube.com/watch?v=cmbyW4ITUf4)
- [https://www.youtube.com/watch?v=VeiVHq8TpXk](https://www.youtube.com/watch?v=VeiVHq8TpXk)
- [https://www.youtube.com/watch?v=Axori42SMnc](https://www.youtube.com/watch?v=Axori42SMnc)
- Malta’s resistance contributed to the victory for the Allies in North Africa.
- Malta contributed in the war effort in various military establishments (Royal Malta Artillery, the Navy, the Air Force, the dockyard, the military hospitals, as demolition rescue gangs).
Some useful website links:
- Victory Kitchens in Malta: [https://www.youtube.com/watch?v=O182VC-AwEo](https://www.youtube.com/watch?v=O182VC-AwEo)
- Malta receives the George Cross (1942) (British Pathé video clip): [https://www.youtube.com/watch?v=k1qTBDpeMfA](https://www.youtube.com/watch?v=k1qTBDpeMfA)
- Malta welcomes King George VI (1943) (British Pathé video clip): [https://www.youtube.com/watch?v=slpr-AIkg2A](https://www.youtube.com/watch?v=slpr-AIkg2A)
- The Lascaris War Rooms during World War II: [https://vassallohistory.wordpress.com/lascaris-war-rooms/](https://vassallohistory.wordpress.com/lascaris-war-rooms/)
- Battles and sieges in Malta’s history from 1429 to 1942: [https://vassallohistory.wordpress.com/battles-sieges/](https://vassallohistory.wordpress.com/battles-sieges/)

### Maltese History

#### Malta and Europe (1914-1945)
I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1900 to 1945.

<table>
<thead>
<tr>
<th>Assessment Criteria (LEVEL 1)</th>
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<td>12.1h Recognize the effects of the Second World War on Malta and the Maltese.</td>
<td>12.2h Explain the effects of the Second World War on Malta and the Maltese.</td>
<td>12.3h Discuss effects of the Second World War on Malta and the Maltese.</td>
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The main points are:
- Malta was the most bombed place compared to its size.
- Food scarcities caused high prices for all basic commodities;
- Shelters were dug as air-raid precautions;
- Many families had to stay in shelters every time the sirens signaled another air-raid;
- Victory Kitchens were set up to distribute food;
- Convoy ship supplied Malta with food provisions, fuel and weapons;
- Many Maltese left the harbour towns and went to live in the villages to avoid enemy bombings;
- Many buildings and houses were destroyed or damaged by enemy bombings.

The main points are:
- Malta was directly affected by air-raids;
- Malta was the most bombed place compared to its size.
- About 1,100 military and civilian casualties were caused by the air-raids;
- Food scarcities caused high prices for all basic commodities and a thriving black market;
- Rationing was imposed so that food reserves lasted longer;
- Shelters were dug as air-raid precautions;
- Blackout regulations were imposed during the night;
- Victory Kitchens were set up to distribute food;
- Convoy ships were sent from Britain and Egypt to supply Malta with food provisions, fuel and weapons;
- Many Maltese migrated from the towns to the villages to avoid enemy bombings;
- Thousands of buildings and houses were destroyed or damaged by enemy bombings. Post-war governments were faced with the problem of reconstruction (the War Damage Commission of 1945).

During the discussion refer to and expand deeper, with the help of selected primary and secondary visual and text sources, on the points mentioned in LEVEL 2:
### Subject Focus 12
**Learning Outcome 12**
(Paper II)

**Malta and Europe (1914-1945)**
I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1900 to 1945.

<table>
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| **12.2i Explain the aftermath of World War II on Malta and the Maltese.**  
War damage; post-war reconstruction; clearing of slums (Manderaggio); shortage of housing; | **12.3i Discuss the aftermath of World War II socio-economic effects on Malta and the Maltese.**  
War damage; shortage of housing; British Services run-down; unemployment; emigration. |  |

The main points are:
- What was the War Damage Commission?
- Why was Malta granted War Damage by Britain?
- Why Malta needed urgent post-war reconstruction?
- Which localities in Malta needed urgent reconstruction and
- Clearing of slums destroyed or damaged by the war (e.g., the Manderaggio);
- As a result of war damage, Malta had a shortage in housing after the war. From the 1950s onwards, the Housing Authority started building government housing estates in many localities.

Expand on the points mention in Level 2, together with the following:
- A ‘War Damage’ grant of £20 million by Britain was necessary to rebuild buildings destroyed or damaged by the war. This expense was beyond the financial means of the Maltese Government;
- People could apply for compensation from the War Damage Fund managed by the Ministry of Public Works and Reconstruction;
- The Manderaggio and other slums at Hamrun and Cottonera were demolished as sub-standard dwellings. Their residents were given alternative accommodation;
- To lessen the shortage of housing, the Housing Authority at first started renting government-owned houses at subsidized rates;
- The problem of overpopulation was met by re-opening emigration to English-speaking countries at the rate of 5,000 emigrants annually;
- Prospective emigrants were assisted by the government (Emigration Department) and the local Church (Kummissjoni Emigranti);
- Unemployment was cause by the absence of manufacturing industries;
- Malta’s economy had to be diversified from dependence on the British Services to one on manufacturing industries for local consumption and for export and on services industries, such as tourism;
- The British Government reduced its military and naval spending and effected various rundown of Services Personnel in Malta;
- In 1959, the Admiralty sold the dockyard to a British private firm;
- General education and technical training were needed to prepare workers for the manufacturing industries;

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Some useful website links:
- Malta bomb damage (September 1942): [https://www.youtube.com/watch?v=18EC4qxO0JA&t=33s](https://www.youtube.com/watch?v=18EC4qxO0JA&t=33s)
- Malta can take it (1941): [https://www.youtube.com/watch?v=ThqS3XPNDI&t=1s](https://www.youtube.com/watch?v=ThqS3XPNDI&t=1s)
<table>
<thead>
<tr>
<th>Assignment Mode</th>
<th>Description of Assignment Mode</th>
<th>Level 1: 1–15marks</th>
<th>Level 2: 16–33 marks</th>
<th>Level 3: 34–50 marks</th>
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| 1 Illustrated research essay | Researched essay between 200 and 300 words on one or more assessment criteria from the of Year 9, 10 or 11 syllabi. The essay is to include: (i) an introduction, body, and conclusion; (ii) five primary and/or secondary illustrated sources; (iii) reference to consulted works. | ▪ Shallow introduction, body and conclusion.  
▪ Up to 3 relevant illustrated sources.  
▪ Inconsistencies in the historical narrative.  
▪ No reference works cited. | ▪ Fairly good introduction, body and conclusion.  
▪ 4 relevant illustrated sources.  
▪ Some limited consistency in arguments discussed.  
▪ 1/2 reference works cited. | ▪ Excellent introduction, body and conclusion.  
▪ 5 varied illustrated sources.  
▪ Logical and consistent historical narrative.  
▪ 3 or more reference works cited. |
| 2 Primary source investigation | The investigation is to be conducted in class on one or two selected primary and/or secondary sources and worksheet by the teacher based on the Year 9, 10 or 11 syllabi. The task should not take more than one lesson. | ▪ Some questions were not attempted.  
▪ Some straightforward facts were extrapolated.  
▪ Higher-order questions were not or partially attempted.  
▪ Shallow analysis of the broader historical picture. | ▪ Some questions were vaguely answered.  
▪ Nearly all questions were attempted fairly.  
▪ Some answers showed a fair level of historical thinking skills.  
▪ The write-up vaguely mentioned the broader historical picture. | ▪ All questions were fairly answered.  
▪ Answers showed the ability to extrapolate primary evidence.  
▪ Answers showed a good level of historical thinking skills.  
▪ The write-up was fairly linked with the broader historical picture. |
| 3 Site visit investigation | The site visit investigation is to be based on one or more assessment criteria from the Year 9, 10 or 11 syllabi. The investigation is to include: (i) photographs and/or drawings about the site (ii) captions and comments about the site/building/artefacts; (iii) conclusion or recommendations. | ▪ Shallow introduction, body and conclusion or recommendations.  
▪ Limited variety of data and sources.  
▪ Poor presentation and layout.  
▪ No reference of on-site investigation.  
▪ None or 1 reference work cited. | ▪ Fairly good introduction, body and conclusion or recommendations.  
▪ Some effort to present various types of date and sources.  
▪ Fair presentation and layout.  
▪ Some limited on-site investigation.  
▪ 2 or 3 reference works cited. | ▪ Good introduction, body and conclusion or recommendations.  
▪ Various types of data and sources were included.  
▪ Excellent presentation and layout.  
▪ Extensive on-site investigation.  
▪ 4 or more reference works cited. |
| 4 Thematic timeline | The timeline is to be based on one or more assessment criteria from the Year 9, 10 or 11 syllabi. It is to include: (i) a list of selected key dates; (ii) primary/secondary source illustrations on each of the dates/events mentioned; (iii) brief text description of the events mentioned. The timeline can be designed in digital format or as a chart on cardboard paper. | ▪ Some events were not linked to the theme of the timeline.  
▪ Timeline not divided in segments (centuries, decades).  
▪ Most events were not in correct sequence.  
▪ Events were vaguely captioned.  
▪ Links between events not linked. | ▪ Most events were linked to the theme of the timeline.  
▪ Timeline not correctly divided in segments (centuries, decades).  
▪ 1 event was not in correct sequence.  
▪ Events were captured fairly.  
▪ Links between events fairly explained. | ▪ All events were linked to the theme of the timeline.  
▪ Timeline correctly divided in segments (centuries, decades).  
▪ All events were in sequence.  
▪ Events had excellent captions.  
▪ Links between events clearly explained. |
| 5 Digital presentation | A presentation consisting of between 6 to 10 slides on one or more assessment criteria from the Year 9, 10 or 11 syllabi. The presentation is to consist of: (i) a variety of primary and/or secondary illustrated sources; (ii) 100–200 words textual data; (ii) reference to consulted works. The presentation can be presented online, in soft or hard copy format. | ▪ The presentation had up to 6 slides.  
▪ Poor design and layout.  
▪ Some primary/secondary sources were out of point.  
▪ Most slides were not in logical/chronological order.  
▪ Text in slides vague or incorrect.  
▪ Oral delivery fragmented and/or incoherent. | ▪ The presentation had 7–8 slides.  
▪ Fairly good design and layout.  
▪ Included a limited variety of primary/secondary sources.  
▪ Some slides were not in logical/chronological sequence.  
▪ Text in slides was too short/long.  
▪ Oral delivery focused on some points mentioned. | ▪ The presentation had 9–10 slides.  
▪ Excellent design and layout.  
▪ Included various primary/secondary sources.  
▪ Slides were in logical/chronological sequence.  
▪ Text data relevant and to the point.  
▪ Oral delivery referred to all the key points. |