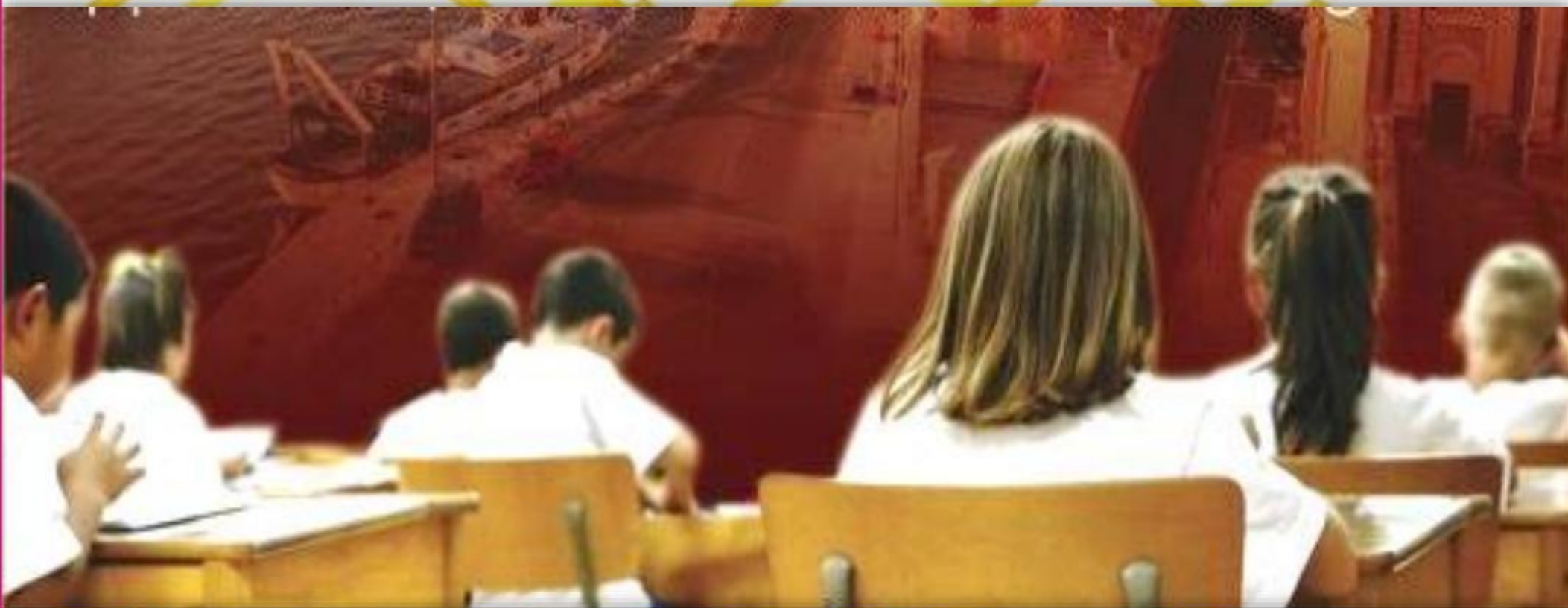


HISTORY (Option)

School Syllabus for Year 10



Starting September 2023

List of Subject Foci in Year 10

The learning outcomes are structured into the following subject foci:

Analysing and interpreting historical evidence

1. Analysing and interpreting historical evidence

European and International History

2. Revolutions and Nationalism in Europe (1789-1914)

Maltese History

5. The British Period (1798-1921)
6. Malta's social and economic development since 1800

Maltese and European History

9. Europe and Malta in the Two World Wars

School-Based Assessment modes (Paper I)

1. **Illustrated research essay:** [Level 1–2: 200-300-word essay; Level 2–3: 300 to 400-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: 200-300-word essay; Level 2–3: 300 to 400-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]

Some examples of tasks under each Level

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 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 (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 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 Interpret the collected data.
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 Reign of Terror during the French Revolution.</i>	1.2l Explain terms and/or terminology associated with a particular historical event. <i>e.g., The Reign of Terror during 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>
		1.3l Research the contribution of key historical figures.

EUROPEAN HISTORY SECTION

LO 1 Analysing and Interpreting historical evidence

LO 2 Revolutions and Nationalism:

The Industrial Revolution (1750-1914)

The Unification of Italy and Germany (1815-1871)

LO 9 Europe in the First and Second World Wars

Subject Focus: The Industrial Revolution (1750-1914)

Learning Outcome 2

I can trace the origins, the changes and the consequences of the Industrial Revolution in Britain and Germany up to 1914.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1h Identify reasons why the Industrial Revolution started in Britain.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Britain was a constitutional monarch; ▪ Vast overseas colonies; ▪ Large navy; ▪ The Agricultural Revolution prepared the scene for the Industrial Revolution; ▪ Natural resources of coal and iron; ▪ Numerous rivers and canals; ▪ The nobility engaged in business enterprises and in commerce; ▪ The banking system; ▪ Pioneered in scientific and technological inventions. 	<p>3.2h List reasons why the Industrial Revolution started in Britain.</p> <p>Refer to the points mentioned in LEVEL 1.</p>	<p>3.3h Discuss why the Industrial Revolution started in Britain.</p> <p>Refer to the points mentioned in LEVEL 1, together with the following:</p> <ul style="list-style-type: none"> ▪ The effects of the Glorious Revolution of 1688 on Britain's political system: <ul style="list-style-type: none"> - Reduction in royal power; - Separation of powers (legislative, executive, judiciary); - Political parties (Tories and Wigs); - A free press; ▪ The Agricultural Revolution made the Industrial Revolution possible for the following reasons: <ul style="list-style-type: none"> - Large-scale plantations replaced small-scale farming; - The enclosure movement led jobless farmers seek jobs in the factories; - Improved methods of farming (Four crop rotation); - Increased food production at affordable prices; - Enhanced scientific research (fertilizers, selective breeding, vaccination); - Technology applied in agriculture (seed drill, mechanical reaper); - Owners of large agricultural estates became wealthy entrepreneurs; - People lived longer since food supply increased; - Famine became less common.

Useful websites on the origins of the Agricultural and Industrial Revolution in Britain:

- <https://www.kenyaplex.com/questions/1356-explain-the-effects-of-the-agrarian-revolution-in-britain.aspx>
- https://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml
- <https://www.slideshare.net/ClaudeGeoghegan/agricultural-revolution-58006104>
- <https://www.youtube.com/watch?v=xLhNP0qp38Q>
- https://www.youtube.com/watch?v=6QKIts2_yJ0
- <https://www.youtube.com/watch?v=ut0rX2MngL8>
- https://www.youtube.com/watch?v=Xh_Lk7kDrUI

Subject Focus: The Industrial Revolution (1750-1914)

Learning Outcome 2

I can trace the origins, the changes and the consequences of the Industrial Revolution in Britain and Germany up to 1914.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1i Identify the most significant inventions made during the Industrial Revolution in Britain.</p> <p><i>Factory Mill; Spinning Jenny; Flying Shuttle; Steam Engine</i></p>	<p>3.2i List the most important early inventions made during the Industrial Revolution in Britain.</p> <p><i>Factory Mill, Spinning Jenny, Flying Shuttle, Steam Engine</i></p>	<p>3.3i Discuss the impact of the most important early inventions on the course of the Industrial Revolution in the 19th century.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Spinning Jenny; ▪ The Flying Shuttle; ▪ The steam engine; ▪ The factory mill. 	<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Water/steam powered pumps removed water that flooded the coal mines; ▪ The flying shuttle or weaving made easy; ▪ The Spinning Jenny increased wool mills productivity; ▪ The power loom was a water or steam powered machine that turned cotton thread into fabric; ▪ The steam engine increased machine power and was applied to factories, ships and railways; ▪ The cotton gin made cotton production boom; ▪ The blast furnace reached very high temperatures for the smelting of metals such as iron and steel; ▪ The telegraph made long-distance; communication possible (the Morse Code); ▪ The dynamite replaced gunpowder as an explosive substance; ▪ Photography made real-world images possible for the first time; ▪ The typewriter made writing faster and clearer than handwriting; ▪ The electric generator paved the way for the invention of electricity; ▪ The internal combustion engine paved the way for the automobile; ▪ The modern factory; first with water-powered mills and then with steam-powered engines. 	<p>Refer to and expand on points mentioned in LEVEL 2 and on the following subsequent inventions of the period.</p> <ul style="list-style-type: none"> ▪ The water pump; ▪ The railway; ▪ The telegraph; ▪ The dynamite; ▪ The typewriter; ▪ The sewing machine; ▪ The light bulb; ▪ The automobile.

Some useful websites:

- revolution/ucksters.com/history/us_1800s/inventions_technology_industrial_revolution.php
- 10 major inventions of the early Industrial Revolution: <https://learnodo-newtonic.com/industrial-revolution-inventions>
- <https://www.timetoast.com/timelines/the-industrial-revolution-1750-1900>
- <https://www.historyhit.com/key-inventions-of-the-industrial-revolution/>
- Time-line of the Industrial Revolution in Britain: <https://webs.bcp.org/sites/vcleary/ModernWorldHistoryTextbook/IndustrialRevolution/Timeline.html>
- The factory mills and the early machines: <https://www.youtube.com/watch?v=BUncmpD78Dg>

Subject Focus: The Industrial Revolution (1750-1914)

Learning Outcome 2

I can trace the origins, the changes and the consequences of the Industrial Revolution in Britain and Germany up to 1914.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1j Identify facts about the Industrial Revolution in Britain and in Germany up to 1914.</p> <p>The main causes are:</p> <ul style="list-style-type: none"> ▪ Industrial Revolution began about a century later in Germany than it did in England; ▪ By 1900 Britain producing more coal while Germany was producing more steel; ▪ The Zollverein helped Germany catch up with Britain and France in railway tracks by 1870; ▪ Germany was economically weaker before the Industrial Revolution because it was divided in many states while Britain was a unified nation-state; ▪ Germany outdid Britain in chemical and electrical innovation; ▪ Britain relied on her vast colonies for raw materials and markets for her industries; ▪ Until the 1880s, Germany had no colonies and had to import raw materials for her industries; ▪ Germany used most of her industrial products to strength the army and the navy. 	<p>3.2j Explain how Germany was affected by the Industrial Revolution up to 1914.</p> <p>The main points are:</p> <p>Before unification (1871):</p> <ul style="list-style-type: none"> ▪ The German Confederation left Germany divided; ▪ German Confederation still dominated by Austria which was economically more backward than Prussia; ▪ Prussia set up the Zollverein to unify Germany economically; ▪ Germany had less railway tracks than Britain and France but together. <p>After unification (1871):</p> <ul style="list-style-type: none"> ▪ Under Prussian leadership, the road was now open for Germany to become a major world economic power; ▪ Germany excelled in the chemical and electrical industries which spearheaded the 'Second' Industrial Revolution after 1870; ▪ Krupp's factories in Essen produced steel and armaments for Germany's military build-up; ▪ By 1900, Germany surpassed Britain in industrial production and sales. 	<p>3.3j Compare and contrast the early phase of the Industrial Revolution in Britain and in Germany up to 1914.</p> <p>The main points are:</p> <p>Britain:</p> <ul style="list-style-type: none"> ▪ The early factories: 1771: Richard Arkwright's steam-powered cotton mill; ▪ Production of coal and iron; ▪ The steam engine; ▪ The cotton and textile industries; ▪ The first railway tracks: 1825: Stockton-Darlington; 1830: Liverpool-Manchester. <p>Germany:</p> <ul style="list-style-type: none"> ▪ 1859: Alfred Krupp becomes Prussia's main arms manufacturer; ▪ 1834: The setting up of the Zollverein; ▪ The first railway track: 1834: Fürth-Nuremberg (Bavaria); ▪ 1866: Werner Siemens invented the electric dynamo. <p>Germany had the advantage of learning from the mistakes of Britain's early industrial Revolution:</p> <ul style="list-style-type: none"> ▪ Applying electrical power to industry instead of steam power; ▪ Investing in chemical industries instead of cotton and textile industries;

Some useful websites on the Industrial Revolution in Germany:

- <https://www.slideshare.net/ljhc/impacts-of-the-industrial-revolution-in-germany>
- <https://prezi.com/ekcsqzqf1u15/germany-during-the-industrial-revolution/>

Subject Focus: The Industrial Revolution (1750-1914)

Learning Outcome 2

I can trace the origins, the changes and the consequences of the Industrial Revolution in Britain and Germany up to 1914.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1k Identify from sources the working conditions and the standard of living of people from different social classes during the Industrial Revolution.</p> <p>The working classes:</p> <ul style="list-style-type: none"> ▪ Long hours of work; ▪ Low wages; ▪ Lack of sanitation and safety; ▪ No sickness or injury provisions for workers; ▪ Workers could be fired for no reason; ▪ Women were paid less than men; ▪ Child labour from the age of 5; ▪ Substandard housing; ▪ Lived at subsistence level; ▪ Uneducated and illiterate. <p>The middle and upper classes:</p> <ul style="list-style-type: none"> ▪ Owners of property or estates; ▪ Comfortable housing; ▪ Afforded to buy finer clothes and jewelry; ▪ Lived on a better and more varied diet; ▪ Employed domestic servants; ▪ Leisure pursuits (theatre, feasting, hunting, travelling) 	<p>3.2k. Describe the working and living conditions of the people. <i>children, women, miners, city dwellers, country people, the middle upper classes</i></p> <ul style="list-style-type: none"> ▪ A day's work lasted between 12-16 hours; ▪ Wages were not high enough to buy their daily needs (food, rent, clothing, medicine); ▪ Workers worked in filthy, polluted and unsafe environments; ▪ Workers were at the mercy of their employers, they could be beaten, scolded or fired at will; ▪ Women and children were paid less than men; ▪ Children were given dangerous jobs on machines, in coal mines and as chimney cleaners; ▪ Whole families lived in one room, mostly in slums; ▪ Families lived on a very frugal diet, undernourished and prone to many diseases; ▪ Education was a luxury which only the middle and upper classes could afford; <p>The main points for the middle and upper classes:</p> <ul style="list-style-type: none"> ▪ Owned large, comfortable homes and property estates manned by domestic servants; ▪ Afforded to pay for medical treatment; ▪ Engaged in expensive leisure pursuits. 	<p>3.3k Discuss the working conditions and/or the standard of living of people from different social classes during the Industrial Revolution.</p> <p>Expand further on points mentioned in LEVEL 2.</p>

Some useful websites on working and living conditions during the early Industrial Revolution:

- https://www.ducksters.com/history/us_1800s/working_conditions_industrial_revolution.php
- <https://prezi.com/untnwsue4ry6/working-conditions-in-the-industrial-revolution/>
- <https://schoolshistory.org.uk/topics/british-history/industrial-revolution/working-conditions/>
- <https://www.youtube.com/watch?v=tkrvm9DEin8>
- Working and living conditions during the Industrial Revolution in Britain: <https://slideplayer.com/slide/9859664/>
- Factory reform: <https://www.youtube.com/watch?v=ENpFw-gQZs>
- The early factory system: <https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/>
- Simulated diary entries of Victorian children employed in factories: https://www.youtube.com/watch?v=SV3JO_RYIDE
- The Factory Act of 1833: <https://www.intriguing-history.com/factory-act-2/>
- The Factory Act of 1850: <https://www.intriguing-history.com/factory-act/>

Subject Focus: The Industrial Revolution (1750-1914)

Learning Outcome 2

I can trace the origins, the changes and the consequences of the Industrial Revolution in Britain and Germany up to 1914.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1I Identify from illustrated sources, the developments made during the Industrial Revolution. transport (railway, cargo ships, automobile); weaponry (artillery, warships, aircraft); industrial production (industrial centres, production belt, interchangeable parts).</p>	<p>3.2I. List the positive and/or negative consequences brought about by developments of the Industrial Revolution. transport, weaponry, industrial production.</p>	<p>3.3I Discuss the positive and/or negative consequences brought about by developments of the Industrial Revolution. transport, weaponry, industrial production.</p>
<p>The main points are: Transport: <ul style="list-style-type: none"> ▪ Larger and faster trains and ships; ▪ Cargo ships using coal and steam instead of sail; ▪ Application of the automobile: cargo trucks, taxi service, police, fire-engines, ambulances; ▪ The invention of the early aircraft (bi-plane); Weaponry: <ul style="list-style-type: none"> ▪ Larger and more accurate weapons (breech-loading guns, machine guns, rifle); ▪ Iron clads, dreadnaughts and submarines; ▪ Bi-plane fighter aircraft used during World War I; Industrial production: <ul style="list-style-type: none"> ▪ Large industrial centres (e.g., Manchester); ▪ Interchangeable parts (e.g., weapons, machines etc.) ▪ The production belt/assembly line; ▪ Mass production of goods at affordable prices. </p>	<p>Transport: the main positive and negative points are: <ul style="list-style-type: none"> ▪ Faster, safer and more comfortable transport; ▪ New skilled jobs connected with the new inventions (e.g., railway personnel, engineers, technicians, etc.); ▪ Infrastructural development (e.g., tunnels, bridges, railway stations, tramways, electrical cables, etc.) Weaponry: the main positive and negative points are: <ul style="list-style-type: none"> ▪ Use of more accurate and deadly weapons (e.g., canons, the machine gun, automatic rifle; fighter bi-plane); ▪ Sharp increase in casualties in time of war; ▪ Bombardment of cities in time of war. Industrial production: the positive and negative points are: <ul style="list-style-type: none"> ▪ More affordable prices for the working classes; ▪ Technological innovations applied to industry; ▪ Increase of pollution by the burning of fossil fuel; ▪ Use of heavy machinery led to increase in fatal accidents on the work place; ▪ Completion for international markets and colonialism; ▪ Setting up of international cartels to control production and prices. ▪ Strain on the earth's natural resources. </p>	<p>Refer to and expand on the points mentioned in LEVEL 2.</p>
<p>Some useful websites on the effects of the Industrial Revolution: <ul style="list-style-type: none"> ▪ https://sites.google.com/site/5effectsofindustrialization/effects-in-the-1800s-1900s </p>		

Subject Focus: The Industrial Revolution (1750-1914)

Learning Outcome 2

I can trace the origins, the changes and the consequences of the Industrial Revolution in Britain and Germany up to 1914.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1m Differentiate between positive and negative effects of the Industrial Revolution.</p> <p>The main positive effects are:</p> <ul style="list-style-type: none"> ▪ Economic development; ▪ The emergence of machines in agriculture and industry; ▪ Improved communication and transport; ▪ Improved sanitation and medical care; ▪ Gradual improvement in standard of living; ▪ New skilled jobs; ▪ Factory Laws regulating working conditions of women and children. <p>The main negative effects are:</p> <ul style="list-style-type: none"> ▪ Widened the gap between the upper and the working classes; ▪ Rapid and haphazard urbanisation ▪ Created a polluted environment (<i>e.g.</i>, rivers, canals, industrial waste, fossil fuels); ▪ Sanitation problems in the cities (slums, sewage, water supply, epidemics, <i>etc.</i>); ▪ Mass migration from rural to urban centres. 	<p>3.2m List positive and/or negative effects of the Industrial Revolution in 19th century Europe.</p> <p>The main positive points are:</p> <ul style="list-style-type: none"> ▪ Improvement in living standards; ▪ More affordable prices for the working classes; ▪ Faster, safer and more comfortable transport; ▪ New skilled jobs connected with the new inventions; ▪ Technological innovations applied to industry (<i>e.g.</i>, the factory system; the production belt, automation); ▪ Scientific inventions applied to medicine and health (<i>e.g.</i> anesthetic, inoculation, vaccination <i>etc.</i>); ▪ Humanitarian legislation (<i>e.g.</i>, The Factory Act of 1833). <p>The main negative points are:</p> <ul style="list-style-type: none"> ▪ Increase of pollution by the burning of fossil fuel; ▪ Use of more deadly weapons in wars; ▪ Increase in delinquency and crime in industrial cities; ▪ Working class families lived in substandard dwellings; ▪ Use of heavy machinery led to increase in fatal accidents on the work place; ▪ Completion for international markets led to a new surge to colonialism; ▪ Setting up of cartels to control production and prices. ▪ Exploitation of children through child labour; ▪ Increase in consumption led to a strain on the earth's natural resources. 	<p>3.3m Explain the positive and/or negative effects of the Industrial Revolution in 19th-century Europe.</p> <p>Refer to and expand on the points listed in LEVEL 1 and 2.</p>
<p>Some useful websites on the effects of the Industrial Revolution:</p> <ul style="list-style-type: none"> ▪ https://slideplayer.com/slide/9274225/ ▪ https://www.factmonster.com/dk/encyclopedia/history/exploration ▪ https://www.youtube.com/watch?v=nl_-6WPQ4Sg ▪ Slums in Manchester: https://www.youtube.com/watch?v=SrrXUN7S_Ys 		

Subject Focus: 2. Revolutions and Nationalism in Europe (1815-1871)

Learning Outcome 2

I can explore the causes, changes and consequences brought about by the unification of Italy, with the help of various primary and secondary sources.

The Unification of Italy

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1n Identify words, phrases and/or people linked to the <i>Risorgimento</i>. (e.g., the Carbonari Movement, Young Italy, Garibaldi, etc.)</p>	<p>3.2n Explain the role of the Carbonari Movement and/or Young Italy in the Italian <i>Risorgimento</i>.</p>	<p>3.3n Explain the importance of the main events, developments and leaders associated with the Italian <i>Risorgimento</i>.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Illustrated source/s of the Italian Carbonari; ▪ Illustrated source/s of Young Italy; ▪ Portrait pictures of Giuseppe Mazzini and Garibaldi; ▪ http://www.historynotes.info/mazzinis-young-italy-3228/. 	<p>The main points are:</p> <p>Carbonari Movement</p> <ul style="list-style-type: none"> ▪ A secret revolutionary movement active between 1800-1831; an offshoot of the 18th century Freemasonry Movement; ▪ Their ideas spread to Italy with the coming of the French under Napoleon and Joachim Marat; ▪ Patriotic, liberal and anti-clerical in their aims; ▪ Their chief aim was to defeat despotism and replace it with constitutional government; ▪ Participating in the failed Revolutions of 1820; <p>Young Italy (<i>Giovine Italia</i>)</p> <ul style="list-style-type: none"> ▪ Its motto: Unione, Forza, Libertà (Union, Strength, Liberty); ▪ A political movement for Italian youths founded in 1831 by Giuseppe Mazzini when he was in exile in Marseilles; ▪ Aimed at the political unification of Italy as a democratic republic; ▪ Aimed at an armed insurrection against Austrian rule in Italy; 	<p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Carbonari movement; ▪ The Young Italy; ▪ The Red Shirts (<i>Camice/Giubbe Rosse</i>) ▪ The Secret Pact of Plombières <p>The leaders:</p> <ul style="list-style-type: none"> ▪ Giuseppe Mazzini a republican democrat and founder of Young Italy; ▪ Vincenzo Gioberti advocated a unified Italy under the Presidency of the Pope; ▪ Giuseppe Garibaldi ousted the Bourbons and dreamt of a republican Italy; ▪ Count Camillo Cavour, the diplomat and statesman who masterminded the unification; ▪ Charles Albert of Sardinia tried to defeat Austria without foreign support; ▪ Victor Emmanuel II of Sardinia who put his trust in Cavour to achieve unification; ▪ Emperor Napoleon III offered diplomatic and military support to Cavour against Austria;
<p>Some useful websites on the Italian <i>Risorgimento</i>:</p> <ul style="list-style-type: none"> • https://www.powershow.com/view4/6f2cb9-NWE0N/Unification_of_Italy_Unit_14_PP_4_The_Risorgimento_powerpoint_ppt_presentation 		

Subject Focus: 2. Revolutions and Nationalism in Europe (1815-1871)

Learning Outcome 2

I can explore the causes, changes and consequences brought about by the unification of Italy, with the help of various primary and secondary sources.

The Unification of Italy

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1o (a) Identify causes leading to the 1848 Revolutions in Italy.</p> <p>The main causes are:</p> <ul style="list-style-type: none"> ▪ Expel the Austrians from northern Italy; ▪ Unite all Italian states under one ruler; ▪ Revolts in Sicily in Jan. 1848 sparked revolts in other parts of Italy; ▪ The revolution in Paris in Feb. 1848; ▪ Metternich's resignation in March 1848. <p>The main consequences are:</p> <ul style="list-style-type: none"> ▪ War between Sardinia and Austria; ▪ The Austrians defeated the Italian forces and recaptured northern Italy in 1849; ▪ Charles Albert abdicated in favour of Victor Emmanuel II; ▪ Mazzini and Garibaldi managed to escape and live in exile. 	<p>3.2o (a) List reasons for the failure of the 1848 Revolutions in Italy.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Liberal patriots wanted a united and liberal form of government; ▪ The expulsion of Austrian control from northern Italy; ▪ The unification of all Italian states under one ruler; ▪ The election of the 'liberal' Pope Pius IX in 1846; ▪ Revolts in Sicily in Jan. 1848 sparked revolts in Lombardy-Venetia. <p>The main consequences are:</p> <ul style="list-style-type: none"> ▪ King Charles Albert of Sardinia declared war against Austria to liberate Lombardy-Venetia; ▪ Pope Pius IX abandoned the Italian cause and switched sides with the Austrians; ▪ General Radetzky defeated the Italian forces and recaptured Milan and Venice in 1849; ▪ Charles Albert abdicated in favour of Victor Emmanuel II; ▪ Austrian control was restored in Lombardy-Venetia; ▪ Prominent <i>Risorgimento</i> leaders were forced leave Italy and live in exile (Mazzini, Garibaldi). ▪ Pius IX returned to Rome under French protection. 	<p>3.3o (a) Discuss why the 1848 Revolutions failed in Italy.</p> <p>Refer to the points in LEVEL 2.</p> <p>The main points for their success:</p> <ul style="list-style-type: none"> ▪ Initially the revolutionaries succeeded taking over power in most Italian cities/states, but this only lasted 16 months before the Bourbon and the Austrians again gained control; ▪ The 1848 Italian Revolutions were a short-term success, but a long-term failure. <p>The main points for their failure:</p> <ul style="list-style-type: none"> ▪ Foreign intervention against the revolutionaries (Austrian and French); ▪ Austria's strong military power; ▪ The refusal of the Pope to support the revolutions; ▪ lack of involvement from the masses ▪ The revolutionary leaders (liberals, monarchists, republicans) in their aims.

Some useful websites on the 1848 Revolutions in Italy:

- <http://www.markedbyteachers.com/as-and-a-level/history/why-did-the-1848-revolutions-in-italy-fail.html>

Subject Focus: 2. Revolutions and Nationalism in Europe (1815-1871)

Learning Outcome 2

I can explore the causes, changes and consequences brought about by the unification of Italy, with the help of various primary and secondary sources.

The Unification of Italy

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1p Identify Mazzini's, Cavour's and/or Garibaldi's contribution to the unification of Italy.</p> <p><i>Pact of Plombières; The Austro-Italian War; the expedition of the Red Shirts.</i></p>	<p>3.2p Explain the decisions and actions made by Mazzini, Cavour and/or Garibaldi for the unification of Italy.</p> <p><i>Pact of Plombières; The Austro-Italian War; the expedition of the Red Shirts.</i></p>	<p>3.3p Discuss the motives and decisions taken by Cavour and/or Garibaldi aimed at achieving Italian unification.</p> <p><i>Pact of Plombières; The Austro-Italian War; the expedition of the Red Shirts.</i></p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Mazzini: journalist; republican political writer; revolutionary activist; founder of Young Italy movement; years in exile in England and Switzerland; one of the triumvirate of Roman Republic of 1849. ▪ Cavour: diplomat; statesmen; Prime Minister of Sardinia; monarchist; architect of the Italian Unification between 1852-1861; alliance with Napoleon III at the Secret Pact of Plombières (1858); the Austro-Italian War (1859-1860). ▪ Garibaldi: Italian patriot and republican revolutionary leader; general; support to the Roman Republic of 1849; lead the Red Shirts campaign in southern Italy (1860); his attempts to wrestle Rome from the Pope. 	<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Why Mazzini abandoned the Carbonari and set up Young Italy? ▪ Why Mazzini preferred a republican to a monarchist united Italy? ▪ Why was Mazzini disillusioned by what come out of a united Italy after 1861? ▪ Why did Cavour modernize the administration and the economy of Sardinia? ▪ Why did Cavour participate in the Crimean War? ▪ Why did Cavour seek an alliance with Napoleon? ▪ Why did Garibaldi plan the campaign of the Red Shirts against the Bourbons of Naples and Sicily; ▪ Why did Garibaldi try to wrestle Rome from the Pope after 1861? 	<p>The main points are:</p> <ul style="list-style-type: none"> ▪ The motives of Cavour to bring about the Secret Pact of Plombières with Napoleon III: <ul style="list-style-type: none"> - Italy could not defeat Austria by herself; - Napoleon III wanted to revenge France's defeat in 1815; - Cavour would have the excuse to provoke a war against Austria being seen as the aggressor. ▪ The motives of Garibaldi to led a campaign against the Bourbons of Naples and Sicily: <ul style="list-style-type: none"> - the Bourbons were allies of the Pope and the Austrians; - The Bourbons controlled nearly half of the Italian peninsula; - it was the most backward of all of the Italian states. ▪ The motives of Cavour to stop Garibaldi from attacking Rome in 1860: <ul style="list-style-type: none"> - Cavour feared French and Austrian intervention against the new Kingdom of Italy; - He feared that Garibaldi might set up a rival republican government in Rome.

Some useful websites on the Unification of Italy:

- https://simple.wikipedia.org/wiki/Italian_unification
- https://kids.kiddle.co/Italian_unification
- <https://slideplayer.com/slide/8061682/25/images/8/Italian+Unification+Timeline.jpg>
- https://www.powershow.com/view4/6f2cb9-NWE0N/Unification_of_Italy_Unit_14_PP_4_The_Risorgimento_powerpoint_ppt_presentation
- <https://sourcebooks.fordham.edu/mod/1861italianunif.asp>
- https://kids.kiddle.co/Revolutions_of_1848_in_the_German_states
- History Matters The Unification of Italy animated video: <https://www.youtube.com/watch?v=kjFscoiE8eI>

Subject Focus: 2. Revolutions and Nationalism in Europe (1815-1871)

Learning Outcome 2

I can explore the causes, changes and consequences brought about by the unification of Germany, with the help of various primary and secondary sources.

The Unification of Germany

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1q Identify key facts about the German Confederation.</p> <p>Refer to the map of the German Confederation: The main points are:</p> <ul style="list-style-type: none"> Map of the German Confederation; https://upload.wikimedia.org/wikipedia/commons/6/6c/Deutscher_Bund.png Years of existence: 1815-1867; Consisted of 39 German states The two principal states in the Confederation: Prussia and Austria; The Presidency was held by Metternich as Chancellor of Austria; The Diet met at Frankfurt and consisted of the German Princes or their representatives; The Zollverein was set up by Prussia in 1834 as a customs union for the German states; The Metternich's System spread among most of the German states. 	<p>3.2q List key facts about the German Confederation.</p> <p>Refer to the points in LEVEL 1, together with the following:</p> <ul style="list-style-type: none"> It was set up by the Congress of Vienna in 1815; It ended when Prussia replaced it with the North German Confederation in 1867; The rivalry between Austria and Prussia; The exclusion of Austria from the Zollverein; The Carlsbad Decrees of 1819; Metternich's power over the Confederation until his resignation in 1848. Laws were enacted by the Diet of the Confederation; The German Federal Army was composed by regiments from all the German states according to their population size. 	<p>3.3q Compare and contrast Prussia and Austria as the two major states in the German Confederation.</p> <p>Refer to the relevant points in LEVEL1 and 2, together with the following:</p> <ul style="list-style-type: none"> Prussia and Austria cooperated as part of the Quadruple Alliance during the Congress System (1815-1824); Prussia's motives to set up the Zollverein and exclude Austria from joining it; Internally it was weakened by the forces of liberalism, nationalism which caused to revolutionary waves in 1830 and 1848; Prussia and Austria cooperated during the Frankfurt Parliament of 1848-1849; The Agreement of Olmütz (1850): Prussia abandoned the Erfurt Union and accepted Austrian leadership of the Confederation Most historians agree that the Confederation was weak, ineffective and an obstacle German unification. However, it was designed to be weak, as it served the interests of the European Great Powers, especially its own member-states Austria and Prussia.
<p>Useful websites on the history of the German Confederation:</p> <ul style="list-style-type: none"> https://en.wikipedia.org/wiki/German_Confederation https://prezi.com/ulhq9ji4llmg/the-german-confederation/ https://prezi.com/jbftoumldvvx/the-legacy-of-klemens-von-metternich/ https://kids.kiddle.co/German_Confederation 		

Subject Focus: 2. Revolutions and Nationalism in Europe (1815-1871)

Learning Outcome 2

I can explore the causes, changes and consequences brought about by the unification of Germany, with the help of various primary and secondary sources.

The Unification of Germany

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1i (b) Identify causes for the 1848 Revolutions in the Germany.</p> <p>The main causes are:</p> <ul style="list-style-type: none"> ▪ Growing political and social discontent; ▪ News of the 1848 Revolution in Paris; ▪ March 15: violent rioting in Berlin; ▪ Frederick William IV of Prussia gave in to popular demands; ▪ May 18: the Frankfurt Assembly held its first session to draft the Frankfurt Constitution. <p>The main consequences are:</p> <ul style="list-style-type: none"> ▪ In the end, the revolutions turned out to be unsuccessful; ▪ Frederick William IV of Prussia refused the title of German Emperor from the people; ▪ The Frankfurt Parliament was dissolved by the Prussian army; ▪ The Princes repressed the uprisings by military force; ▪ Many revolutionary leaders went into exile; 	<p>3.2i (b) List reasons for the failure of the 1848 Revolutions in the Germany.</p> <p>Refer to the points in LEVEL 1, together with the following:</p> <p>Causes:</p> <p>rowing discontent against the political and social order imposed by the Congress of Vienna; News of the February Revolution against Louis Philippe in Paris reached discontented liberals, and radical workers;</p> <p>The first uprisings began in Baden in March; Frederick William IV of Prussia promised a constitution, a parliament, and his support for German unification;</p> <p>The Frankfurt Parliament proclaimed a German Empire based on the principles of parliamentary democracy;</p> <p>Consequences:</p> <p>Frederick William refused to receive the German Imperial Crown 'from the gutter'; The Prussian and Austrian delegates abandoned the Frankfurt Parliament;</p> <p>The German Confederation was restored by the Agreement of Olmütz (1850); The achievements of the revolutionaries were reversed in all of the German states and by 1851.</p>	<p>3.3i (b) Discuss why the 1848 Revolutions failed in Germany.</p> <p>The main points for their failure:</p> <ul style="list-style-type: none"> ▪ The revolutions gradually fizzled out because of a number of reasons: ▪ The divisions at the Frankfurt Assembly between conflicting factions and social classes rendered it impossible for its members to form coalitions and push for specific goals; ▪ Unable to agree in fundamental principles, the Frankfurt Assembly ending up in protracted and useless debating. ▪ The liberals broke ranks with the radicals; ▪ The liberals lacked the support of the masses; ▪ The overwhelming strength of the conservative forces (i.e., the Monarchy, the aristocracy and the army). ▪ By late 1848 the Prussian Junkers and generals had regained power in Berlin; The Prussian army recaptured Berlin for the King; ▪ In November the King dissolved the new Prussian Parliament and replaced it with a constitution maintaining supreme authority in his own hands; ▪ At some point during the revolution the liberals joined the conservative against radicals because they opposed radical social reform. ▪ The conservative forces who were waiting for right time to initiate a counter-revolution.

Some useful websites on the 1848 Revolutions in the German Confederation:

- <https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-german-revolutions-of-1848/>

Subject Focus: 2. Revolutions and Nationalism in Europe (1815-1871)

Learning Outcome 2

I can explore the causes, changes and consequences brought about by the unification of Germany, with the help of various primary and secondary sources.

The Unification of Germany

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1r Identify Bismarck's achievements in unifying Germany.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The army reforms pushed forward by Bismarck; ▪ The Danish War over Schleswig-Holstein; ▪ The Austro-Prussian War: the exclusion of Austria from German affairs; ▪ The North German Confederation under Prussian leadership (1867-1871); ▪ The Franco-Prussian War and the defeat of France: the annexation of Alsace-Lorraine and the proclamation of the German Empire at Versailles. 	<p>3.2r Explain the decisions and actions taken by Bismarck for the unification of Germany.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Army reforms passed against the liberal majority in the Prussian Reichstag; ▪ The Convention of Gastein (1865) over the joint administration of Schleswig-Holstein by Prussia and Austria; ▪ the lenient Peace Treaty of Pressburg (1866) imposed over Austria; ▪ The meeting at Biarritz and Napoleon III's compensation in Luxembourg and Belgium; ▪ The succession to the Spanish throne (1870) and the Bismarck's manipulation of the Ems Telegram; ▪ The humiliating Treaty of Frankfurt over France in 1871; 	<p>3.3r Discuss the motives and decisions taken by Bismarck aimed at achieving German unification.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Schleswig-Holstein War (1864) against Denmark: served as a test of the new Prussian army reforms and a cause for a future quarrel with Austria; ▪ The Seven Weeks War 1866 against Austria: excluded Austria from German affairs and made Prussia the sole leading power in Germany; ▪ The incident of the Hohenzollern candidate to the Spanish throne and the manipulation of the Ems telegram; ▪ The Franco-Prussian War: defeat, humiliation and occupation of France; the completion of German unification; the proclamation of the German Empire at Versailles.

Useful websites on the Unification of Germany:

- https://wiki.kidzsearch.com/wiki/Unification_of_Germany
- https://kids.kiddle.co/Unification_of_Germany
- <https://slideplayer.com/slide/8061682/25/images/21/German+Unification+Timeline.jpg>
- <https://prezi.com/6fwbexa2dnez/austro-prussian-war/>
- https://en.wikipedia.org/wiki/Austro-Prussian_War
- <https://sourcebooks.fordham.edu/mod/germanunification.asp>
- History Matters The Unification of Germany animated video: <https://www.youtube.com/watch?v=tq91I3TnWu4>
- History Matters The Franco-Prussian War animated video: <https://www.youtube.com/watch?v=j1Yk0lzV40Q>

Subject Focus: 2. Revolutions and Nationalism in Europe (1815-1871)

Learning Outcome 2

I can explore the causes, changes and consequences brought about by the unification of Germany, with the help of various primary and secondary sources.

The Unification of Italy and Germany

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1s Identify the main facts about the unification of Italy and Germany.</p> <p>The main facts about the Unification of Italy are:</p> <ul style="list-style-type: none"> ▪ The Italian Risorgimento; ▪ Mazzini and Young Italy; ▪ Austria dominated northern Italy; ▪ The leadership of Piedmont under Cavour; ▪ Napoleon III supported the Italian cause; ▪ Garibaldi and the Red Shirts campaign. <p>The main facts about the Unification of Germany are:</p> <ul style="list-style-type: none"> ▪ Austria led the German Confederation; ▪ Rivalry between Austria and Prussia; ▪ The Zollverein as a customs union; ▪ The leadership of Prussia under Bismarck; ▪ Bismarck's wars of unification against Denmark, Austria and France. 	<p>3.2s List similarities and/or differences between the Italian and German unification movements.</p> <p>Similarities:</p> <ul style="list-style-type: none"> ▪ French occupation and Napoleon caused the birth of national movement in Italy and Germany; ▪ The Congress of Vienna confirmed the division of Italy and Germany; ▪ Austrian power controlled the Germany Confederation and northern Italy; ▪ Unification was achieved by the astuteness of Cavour and Bismarck; ▪ Both unification involved wars with foreign powers; <p>Differences:</p> <ul style="list-style-type: none"> • Prussia won three wars and achieved unification on her own; • Italy won the wars for unification with foreign help (France, Prussia); • The Zollverein had unified Germany economically under Prussian leadership. 	<p>3.3s Compare and contrast the actions of Cavour and Bismarck for achieving Italian and German unification.</p> <p>Similarities:</p> <ul style="list-style-type: none"> ▪ Division was the by-product of the Congress of Vienna; ▪ Nationalism was the by-product of the French occupation and Napoleon; ▪ Liberal movements attempted unification in 1848 but failed; ▪ Foreign powers (Austria, France, the Papacy) were an obstacle to unification; ▪ Piedmont and Prussia led the unification movement respectively; ▪ Unification was brought about by capable statesmen (Cavour, Bismarck); ▪ Both statesmen used secret diplomacy to achieve their aims; ▪ Both statesmen relied on nationalism and realpolitik; ▪ Both unification movements involved wars with foreign powers. ▪ After unification both were conservative and monarchist states. ▪ After unification both sought to become strong European Powers. <p>Differences:</p> <ul style="list-style-type: none"> ▪ Prussia won three wars and achieved unification on her own; ▪ Piedmont needed the support of a foreign power (France); ▪ Prussia's Zollverein had already unified Germany economically; ▪ Italy had Romantic revolutionary leaders (Mazzini, Garibaldi).

Some useful websites on the Unification of Italy and Germany (compared):

- <https://www.sutori.com/story/timeline-of-italian-and-german-unification--vDJHrBkgwpTKCitjnXJRVMmQ>
- <https://mrunal.org/2013/07/old-ncert-world-history-ch8-unification-of-germany-unification-of-italy-bismarck-blood-iron-part-3-of-4.html#114>

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the outbreak of the First World War, the technological changes in warfare and the aftermath of that war with the help of various primary and secondary sources.

The causes and consequences of the First World War

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>9.1a Identify the countries that made up the major European Alliances between 1879 and 1907.</p> <p><i>Dual Alliances; Triple Alliance; Éntente Cordiale; the Triple Éntente.</i></p>	<p>9.2a Explain reasons for the formation and/or developments of the major European Alliances between 1879 and 1907.</p> <p><i>Dual Alliances; Triple Alliance; Éntente Cordiale; the Triple Éntente</i></p>	<p>9.3a Discuss reasons for the formation and/or developments of the major European Alliances between 1879 and 1907.</p> <p><i>Dual Alliances; Triple Alliance; Éntente Cordiale; the Triple Éntente</i></p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Refer to a map of Europe of the European Alliances in 1914; ▪ Triple Alliance Powers: Germany, Austria-Hungary, Italy; ▪ Triple Éntente Powers: France, Russia, Great Britain. ▪ Italy entered the war on side of the Triple Éntente Powers in May 1915; ▪ Turkey joined the war on the side of the Triple Alliance in Oct. 1914. ▪ During the war the names of the alliances changed: ▪ The Triple Alliance became the Central Powers; ▪ The Triple Éntente became the Allied Powers. ▪ The USA joined the Allies in April 1917. ▪ Russia left the war in March 1918. 	<p>Refer to the military alliances mentioned in LEVEL 1.</p> <p>Motives for setting up the Triple Alliance.</p> <ul style="list-style-type: none"> ▪ Statesmen responsible for the Triple Alliance was Bismarck; ▪ It developed from the Dual Alliance (1879) between Germany and Austria-Hungary; ▪ Germany's motives: to preserve a the balance of power in Europe where Germany was the strongest continental power; to isolate France; to make Austria-Hungary an ally in Eastern Europe against Russia; to avoid a war on two fronts; ▪ Austria-Hungary: wanted an ally against Russia, her main rival in the Balkans; ▪ Italy: to acquire colonies in North Africa from France; <p>Motive for setting up the Triple Éntente:</p> <ul style="list-style-type: none"> ▪ France wanted to end her isolation after her defeat in the Franco-Prussian War; ▪ Russia feared a combined attack by Austria-Hungary and Germany; ▪ French accepted to help Russia to industrialise; this offer was initially refused by Kaiser William II of Germany; ▪ Britain wanted to end her 'splendid isolation' because of the 'naval race' with Germany (1898-1912); 	<p>Refer to points mentioned in LEVEL 1.</p> <ul style="list-style-type: none"> ▪ Dual Alliance (1879) between Germany and Austria-Hungary: part of Bismarck's system of alliance to prevent or to limit wars between the Great Powers; to prevent Germany's isolation; ▪ Triple Alliance (1882), was periodically renewed until it expired when Italy joined the Allies in World War I (1915); Its provisions were kept secret until 1919; When World War I broke out in 1914, Italy declared her neutrality for two reasons: she held Austria-Hungary as the aggressor; she was not obliged to go to war against Britain; ▪ The Triple Éntente (1907) developed to counter-balance the threat posed by the Triple Alliance. It was formed in three stages: <ul style="list-style-type: none"> - 1894 the Franco-Russian Alliance (or Dual Alliance); - 1904: the Anglo-French Éntente (or Éntente Cordiale); - 1907: the Triple Éntente (Britain, France, Russia)

Suggested websites on the System of Alliances that contributed to the outbreak of World War I:

- <https://www.slideserve.com/inez-kirk/the-alliance-system>
- The System of Alliances and World War I: <https://slideplayer.com/slide/8009963/>
- <https://www.youtube.com/watch?v=Wyg8CgKo7Do>
- Map of the European Alliances in 1914: <http://maps.canadiangeographic.ca/outbreak-of-first-world-war-map/>

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the outbreak of the First World War, the technological changes in warfare and the aftermath of that war with the help of various primary and secondary sources.

The causes and consequences of the First World War

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>9.1b Identify the major disputes between the European Great Powers prior to the outbreak of World War I.</p> <p><i>Militarism; imperialism; colonialism; nationalism.</i></p>	<p>9.2b Explain the major diplomatic incidents between the European Great Powers prior to the outbreak of World War I.</p> <p><i>Militarism; imperialism; colonialism; nationalism.</i></p>	<p>9.3b Discuss one diplomatic incident between the Great Powers prior to the outbreak of World War I.</p> <p><i>Militarism; imperialism; colonialism; nationalism.</i></p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Militarism leading to an arms race between the Great Powers; ▪ Clashes over the acquisition of territories: <ul style="list-style-type: none"> - Austria-Hungary and Russia in the Balkans; - France and Italy over Tunisia; - France and Britain over Egypt; - France and Germany over Morocco. ▪ Acquisition of colonies in Africa and the Far East; ▪ Competition in international trade; ▪ The naval race between Britain and Germany; 	<p>Refer to the list of causes in LEVEL 1 together with the following:</p> <ul style="list-style-type: none"> ▪ Britain and France over the Fashoda Incident (1898); ▪ Britain and Germany over the naval race (1898-1912); ▪ Britain and Russia over spheres of influence in Iran; ▪ Germany and France over the Moroccan Crises of 1905 and 1911; ▪ Austria-Hungary and Russia in the Balkans; ▪ The Balkan Wars (1912-1913); ▪ The Sarajevo Assassination (June 1914). 	<p>Refer to the list in LEVEL 2 together with the following:</p> <ul style="list-style-type: none"> ▪ The guiding principles and legacy of the Hague Conference (1899, 1907) on the conduct of war; ▪ The Russo-Japanese War (1904-1905) for influence in Manchuria; ▪ The annexation of Bosnia by Austria-Hungary and its consequences on the relations between the Great Powers. <p>As part of the analyse of the diplomatic incident chose, reference is to be made on the distant and immediate causes, the main protagonists (monarchs, statesmen, diplomats) and the consequences on the Great Powers and states involved.</p>

Some useful websites on the causes of World War I:

- Five main causes of World War I: https://www.youtube.com/watch?v=XRcg_t2oJkc
- History Matters How was life in German Alsace-Lorraine animated video: <https://www.youtube.com/watch?v=5g-j-ayW-ZE>
- The causes of World War I (Simple History Series): <https://www.youtube.com/watch?v=24i4ncHuf6A>
- The causes of World War I (Ducksters Educational Site series): https://www.ducksters.com/history/world_war_i/causes_of_ww1.php
- On the Hague Conference of 1899, 1907: https://en.wikipedia.org/wiki/Hague_Conventions_of_1899_and_1907
- On the naval race between Britain and Germany: <https://www.youtube.com/watch?v=WY-kcPQRpHc>
- On the Bosnian Crisis of 1908: <https://prezi.com/w8fwwb6r9rcz/1908-bosnian-crisis/>
- On the Moroccan Crises: <https://prezi.com/dp0kelxoqmmk/moroccan-crisis/>
- On the Moroccan, Bosnian and Sarajevo Crises: <https://www.slideshare.net/lennyambrosini/causes-ww1-crisis-190514>
- History Matters animated video on the causes of World War I: <https://www.youtube.com/watch?v=obzqMCu8vGs>

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the outbreak of the First World War, the technological changes in warfare and the aftermath of that war with the help of various primary and secondary sources.

The causes and consequences of the First World War

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>9.1c Identify reasons for the Balkan crisis between 1908-1914. <i>Annexation of Bosnia by Austria-Hungary in 1908; The Balkan Wars; the Sarajevo assassination in 1914.</i></p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Eastern Question; ▪ The decline of the Ottoman Empire; ▪ The emergence of the Balkan states; ▪ Austria-Hungarian expansion in the Balkans; ▪ Russian influence in the Balkans; ▪ The Young Turk Revolution of 1908; ▪ The annexation of Bosnia by Austria-Hungary; ▪ The Balkan Wars of 1912-1913; ▪ Archduke Franz Ferdinand's visit to Sarajevo in June 1914. ▪ The Black Hand Serbian secret military society. 	<p>9.2c List the causes and/or consequences of the Balkan crisis between 1908-1914. <i>Annexation of Bosnia by Austria-Hungary in 1908; the Balkan Wars, the Sarajevo assassination in 1914.</i></p> <p>The main points are:</p> <p>Consequences of the annexation of Bosnia by Austria-Hungary:</p> <ul style="list-style-type: none"> ▪ Austria-Hungary and Serbia became deadly enemies; ▪ Serbia sought the support of Russia for revenge; ▪ Germany and Austria-Hungary became closer allies; ▪ The Black Hand directed its terrorist activities against Austria-Hungary; ▪ Russia was too weak to fight and had to back down to Austria-Hungary's demands; ▪ Britain, France and Russia came close together against Germany and Austria-Hungary. <p>Consequences of the Sarajevo Assassination:</p> <ul style="list-style-type: none"> ▪ Austria-Hungary issued a harsh ultimatum against Serbia; ▪ Germany gave a blank cheque of support to Austria-Hungary; ▪ Russia promised to support Serbia; ▪ Austria-Hungary declared war on Serbia when the ultimatum expired; ▪ One by one, the European Powers were dragged into World War 	<p>9.3c Discuss the causes and/or consequences of the Bosnian crisis of 1908-1914. <i>Annexation of Bosnia by Austria-Hungary in 1908; The Balkan Wars; the Sarajevo assassination in 1914.</i></p> <p>Refer to the points in LEVEL 1 and 2, together with the following:</p> <ul style="list-style-type: none"> ▪ It strengthened the alliance between Austria-Hungary and Germany since the Kaiser promised Austria-Hungary his full support; ▪ Italy became less keen on the Triple Alliance because she did not like Austria's expansion in the Balkans; ▪ Bulgaria declared its full independence from Turkey; ▪ Serbia received assurance of support from Russia in case of attack; ▪ Germany declared war on Russia and France and activated the Schlieffen Plan, in order to avoid a war on two fronts; ▪ Britain declared war on Germany to defend Belgian neutrality.

Some useful websites on the causes of World War I:

- Time-line of the Bosnian Crisis of 1908: <https://www.mtholyoke.edu/acad/intrel/boshtml/bos130.htm>
- How the Sarajevo assassination triggered World War I (Epic History TV): <https://www.youtube.com/watch?v=PbwH1ZBnYds>
- How the Alliances System triggered World War I (History On The Net): <https://www.historyonthenet.com/world-war-one-causes-2>
- The Sarajevo Assassination (History Hit video clip): <https://www.youtube.com/watch?v=OfO7TduevHA>
- The Sarajevo Assassination video clip: <https://www.youtube.com/watch?v=-U5ZL8Ma6So>
- The Sarajevo Assassination (The Great War Series video clip): <https://www.youtube.com/watch?v=ZmHxq28440c>
- The Sarajevo Assassination video clip: <https://www.youtube.com/watch?v=XS1gROq5iZ8>
- The Spiral of events leading to World War I (History Channel video clip): <https://www.youtube.com/watch?v=IIK9Lkf02TE>
- The time-table to World War I (The Great War Series video clip): <https://www.youtube.com/watch?v=O0Xft60rvsA>
- History Matters: The Fall of the Ottoman Empire animated video: <https://www.youtube.com/watch?v=96n33WWgE9g>

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the outbreak of the First World War, the technological changes in warfare and the aftermath of that war with the help of various primary and secondary sources.

The causes and consequences of the First World War

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>9.1d Identify weapons and/or strategies introduced during World War I.</p> <p><i>Poison gas; trench warfare; tank and submarine warfare; aircraft; total war; war of attrition.</i></p>	<p>9.2d Describe the weapons and/or strategies introduced during World War I.</p> <p><i>Poison gas; trench warfare; tank and submarine warfare; aircraft; total war; war of attrition.</i></p>	<p>9.3d Discuss the effects of the weapons and/or strategies introduced during World War I.</p> <p><i>Poison gas; trench warfare; tank and submarine warfare; aircraft; total war; war of attrition.</i></p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ the invention of the war tank; ▪ the use of long-distance big guns and the machine gun; ▪ poison gas; ▪ the first fighter aircraft and the zeppelin; ▪ the submarine, the torpedo and the mines; ▪ trench warfare; ▪ decline of the cavalry in battles. 	<p>Refer to the list in LEVEL 1 together with the following:</p> <ul style="list-style-type: none"> ▪ war of attrition; ▪ total war; ▪ stalemate; ▪ bombing of cities effecting civilian life; 	<p>Refer to the lists in LEVEL 1 and 2.</p> <ul style="list-style-type: none"> ▪ Used in field battles as support to infantry; ▪ Battles started with massive bombardments; one result being shellshock among the troops; ▪ The machine gun was the main weapon used in trench warfare; ▪ The fighter bi-planes were armed with machine guns; zeppelins were used as the early bombers; these made possible the bombing of cities resulting in civilian casualties; ▪ Submarines were used to attack battleships and cargo ships; ▪ Trench warfare and barbed wire resulted in a stalemate on the Western and Eastern Fronts; armies made use of trained sharpshooters and snipers along the trenches; ▪ The cavalry gave way to the tank in battles and invasion campaigns.

Some useful websites about the features of warfare in World War I:

- Overview of the causes and features of World War I (The Great War Series video clip): <https://www.youtube.com/watch?v=f11CKYB2FCA>
- Trench warfare video clip from War Horse movie: https://www.youtube.com/watch?v=_G4ZY66BG38
- Trench warfare in World War I (The Great War Series video clip): <https://www.youtube.com/watch?v=P92guhd7d-8>
- The machine gun in World War I (BBC WW1 Uncut Series): <https://www.youtube.com/watch?v=B06izR0HWyc>
- Poison gas in World War I (BBC WW1 Uncut Series): https://www.youtube.com/watch?v=OrHFEPu_ANI
- Shellshock in World War I (BBC WW1 Uncut Series): <https://www.youtube.com/watch?v=kvTRJZGWqF8>
- War technology in World War I (History Channel video clip): <https://www.youtube.com/watch?v=k7v3cq1ZJjM>
- Barbed wire in World War I (BBC WW1 Uncut Series): <https://www.youtube.com/watch?v=aapvArc0JmU>
- The armored tank in World War I (BBC WW1 Uncut Series): <https://www.youtube.com/watch?v=eZBSURCMe-o>
- Planes in World War I (BBC WW1 Uncut Series): <https://www.youtube.com/watch?v=JbVZGLI8izk>
- A British soldier's kit in World War I (BBC WW1 Uncut Series): <https://www.youtube.com/watch?v=DjqdgGb739w>
- A British soldier's food in World War I (BBC WW1 Uncut Series): <https://www.youtube.com/watch?v=vhAxTA1EEaw>
- Myths on World War I (BBC WW1 Uncut Series): https://www.youtube.com/watch?v=zYvcfH_xYUs
- Weapons of World War I: <https://slideplayer.com/slide/6233769/>

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the outbreak of the First World War, the technological changes in warfare and the aftermath of that war with the help of various primary and secondary sources.

The causes and consequences of the First World War

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>9.1e Identify the major clauses from the Treaty of Versailles.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Territories lost by Germany in Europe (Alsace-Lorraine, Schleswig-Holstein, Posen); ▪ The overseas colonies became League of Nations mandates; ▪ the Rhineland was demilitarized; ▪ Germany was permitted an army of 100,000 soldiers, 6 small battleships and no air force); ▪ The payment of 55 billion US Dollars as reparations to the Allies in money and goods; ▪ The War Guilt clause: responsibility for having started the war. ▪ Germany was prohibited to join the League of Nations. 	<p>9.2e List the major territorial changes that took place in Europe as a result of World War I and the Treaty of Versailles.</p> <p>The main points are:</p> <p>Territories lost in Europe included:</p> <ul style="list-style-type: none"> ▪ Alsace and Lorraine annexed by were given back to France; ▪ The Saar region was to be occupied by France for 15 years; ▪ Northern Schleswig was given back to Denmark; ▪ Silesia and Posen were given back to Poland. ▪ Danzig became a free city under the League of Nations. <p>Germany's overseas colonies:</p> <ul style="list-style-type: none"> ▪ In Africa: Togoland, Cameroon, Tanganyika, Ruanda-Burundi and South West Africa were given as mandates to France, Britain, Belgium and S. Africa; ▪ In Oceania: German New Guinea, Samoa Islands were given as mandates to Australia and New Zealand. 	<p>9.3e Discuss the impact of the Treaty of Versailles on Germany.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The three Allied statement involved in treaty were: ▪ Woodrow Wilson, US President; ▪ Lloyd George, British Prime Minister; ▪ George Clemenceau, French Prime Minister; ▪ Wilson wanted a moderate treaty on Germany based on his 14 Points; ▪ Lloyd George wanted to weaken Germany as colonial and naval power; ▪ Clemenceau wanted to weaken Germany as a continental power, to exact reparations and to impose the 'war guilt' clause. ▪ Public opinion in France and Britain wanted a harsh treaty on Germany and the Allied statesmen could not ignore this, in view of imminent general elections in Britain and the US. <p>Main consequences of the treaty on Germany:</p> <ul style="list-style-type: none"> ▪ Financial and economic chaos caused by hyperinflation; bankruptcies; mass unemployment, famine; ▪ Civil strife by extremist rival factions and weak coalition governments; ▪ Very unpopular with Germans and Weimar politicians were blamed for it; ▪ The setting up of the Nazi Party which aimed to abrogate the clauses of the treaty.

Some useful websites on the Treaty of Versailles:

- <https://www.bbc.com/bitesize/guides/zq6pmnb/revision/1>
- https://kids.kiddle.co/Treaty_of_Versailles
- <https://www.slideshare.net/guest0a59f4/the-treaty-of-versailles-2996495>
- <https://www.youtube.com/watch?v=vrYhLNQMRro>
- <https://www.youtube.com/watch?v=0jycVFL8CNM>
- Simple History animated video – What did the Big Three want at Versailles: <https://www.youtube.com/watch?v=vrYhLNQMRro>

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the outbreak of the First World War, the technological changes in warfare and the aftermath of that war with the help of various primary and secondary sources.

The causes and consequences of the First World War

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>9.1f Identify reasons why the League of Nations was set up.</p> <p>The main points are:</p> <ul style="list-style-type: none"> It was the brainchild of US President Woodrow Wilson, presented at the Peace Conference at Versailles as part of his 'Fourteen Points'; Its headquarters was in Geneva, Switzerland; The goals of the League: <ul style="list-style-type: none"> Maintain peace; Encourage disarmament; Prevent war through collective security; Settle disputes by diplomacy; Regulate warfare. Improve living and working conditions worldwide; Forster international cooperation in trade. 	<p>9.2f Explain instances where the League of Nations was successful and/or unsuccessful in preventing war.</p> <p>The main points are:</p> <p>Successes of the League:</p> <ul style="list-style-type: none"> Arbitrated between Sweden and Finland over the Aland Islands (1921); Stopped the invasion of Bulgaria by Greece (1925); Arranged the Kellogg-Briand Pact which outlawed wars; Set up prisoners of war and refugee camps. <p>Failures of the League:</p> <ul style="list-style-type: none"> To stop war between Turkey and Greece over Smyrna (1922); To stop war between Poland and Lithuania (1923); To stop France from invading the Ruhr (1923); To stop Italy from occupying Corfu (1923); Failed to bring a 48-hour working week; Both disarmament conferences (1923 Britain objected; 1931 Germany walked out); To stop Japan from invading Manchuria (1931) and China (1937); To stop Italy from invading Abyssinia (1935). 	<p>9.3f Discuss examples from history to assess the success or failure of the League of Nations during the inter-war years.</p> <p>Refer to and expand on the points mentioned in LEVEL2, together with the following:</p> <ul style="list-style-type: none"> The League was successful in stopping small conflicts in the 1920s but was unsuccessful to stop full scale wars in the 1930s; The League was considered weak from the start because the USA and the USSR refused to join; Public opinion in the USA was in favour of isolation; It had no army of its own to intervene to stop conflicts; To decide anything it needed the unanimous vote of all the 50 member states; Its General Assembly met only once a year; Mussolini's remark about the League: 'The League is very well when sparrows shout, but no good at all when eagles fall out.' The League failed to convince its members to impose economic sanctions on aggressor countries (e.g. against Italy in 1935); The Abyssinian Crisis (1935) destroyed the credibility of the League on collective security;

Some useful websites on the League of Nations:

- <https://www.slideshare.net/MariaJesusCampos/the-league-of-nations-11821969>
- <https://www.youtube.com/watch?v=F5mkjDawFBI>
- <https://www.youtube.com/watch?v=UU6qpj5NRDo>
- <https://prezi.com/4pupalwaijuk/league-of-nations/>
- <https://kidskonnnect.com/social-studies/the-league-of-nations/>

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the developments that contributed to Hitler's rise to power and the outbreak of the Second World War with the help of various primary and secondary sources.

Hitler's rise to power and the causes of the Second World War

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>9.1g Identify problems faced by the Weimar Republic.</p> <p>Refer the consequences that match with these main points mentioned in LEVEL2 and LEVEL3:</p> <ul style="list-style-type: none"> ▪ Widespread popular anger against The Versailles Treaty; ▪ Weak coalition governments; ▪ Payment of reparations for the Allies; ▪ Violent uprisings by the Communists and the Nazis; ▪ The Great Depression (1929-1933). 	<p>9.2g List the main problems faced by the Weimar Republic</p> <p>Refer to the points mentioned in LEVEL1 together with the following:</p> <ul style="list-style-type: none"> ▪ Political problems: <ul style="list-style-type: none"> - politicians blamed for signing the Treaty of Versailles (reported in the press as 'the November Criminals'); - the Berlin uprisings of 1919 by the Spartacists (Communists) and Freikorps; - the Nazi <i>Putsch</i> in Munich (1923); - weak, short-lived coalition governments; ▪ Economic problems: <ul style="list-style-type: none"> - failure to payment of reparations to the Allies; - hyperinflation; - rise of unemployment. 	<p>9.3g Discuss the internal problems of the Weimar Republic.</p> <p>Refer to the points mentioned in LEVEL1 and LEVEL2 together with:</p> <ul style="list-style-type: none"> ▪ The Kapp Putsch (March 1920) aimed to topple the government for having signed the Treaty of Versailles; ▪ Nationalist terror groups assassinated 356 government officials; ▪ Failure to pay reparations in time to the Allies set in a chain of events: <ul style="list-style-type: none"> - The French occupation of the Ruhr; - The general strike by the Germans of the Ruhr 'passive resistance'; - The printing of more paper money causes hyperinflation; - Violent uprisings by the Communists and the Nazis. - The Dawes Plan (1924) gives massive US loans to Germany. ▪ The Great Depression which started in the USA in 1929; - Demand for German exports slumped; - Unemployment rose from 1.3 to 6 million; - It ruined the economic revival started by Chancellor Stressman in 1923; - The German Mark lost its value. ▪ Strengths and Weaknesses of the Weimar Republic: <ul style="list-style-type: none"> - It marked a genuine attempt to set up democracy government; - Notwithstanding its many problems, it survived for 13 years; - Proportional representation resulted in ineffective coalition governments; - Article 48 gave Hitler to power to assume emergency powers in 1934; - The pro-democracy parties failed to unite to stop Hitler's rise to power.

Some useful websites on the Weimar Republic:

- Bitesize BBC.com - Problems of the Weimar Republic: <https://www.bbc.com/bitesize/guides/zcjxj6f/revision/1>
- Assessment of the Weimar Republic: <https://www.slideshare.net/leavingcerthistory/weimar-republic-7644963>
- The Stressman administration: <https://www.slideshare.net/chrishume/the-golden-age-of-weimar>
- The Crises of the Weimar Republic: <https://www.youtube.com/watch?v=18WISbVja-g>
- Simple History Channel - Who were the Freikorps: <https://www.youtube.com/watch?v=cFLDrPfdGec>
- History Matters The Weimar Republic and Nazi Germany animated video: https://www.youtube.com/watch?v=vO-_HXO7HwY

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the developments that contributed to Hitler's rise to power and the outbreak of the Second World War with the help of various primary and secondary sources.

Hitler's rise to power and the causes of the Second World War

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>9.1h Identify in the landmarks in Hitler's rise to power</p> <p>The main points are:</p> <ul style="list-style-type: none"> Hitler sets up the Nazi Party (1920); Hitler sets up the SA; The Munich <i>Putsch</i> (1932); Hitler imprisoned for 5 months; The writing of the <i>Mein Kampf</i> (<i>My Struggle</i>); The Great Depression; The success of the Nazi Party in the elections of 1930 and 1932; Hitler appointed Chancellor in Jan. 1933. In 1934 Hitler declares himself Führer (<i>i.e.</i> Leader). 	<p>9.2h Outline Hitler's rise to power.</p> <p>Refer to the points mentioned in LEVEL1, together with the following:</p> <ul style="list-style-type: none"> The Nazi Party loses popular support during Chancellor Stresemann's administration (1923-1929); Hitler changes the strategy of the Nazi Party after 1924. 	<p>9.3h Discuss the events in Weimar Germany contributing to Hitler's rise to power (1923-1933).</p> <p>Elaborate on the list mentioned in LEVEL1 and MQF2, together with the following:</p> <ul style="list-style-type: none"> In 1919 Hitler joins the DAP (German Workers' Party) which in 1920 is renamed NSDAP (Nazi Party); The aims of Hitler's Nazi Party were to abrogate the Treaty of Versailles and restore Germany's military strength; The aim of the Munich <i>Putsch</i> was to take over power by violent means, encouraged by Mussolini's 'March on Rome'; The consequences of the Munich <i>Putsch</i>: Hitler was imprisoned for 5 months; while in prison he wrote the <i>My Kampf</i>; Reason for Hitler writing the <i>My Kampf</i>: to spread the political programme of the Nazis among the German people; The strategy of the Nazi from 1924 onwards was to take over power by democratic and not by violent means; The Great Depression led to a rise in popularity for the Nazis; Sharp rise in support for the Nazis in the polls of 1930 and 1932 made them the second largest party represented in the Reichstag; The Nazis demand that Hitler be appointed Chancellor and starts turning Germany into a Nazi dictatorship; On Pres. Hindenburg's death (1934), Hitler change his title to Führer.

Some useful websites on Hitler's rise to power in Germany:

- The rise of the Nazis: <https://www.youtube.com/watch?v=yEk6zGYwyhc>
- Hitler's background: <https://www.youtube.com/watch?v=6XnsYZxH2nI>
- ThoughtCo. A Time-line of Hitler's rise to power up to 1934: <https://www.thoughtco.com/hitlers-rise-to-power-timeline-1221353>
- OpenLearn (University) Time-line of Hitler's rise and fall: <https://www.open.edu/openlearn/history-the-arts/history/hitlers-rise-and-fall-timeline>
- SoftSchools.com: Hitler's time-line: http://www.softschools.com/timelines/adolf_hitler_timeline/114/
- Bitesize BBC.com: Time-line of Hitler's rise to power: <https://www.bbc.com/bitesize/guides/z3bp82p/revision/1>
- A time-line of Hitler's rise and fall: <https://brewminate.com/a-timeline-of-hitlers-rise-and-fall/>
- History Matters The Weimar Republic and Nazi Germany animated video: https://www.youtube.com/watch?v=vO-_HXO7HwY

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the developments that contributed to Hitler's rise to power and the outbreak of the Second World War with the help of various primary and secondary sources.

Hitler's rise to power and the causes of the Second World War

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>9.1i Identify features of the Nazi dictatorship and/or facts about the Holocaust and the Nazi genocide</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The burning of the Reichstag and the banning of all political parties except the NSDAP; ▪ The Nuremburg racial laws against the Jews; ▪ Hitler Youth; League for the German Maidens; ▪ The Gestapo secret police against dissidents; ▪ The SA and the Night of the Long Daggers; ▪ The SS and the concentration/extermination camps; ▪ The use of propaganda (newsreels, radio, art, cinema, posters, banners, mass rallies; the Olympic Games of 1936 held in Berlin); ▪ The Holocaust (1941-1945). 	<p>9.2i Describe the features of the Nazi dictatorship and/or the Holocaust and the Nazi genocide.</p> <p>Refer to the point mentioned in LEVEL1 together with:</p> <ul style="list-style-type: none"> ▪ After the Reichstag burning, all political parties were ordered to merge with the NSDAP; those that refused were declared illegal; ▪ Free trade unions were illegal and forced to join the Nazi controlled <i>German Labour Front</i> (DAP, 1933-1945); ▪ Censorship on free artistic expression (cinema, theatre, art exhibitions, books, magazines, newspapers); ▪ The use of violence and terror against critics and opponents of the regime; ▪ Rounding up of persons with a disability, gypsies, gays, Jews, opponents of the regime, to concentration camps; ▪ The Holocaust: the mass extermination of Jews in concentration camps between 1941 and 1945. 	<p>9.3i Discuss the features of the Nazi dictatorship and/or facts about the Holocaust and the Nazi genocide.</p> <p>Refer to the points mentioned in LEVEL1 and LEVEL2, together with:</p> <ul style="list-style-type: none"> ▪ Ernest Röhm and the SA; ▪ Joseph Goebbels as Minister of Public Enlightenment and Propaganda; ▪ Heinrich Himmler as head of the SS and the Gestapo; ▪ Hermann Göring as Senior Minister and C-in-C of the Luftwaffe Airforce; <p>1941: 'The Final Solution of the Jewish Question' resulted in the genocide (mass extermination) of Jews in concentration camps by poison gas. This came to be known as The Holocaust.</p>

Some useful websites:

- The Anschluss with Austria: <https://www.youtube.com/watch?v=k6Wa4BL28OM>
- German military demonstration in 1938 (British Pathé video clip): https://www.youtube.com/watch?v=_TjM8SD_8wI
- Drone video on Auschwitz: <https://www.youtube.com/watch?v=449ZOWbUkf0>
- The rise of Hitler after the Great Depression: https://www.youtube.com/watch?v=eOUIp_-vGZI
- Life in Nazi Germany: <https://www.youtube.com/watch?v=cDFFis0j4JM>
- The opening ceremony of the Berlin Olympics of 1936: <https://www.youtube.com/watch?v=jXmDQY8IOAs>
- Nazi propaganda (the Radio): <https://www.youtube.com/watch?v=aD6zpu0H6d4>
- Hitler Youth training and sports (British Pathé video clip): <https://www.youtube.com/watch?v=IzjaUsIjsN4>
- <https://www.slideshare.net/GregCaggiano/nazi-germany-19331939>
- The Nuremburg Racial Laws of 1935: <https://www.youtube.com/watch?v=IRjeAzThtCQ>
- Kristallnacht (The Night of Broken Glass): <https://www.youtube.com/watch?v=SiSLx8pcEak>
- Nuremburg Rally (1936) (British Pathé video clip): <https://www.youtube.com/watch?v=LMbd-UYyEd0>
- The Night of the Long Knives: <https://www.youtube.com/watch?v=ZrbbKMnPDUK>
- History Channel video clip The Knight of the Long Knives: https://www.youtube.com/watch?v=TnbYnvLgf_M

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the developments that contributed to Hitler's rise to power and the outbreak of the Second World War with the help of various primary and secondary sources.

Hitler's rise to power and the causes of the Second World War

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>9.1j Identify the causes leading to the outbreak of the Second World War.</p> <p>The main points are: Hitler's foreign policy:</p> <ul style="list-style-type: none"> ▪ Hitler's determination to abrogate the clauses of the Treaty of Versailles; ▪ Germany reintroduces conscription and starts to re-arm; ▪ The occupation of the Rhineland; ▪ The unification of Austria with Germany; ▪ The annexation of the Sudetenland in Czechoslovakia; ▪ The question of the Polish Corridor; ▪ The Berlin-Rome Axis with Mussolini; ▪ The non-Aggression Pact with the USSR. 	<p>9.2j Explain causes leading to the outbreak of the Second World War.</p> <p>Refer to the point mentioned in LEVEL1, together with the following:</p> <ul style="list-style-type: none"> ▪ Hitler's foreign policy (refer to list in LEVEL1); ▪ Other international causes: <ul style="list-style-type: none"> - Weakness of the League of Nations; - Japan, Germany and Italy left the League when their acts of aggression were criticized; - The Policy of Appeasement adopted by Britain and France against Hitler's appetite for more land; - The aggression of Japan against China; - The aggression of Italy against Albania and Abyssinia; 	<p>9.3j Discuss the causes for the outbreak of the Second World War.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Militarism and nationalism of the regimes in Germany, Italy and Japan; ▪ The rise of Fascism and Communism as two opposing ideologies; ▪ The Great Depression which started in the USA in 1929, resulting in a world economic slump.

Some useful websites:

- History Matters The German-USSR Non-Aggression Pact animated video: <https://www.youtube.com/watch?v=iCXaC0TVDbY>
- History Matters The Austrian Anschluss animated video: <https://www.youtube.com/watch?v=FEJZwtBk5Ug>
- The Anschluss with Austria: <https://www.youtube.com/watch?v=t75ldUNc2Xw>
- The Anschluss with Austria: <https://www.youtube.com/watch?v=SI0Kx9sHoso>
- The occupation of the Rhineland: <https://www.youtube.com/watch?v=jpwmGIGEWmU>
- History Matters Was Appeasement Justified? animated video: <https://www.youtube.com/watch?v=Hzomi4RNtiE>
- German military parade (1938) (British Pathé video clip): <https://www.youtube.com/watch?v=YSvS4LY26Yg>
- Simple History The German invasion of Poland animated video: <https://www.youtube.com/watch?v=x0APrdY0G3k>
- Chamberlain visits Hitler re. the Sudetenland Crisis: <https://www.youtube.com/watch?v=EEzKmYKC2yg>
- Chamberlain on Appeasement (British Pathé video): <https://www.youtube.com/watch?v=T9r5nRPHSZI>
- The German-Soviet Non-Aggression Pact: https://www.youtube.com/watch?v=_mYXrriDwLc
- WatchMojo.com video clip Causes of World War II: <https://www.youtube.com/watch?v=PCXSuaOozDE>

Subject Focus: Europe during the Two World Wars

Learning Outcome 9

I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the developments that contributed to Hitler's rise to power and the outbreak of the Second World War with the help of various primary and secondary sources.

Hitler's rise to power and the causes of the Second World War

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>9.1k Identify the major causes leading to the defeat of the Axis powers during the Second World War.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Battle of Britain halted Hitler's invasion of Britain; ▪ The invasion of the USSR was one of the greatest mistakes made by Hitler; ▪ The Battle of Stalingrad stopped the German advance in the USSR; ▪ The entry of the USA in the war tipped the balance of the war in favour of the Allies; ▪ The Allies win the war in North Africa from where they plan the invasion of Sicily; ▪ With the fall of Mussolini, Italy joined the Allies; ▪ The invasion of Normandy forced Germany to fight a war on two fronts; ▪ Allied bombing raids over Germany's main cities and industrial centres. ▪ The Battle of Midway crippled the Japanese navy; ▪ The USA dropped two atomic bombs against Japan. 	<p>9.2k Identify the major causes leading to the defeat of the Axis powers during the Second World War.</p> <p>Refer to the point mentioned in LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ Churchill's speeches boosted Britain's fighting spirit; ▪ Hitler miscalculated the military strength of the USSR; ▪ After Stalingrad, the USSR turned the offensive of the war against the Germans; ▪ The USA brought unlimited resources to the Allies (technology, weapons, manpower); ▪ The Allies were able to open a third front against Germany in Sicily and Italy; ▪ Once Normandy was taken by the Allies, the USA were able to bring unlimited resources for the liberation of Western Europe from the Nazis; ▪ The Allied bombings were intended to cripple Germany's industries and turn the Germans against their regime; ▪ The US victory at Midway turned the tide of the war in the Pacific against Japan; ▪ The atomic bombs brought about the unconditional surrender of Japan. 	<p>9.3k Identify the major causes leading to the defeat of the Axis powers during the Second World War.</p> <p>Refer to and elaborate on the points mentioned in LEVEL1 and LEVEL2.</p> <ul style="list-style-type: none"> ▪ The early German victories made Hitler overconfident of winning the war and this made him make numerous military blunders; ▪ The factor that decided the fate of the war was which side had the most and best fighting resources; ▪ Partisan guerrilla tactics weakened Nazi control of occupied territories.

Some useful websites:

- Simple History animated video on an overview of World War II: <https://www.youtube.com/watch?v=HUqy-OQvVtI>
- Simple History animated video on the D-Day offensive: <https://www.youtube.com/watch?v=4cGuB-OWR0g>
- Time-line of World War II in colour: <https://www.youtube.com/watch?v=i5vDfL-Nb-A>
- WatchMojo.com video on the end of World War II: <https://www.youtube.com/watch?v=OPcRfzRtM9o>
- BBC video clip: Dropping the bomb on Hiroshima: <https://www.youtube.com/watch?v=3wxWNAM8Cso>
- Ducksters.com Time-line of World War II: https://www.ducksters.com/history/world_war_ii/ww2_timeline.php
- ThoughCo.com Time-line of World War II: <https://www.thoughtco.com/world-war-ii-timeline-1779991>
- Time-line of World War II: http://www.bbc.co.uk/history/worldwars/wwtwo/ww2_summary_01.shtml

MALTESE HISTORY SECTION

LO 1 Analysing and Interpreting historical evidence

LO 6. Malta under the British (1800-1921)

LO 7. Malta's socio-economic development (1800-1945)

LO 9. Malta in the First World War

Subject Focus: The British Period (1800-1921)

Learning Outcome 6

I can trace, describe and assess the political and constitutional development of British Malta from 1800 to 1921 with the help of various primary and secondary sources.

Malta under British rule (1800-1921)

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>6.1f Identify facts and/or features about the Protectorate phase of British rule in Malta up to 1813.</p> <p>British policy during the Protectorate:</p> <ul style="list-style-type: none"> ▪ The clauses that concerned Malta in the Treaty of Amiens; ▪ Alexander Ball's instructions to restore the institutions as they functioned at the time of the Knights; ▪ The Grand Harbour became a naval base; ▪ Stationing of a British infantry regiment for the duration of the Napoleonic Wars; ▪ The British were in favour of a Maltese-born as Bishop of Malta; <p>Changes in British policy after 1813:</p> <ul style="list-style-type: none"> ▪ Malta was turned into a British colony; ▪ Malta was assigned a military Governor; ▪ The Governor was to have complete control over the administration; ▪ The Maltese were denied any share in government. 	<p>6.2f List the main events, developments and features of British rule in Malta up to 1813.</p> <p>During the Protectorate:</p> <ul style="list-style-type: none"> ▪ The Treaty of Amiens and its effect on the future of the Maltese Islands; ▪ Alexander Ball abolished the Maltese Congress and restored the administration as it functioned under the Knights: the Università, the law courts, the Maltese Regiments were absorbed in the British army; ▪ All property of the Knights (palaces, auberges, forts, St John's Conventual Church) became property of the British Crown; ▪ Malta was used a naval, military and supply base for the British navy and army in the Mediterranean. <p>After 1813:</p> <ul style="list-style-type: none"> ▪ The Secretary of State for the Colonies was the Minister responsible for Malta; and who appointed the Governor; ▪ Lord Bathurst's instructions to Maitland were to reform Malta's institutions on the British model; to cultivate cordial relations with the Maltese Catholic hierarchy. 	<p>6.3f Explain the major events, developments and features of British rule in Malta up to 1813.</p> <p>Refer to and expand also on the points listed in LEVEL 2.</p> <ul style="list-style-type: none"> ▪ The Treaty of Amiens (1802) and its effect on the future of the Maltese Islands; ▪ The significance of the <i>Declaration of Rights</i> of 1802 presented to King George III; ▪ An overview of the Administration under Alexander Ball: abolition of corsairing, control over the finances, cultivation of the potato crop; restored the University; ▪ The conclusions of the Royal Commission of 1811 about the <i>Consiglio Popolare</i> demanded by the Maltese; ▪ The petitions of 1805 and 1811 by Mario and Nicolo Testaferrata: Council of Government, trial by jury, free press, new Criminal Code; primary instruction, free port. ▪ How Napoleon's imminent downfall after 1811 affected British policy towards Malta.

Resource textbook: *From the Coming of the Knights to EU Membership, Unit 3.6, The British takeover, pp. 42-43; A nineteenth century political cartoon, 45.*

Useful websites:

- Constitutional development: <https://vassallohistory.wordpress.com/constitutional-development/>
- The Main Guard a symbol of British Malta: <https://vassallohistory.wordpress.com/the-main-guard-and-the-chancellery/>
- History of the Grand Harbour saluting battery: <https://vassallohistory.wordpress.com/a-brief-history-of-the-saluting-battery/>
- How Malta became a British colony: <https://timesofmalta.com/articles/view/history-malta-treaty-paris-1814.1033905>

Subject Focus: The British Period (1800-1921)

Learning Outcome 6

I can trace, describe and assess the political and constitutional development of British Malta from 1800 to 1921 with the help of various primary and secondary sources.

Malta under British rule (1800-1921)

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>6.1g Identify facts about Maitland's colonial administration.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The term of Maitland's administration: 1813-1824; ▪ How Maitland tackled the Plague of 1813; ▪ Mention areas of Maitland's reforms: the Law Courts, customs, administration; ▪ Reason for Maitland's nickname of 'King Tom' by the Maltese; ▪ He set up the Malta Police. 	<p>6.2g Explain the key reforms of Maitland's colonial administration.</p> <p>Refer to the points mentioned in LEVEL 1, together with:</p> <ul style="list-style-type: none"> ▪ Lord Bathurst instructions to Maitland; ▪ Maitland exercised 'unfettered powers' in Malta; ▪ Every aspect of the administration became centralized in Valletta and no decision was taken without his written approval; ▪ Maitland set the pattern of direct rule for successive governors until 1835; ▪ He abolished the <i>universitas</i> of Mdina and Valletta (1818); ▪ He made the importation and distribution of wheat a Government monopoly by a Board of Supply and subjected the Maltese to the 'bread tax'; ▪ He started the practice of paying higher salaries to British than to Maltese officials; ▪ He centralized all judicial courts at Valletta, and modelled them on the British legal system; ▪ He set up the Malta Police Force (1814). 	<p>6.3g Discuss Maitland's colonial administration.</p> <p>Elaborate on points mentioned in LEVEL 1 and 2.</p> <p>Positive aspects:</p> <ul style="list-style-type: none"> ▪ He set up an audit office to check Government spending and accountability; ▪ He introduced more efficiency, reduced over-spending and corruption among public officials; ▪ The administration continued to run smoothly even when he was absent as Civil Commissioner in the Ionian Islands; ▪ He simplified the Maltese judicial system based on the British model; ▪ He set up the Police Force, similar to the one introduced in Britain in 1814. <p>Negative aspects:</p> <ul style="list-style-type: none"> ▪ Maitland continued to practice the paternalistic form of government of the Knights; ▪ The Maltese made no constitutional advancement; ▪ Maltese petitions were ignored outright; ▪ He excluded Maltese from higher positions in the administration; ▪ British officials were paid very high salaries when compared with their Maltese equivalents. ▪ He introduced the 'bread tax', which remained the main source of Government revenue until 1939.

Resource textbook: *From the Coming of the Knights to EU Membership*, Unit 3,7, Sir Tomas Maitland, pp. 44.

Useful websites:

- Constitutional development: <https://vassallohistory.wordpress.com/constitutional-development/>

Subject Focus: The British Period (1800-1921)

Learning Outcome 6

I can trace, describe and assess the political and constitutional development of British Malta from 1800 to 1921 with the help of various primary and secondary sources.

Malta under British rule (1800-1921)

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>6.1h List facts about the 1835 and/or the 1849 Constitution.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ 1835 Constitution <ul style="list-style-type: none"> - 7 nominated members; - Meetings set by the Governor; - Members acted only as advisors. ▪ The 1849 Constitution: <ul style="list-style-type: none"> - 10 official and 8 elected members; - Malta was divided into 8 electoral districts: 7 in Malta and 1 in Gozo; - Right to vote given only to 3,000 Maltese from a population of about 120,000; - Council meeting led by the Governor; - The Governor could make use of the official majority (Order-in-Council). - The Governor held the right of veto and a casting vote. 	<p>6.2h Describe the main features of the 1835 And 1849 Constitutions.</p> <p>The main points are:</p> <p>The 1835 Council of Government:</p> <ul style="list-style-type: none"> ▪ Members in the Council could advise the Governor on policy or legislation, but the final decision rested with the Governor. ▪ This Constitution did not meet expectations of the Maltese leaders who wanted an elective Council with legislative powers. <p>The 1849 Council of Government:</p> <ul style="list-style-type: none"> ▪ Governor could issue laws by 'Order-in-Council' with the support of the official members; ▪ Governor could use the veto to stop any legislation; ▪ Governor could use the casting vote in case of a tie between the official and elected members; ▪ Voting right restricted by property, education and tax qualification (roughly 3,000 voters in all); ▪ Governor O'Ferrall's ability to deal with the elected members and to avoid using the official majority; ▪ O'Ferrall involved the elected members in sub-committees for Public Charities, University and Primary Instruction and Public Works. 	<p>6.3h Compare and contrast the main features and functions of the 1835 and 1849 Constitutions.</p> <p>Refer to and elaborate on points mentioned in LEVEL 2.</p> <ul style="list-style-type: none"> ▪ A liberal reformist Government was elected in Britain after 30 years of Tory (Conservative) Governments; ▪ In 1849 Malta benefited from constitutional progression: the right of vote and the right of representation; ▪ The 1835 Constitution consisted of an advisory body and the Governor could act against its advice; ▪ The 1835 Constitution fell short of the expectations of the Maltese leaders, as expressed in the George Mitrovich's petition of 1835 in the House of Commons - <i>The Claims of the Maltese People founded upon the Principles of Justice</i>; ▪ In 1835 Britain was not prepared yet to grant the Maltese any direct share in government, least of all in choosing their representatives; ▪ The 1849 Constitution introduced a limited right to vote but not universal suffrage; ▪ The revolutions in Europe in 1830 and 1848 influenced the British on they type of Constitution granted to the Maltese; ▪ Cardwell Principle (1864): 'No vote of money was to be pressed against the opposition of a majority of the elected members, other than in exceptional cases.' ▪ The Carnarvon Principle (1875) set aside the Cardwell Principle if the health of the garrison forces in Malta was at stake.
<p>Useful websites:</p> <ul style="list-style-type: none"> • Constitutional development: https://vassallohistory.wordpress.com/constitutional-development/ 		

Subject Focus: The British Period (1800-1921)

Learning Outcome 6

I can trace, describe and assess the political and constitutional development of British Malta from 1800 to 1921 with the help of various primary and secondary sources.

Malta under British rule (1800-1921)

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>6.1i Identify reasons and consequences for the granting of the liberty of the press in Malta.</p>	<p>6.2i List arguments in favour and against the liberty of the press in Malta at the time of its enactment.</p>	<p>6.3i Discuss the short and/or long-term effects of the liberty of the press in Malta.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Secretary of State was in favour of a free press in Malta; ▪ The Maltese leaders had included it as one of the demands in their petitions; ▪ The free press was a unique characteristic of British society since the early 18th century; ▪ The introduction of a free press was met with opposition from the Church authorities, the King of the Two Sicilies and the conservative and clerical forces in Malta; ▪ A compromise was reached when the British introduced the 'Law of Libel' to protect the the Catholic Church. 	<p>The main points are:</p> <p>Arguments in favour:</p> <ul style="list-style-type: none"> ▪ It was intended to increase the reading public; ▪ To serve as a source of information and education for the general public; ▪ To model Maltese society on the British model; ▪ It was considered as one of the cornerstones of a liberal and progressive society; ▪ Press censorship was to be abolished and applied only in wartime or during a state of emergency. ▪ The Law of Libel gave the Bishop the right to sue in Court anyone who attacked the Catholic Church. <p>Arguments against:</p> <ul style="list-style-type: none"> ▪ Conservative elements in Malta held that it could undermine respect for authority in society; ▪ The Catholic hierarchy held that its teachings could be attacked or ridiculed in the press; ▪ The King of Sicily was afraid that liberal groups could use Malta to distribute revolutionary pamphlets/ideas in that kingdom. 	<p>Refer to the points mentioned in LEVEL 1 and 2 and discuss them in terms of short and/or long-term effects</p> <ul style="list-style-type: none"> ▪ The following long-term effects can also be mentioned: ▪ It gave Maltese leaders an added platform from where they could criticize government policies; ▪ Through it, the aims and ideas of the early Maltese political parties could reach the general public; ▪ It was used by the Church at the parish level to foster the Catechism and religious devotion.

Resource textbook: *From the Coming of the Knights to EU Membership*, Unit 4.3, The Liberty of the Press, 1839. P.51-52; 5.2 The Liberty of the Press – less or more liberty for the Church?, p.73.

Useful websites:

- Constitutional development: <https://vassallohistory.wordpress.com/constitutional-development/>
- Press freedom and early newspapers in Malta: <https://vassallohistory.wordpress.com/printing-in-malta/>

Subject Focus: The British Period (1800-1921)

Learning Outcome 6

I can trace, describe and assess the political and constitutional development of British Malta from 1800 to 1921 with the help of various primary and secondary sources.

Malta under British rule (1800-1921)

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>6.1j (i) Identify facts about the Language Question between 1878 and 1921.</p> <p>The main points are:</p> <ul style="list-style-type: none"> Define the Language Question; The Keenan Report; The languages involved: Italian, English, Maltese; The political parties involved: Reform Party, Anti-Reform Party (<i>Partito Nazionale</i>); The role of the main Maltese leaders: Sigismondo Savona, Fortunato Mizzi, Gerald Strickland in his position as Chief Secretary to the Government. 	<p>6.2j (i) Explain causes and/or consequences of the Language Question between 1878 and 1921.</p> <p>The main causes are:</p> <ul style="list-style-type: none"> Malta was a strategic British colony; Britain's policy of Anglicization of Maltese society; Britain's fear of Italian influence in Malta; The pro-Italian education policy of Canon Paolo Pullicino (1850-1880); Keenan's suggested reforms on language and education in Malta. <p>The main consequences are:</p> <ul style="list-style-type: none"> The setting up of two opposing political parties: one pro-British and one pro-Italian; English gradually replaced Italian as an official language in Malta; English became a compulsory subject in primary and secondary education; English became a requisite for employment in the Civil Service and the Dockyard; Constitutional progression (in 1887) and retrogression (in 1903). 	<p>6.3j (i) Discuss the landmarks and issues connected to The Language Question between 1878 and 1921.</p> <p>The main points are:</p> <ul style="list-style-type: none"> Keenan's Report on education in Malta (1879); Sigismondo Savona appointed Director of Education (1880) who introduces the <i>pari passu</i> system; Formation of two opposing political parties: the Reform Party and the Anti-Reform Party/<i>Partito Nazionale</i> (1879-1880); Gerald Strickland's language reforms in education (free choice); the University and the Law Courts; The reaction of the PN elected members and the suspension of the 1887 Constitution (1903); The Constitution of 1921 placed English and Italian as the official languages in Malta;

Resource textbook: *From the Coming of the Knights to EU Membership*, Unit 4.4, The effects of the Language Question on Maltese politics, pp. 53-54.

Useful websites:

Extracts from Maltese newspapers on the Language Question in 1901-1902: <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

Subject Focus: The British Period (1800-1921)

Learning Outcome 8

I can trace, describe and evaluate Malta's political and constitutional development from the granting of self-government in 1921 to membership in the European Union in 2004 with the help of various primary and secondary sources.

Political and constitutional development since 1921

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>6.1j (ii) Identify facts about the Language Question between 1921 and 1940.</p> <p>The main points are:</p> <ul style="list-style-type: none"> Revise the key facts of the Language Question up to 1921 covered in Year 10. The official languages as set by the 1921 Constitution were English and Italian; The three language lobby groups: pro-Italian; pro-British; pro-Maltese; Change of government in 1927 and a change of policy in favour of English and Maltese; 1933; Attempt by the Nationalist Government to reintroduce Italian in primary schools; 1933: suspension of the 1921 Constitution; 1934: Maltese and English declared the official languages; 1940: Italy starts bombing Malta during the Second World War marks the demise of the Maltese pro-Italian lobby. 	<p>6.2j (ii) Explain causes and/or consequences of the Language Question between 1921 and 1940.</p> <p>The main points are:</p> <ul style="list-style-type: none"> Malta was a strategic British colony in the Mediterranean; In the 1930s, Britain's policy of anglicization of Maltese society resumed with increase fascist propaganda in Malta; Britain's fear of Italian (fascist) influence in Malta; The pro-Italian education policy of the Nationalist administrations (1921–1927; 1932–1933). Pro-Italian (UPM, PDN), pro-English (PC) and pro-Maltese (LP) political parties in the 1920s and 1930s; The CP and LP in coalition government (1927–1932); Strickland's pro-English and pro-Maltese language policy: for employment in the Civil Service; street names changed from Italian to English; postal stamps and government notice boards started being issued only in English. 	<p>6.3j (ii) Discuss the landmarks and issues connected to the Language Question between 1921 and 1940.</p> <p>Refer to points covered in LEVEL 1 and 2, together with:</p> <ul style="list-style-type: none"> Greater awareness of Maltese as the national language (e.g., the <i>Moviment għall-Malti Safi</i>; <i>Għaqda Kittieba Maltin</i>); Dun Karm's Maltese National Anthem (1926); a common Maltese alphabet (1927); Setting up of the pro-Italian Circolo Dante Alighieri by the Maltese pro-Italian lobby; Setting up of the British Council by the British Government to counter the Circolo Dante Alighieri; Increased fascist propaganda in Malta in the 1930s led to the encroachment of Italian by the Colonial Government: removal of Italian from the Government Gazette; closure of the Circolo Dante Alighieri; People having pro-Italian leanings were seen as potential spies and traitors when war with Italy broke out in 1940; The internment in Uganda of the staunchly pro-Italian Nationalist Party leaders in 1942 (Arturo Mercieca, Enrico Mizzi, Herbert Ganado).

Resource textbook: *From the Coming of the Knights to EU Membership*, Unit 4.4, The effects of the Language Question on Maltese politics, pp. 53-54.

Useful websites:

A comprehensive overview of the Malta Language Question: http://www.intratext.com/ixt/ENG1331/___P1.HTM

Subject Focus: The British Period (1800-1921)

Learning Outcome 6

I can trace, describe and assess the political and constitutional development of British Malta from 1800 to 1921 with the help of various primary and secondary sources.

Malta under British rule (1800-1921)

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>6.1k Identify facts about the first two Maltese political parties of 1879 and 1880.</p>	<p>6.2k Describe the main characteristics of Maltese political parties and/or political leaders between 1879 and 1914.</p> <p><i>Sigismondo Savona; Fortunato Mizzi; Gerald Strickland; Ignazio Panzavecchia; Manuel Dimech.</i></p>	<p>6.3k Compare and contrast the characteristics and aims of the first Maltese political parties and/or political leaders between 1879 and 1914.</p> <p><i>Sigismondo Savona; Fortunato Mizzi; Gerald Strickland; Ignazio Panzavecchia; Manuel Dimech.</i></p>
<p>The main points are: The Reform Party (R.P.)</p> <ul style="list-style-type: none"> ▪ Established by Sigismondo Savona; ▪ It was pro-British; ▪ Held its first public meeting at the Grenaries, Floriana (1879); ▪ It supported Keenan’s language reforms; ▪ It was pro-British. <p>The Anti-Reform Party (A.P.R.)</p> <ul style="list-style-type: none"> ▪ Established by Fortunato Mizzi in 1880; ▪ It was pro-Italian; ▪ It opposed Keenan’s language reforms; ▪ Its name changed to <i>Partito Nazionale</i> (1884); ▪ Its slogan was <i>Patria et Religio</i>. 	<p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Reform Party supported the Government’s language policy of anglicization; ▪ Its supporters were known as ‘anglophiles’; ▪ Its newspaper organ was the <i>Public Opinion</i>; ▪ The Anti-Reform Party/Partito Nazionale upheld the Italian language as Malta’s official language; ▪ Its supporters were known as ‘italophiles’; ▪ Its newspapers organs were the <i>Direitto di Malta</i> and <i>Malta</i>. ▪ It splintered in two factions in 1909: <i>P.N.-Astenzionista</i> and <i>P.N.-Anti-Astenzionista</i>. <p>The Popular Party/Partito Popolare (P.P.)</p> <ul style="list-style-type: none"> ▪ It was set up by Mons. Ignazio Panzavecchia (1892); ▪ Its aim was to block the Mixed Marriages Law of 1892; ▪ It supported the PN in the Language Question; ▪ It was known by the British as the ‘Church Party’; ▪ Gerald Strickland’s influence as Chief Secretary to the Colonial Government (1889-1902) 	<p>The main points are: The early political parties:</p> <ul style="list-style-type: none"> ▪ Made use of public meetings to mobilize mass support; ▪ Published their newspaper organs in their preferred language; ▪ Published a newspaper in Maltese to reach the lower middle and working classes; ▪ The power base of the Reform Party were the dockyard workers, the Civil Servants and the small businessmen; ▪ The power base of the <i>Partito Nazionale</i> and the <i>Partito Popolare</i> were the upper classes; the clergy, the villagers and the working classes. ▪ The Reform Party ceased to exist by the time of Savona’s death in 1908; ▪ The unity of the PN ended with the death of Fortunato Mizzi in 1905; ▪ Under the leadership of Francesco Azzopardi, the PN got splintered in two factions (refer to LEVEL 2). ▪ By 1911 Ignazio Panzavecchia came up the main political leader when he set up the <i>Comitato Patriottico</i>. ▪ Strickland’s policy of anglicization as Chief Secretary.

Resource textbook: *From the Coming of the Knights to EU membership*, The Maltese Political leaders, pp. 55-56.
Further reading on the Early Maltese political parties:

Subject Focus: The British Period (1800-1921)

Learning Outcome 6

I can trace, describe and assess the political and constitutional development of British Malta from 1800 to 1921 with the help of various primary and secondary sources.

Malta under British rule (1800-1921)

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>6.1I List facts about the 1887 Constitution.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ With this Constitution Malta was granted 'Representative Government'; ▪ There were more elected members than official members in the Council of Government; ▪ The number of voters amounted to around 10,000; ▪ The <i>Partitio Nazionale</i> elected most of the 13 elected members; ▪ The lifespan of this Constitution was dominated by the Language Question; 	<p>6.2I Describe the main features of the 1887 Constitution.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Consisted of two Councils: Ordinary/Legislative and Superior/Executive Council (20 members in total); ▪ Elected members set according to political party groups; P.R. and P.A.R./P.N. ▪ The right to vote was extended to roughly 10,000 voters from a population of nearly 200,000; ▪ The final say was still in the hands of the Governor as the President of the Superior Council; ▪ The 1887 Constitution gave Malta a representative Council where the elected members exceeded the official members; ▪ The elected members could block money votes; ▪ Laws had to be approved by both Councils. 	<p>6.3I Discuss the reasons and/or consequences of the suspension of the 1887 Constitution and its replacement by the 1903 Constitution.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The P.N. elected members used their supremacy in the Council to obstruct its meeting (abstentionism); ▪ The warning of the Sec. of State Lord Chamberlain to the elected members in 1899; ▪ The opposition to Strickland's language reforms between 1898-1902; ▪ The elected members' refusal to approve the money vote for education in 1901 and 1903. ▪ The prohibition to hold political meetings in Valletta and Floriana (1901). As a reaction, the PN started holding meetings outside <i>Porte des Bombes</i>; ▪ Strickland's language reforms were postponed indefinitely after intervention by King Edward VII; ▪ Strickland was subsequently removed from Chief Secretary and appointed Governor of Leeward Islands. ▪ The Language Question was the main cause for the obstructionism policy adopted by the Maltese elected members in the 1880s; ▪ The Constitution of 1887 was intended to appease the Maltese leaders so that these would cooperate with the British authorities; ▪ Point for discussion: According to the historian Godfrey Baldacchino, 'the 1887 Constitution gave the elected members power to criticize Government policy without responsibility'. ▪ The Governor still held supreme power since the Superior Council consisted of 4 official and 2 elected members and that Council was only advisory.

Refer to resource textbook: *From the Coming of the Knights to EU membership, Malta' Constitutional and Political Development, 188-1987, pp. 46-50.*

Useful websites:

- Constitutional development: <https://vassallohistory.wordpress.com/constitutional-development/>

Subject Focus: Malta's social and economic development (1800-1945)

Learning Outcome 7

I can trace, describe and evaluate nineteenth and twentieth century social and economic development in Malta with the help of various primary and secondary sources.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>7.1a Identify events leading to economic booms and/or recession in 19th century Malta.</p> <p><i>Fortress economy; Continental System/ Blockade; The Plague of 1813, Crimean War; The opening of the Suez Canal.</i></p>	<p>7.2a Describe events and/or developments of economic booms and/or recessions in 19th century and early 20th century Malta.</p> <p><i>Fortress economy; Continental System/ Blockade; The Plague of 1813, Crimean War; The opening of the Suez Canal.</i></p>	<p>7.3a Discuss the major patterns of economic booms and/or recessions in nineteenth century Malta.</p> <p><i>Fortress economy; Continental System/ Blockade; The Plague of 1813, Crimean War; The opening of the Suez Canal.</i></p>
<p>The main points are: Economic booms:</p> <ul style="list-style-type: none"> ▪ The Continental Blockade (1806-812); ▪ The Crimean War (1854-1856); ▪ The opening of the Suez Canal in 1869; ▪ Drainage works to include the Cottonera; ▪ Enlargement of the dockyard. <p>Economic recessions;</p> <ul style="list-style-type: none"> ▪ The Plague of 1813; ▪ The further decline of the cotton industry after 1865; ▪ technological improvements in the shipping industry in the late 1890s and early 1900s. 	<p>The main points are: Economic booms:</p> <p>During the Continental Blockade, Malta became a British centre for contraband trade towards Napoleonic Europe;</p> <p>The Crimean War turned the harbours into a naval, military and a hospital base for British and French troops travelled to and from the Crimea;</p> <p>The opening of the Suez Canal increased considerably the number of cargo ships entering Grand Harbour; Extensive public works projects created temporary jobs: <i>e.g.</i>, more facilities in Grand Harbour; drainage works; enlargement of the dockyard due to the construction of large ships (<i>e.g.</i>, ironclads).</p> <p>Economic recessions:</p> <p>The Plague of 1813 nearly stopped all trade between Malta and other ports in the Mediterranean;</p> <p>The cotton industry declined rapidly with the end of the American Civil War in 1865;</p> <p>In the late 1890s technological advancement and larger cargo ships led to ships by-passing Malta's harbour and dockyard.</p>	<p>Refer to and elaborate on the points mentioned in LEVEL 1 and 2, together with the following:</p> <ul style="list-style-type: none"> ▪ Shipping tonnage entering Grand Harbour increased by ten times during the Continental Blockade; ▪ The Crimean War increased wages but brought about a higher cost of living; ▪ After 1869, Malta became a coal-bunkering station in the centre of the Mediterranean; ▪ Facilities in Grand Harbour had to be increased by the construction of <i>Portu Novu</i> (at the Menqa, Marsa); the construction of larger docks and hydraulic cranes at the dockyard (<i>e.g.</i>, Somerset Dock in 1871); ▪ Extension of underground drainage system to the Cottonera was just one major public works projects, others included: the Royal Opera Theatre and Mt Carmel Hospital at Attard; ▪ Cheaper cotton from the US and Egypt effected the export of Maltese cotton; farmers shifted cultivation to other crops in demand (<i>e.g.</i> potato); ▪ In the 1890s ships started using oil instead of coal. Malta as a bunkering station declined since less coal was in demand. Ships using oil could travel longer distances without having to refuel for coal in Malta's harbour.

Refer to resource textbook: Economic and Social issues during the last two hundred years, pp. 78-81.

Useful websites:

Subject Focus: Malta's social and economic development (1800-1945)

Learning Outcome 7

I can trace, describe and evaluate nineteenth and twentieth century social and economic development in Malta with the help of various primary and secondary sources.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>7.1b Identify important economic and social development/s in nineteenth and early twentieth century Malta. <i>Decline of local cotton industry, extensive public works projects (drainage works and extension of the Grand Harbour).</i></p>	<p>7.2b Explain the decline of the local cotton industry, extensive public works projects (drainage works and extension of the Grand Harbour).</p>	<p>7.3b Discuss the decline of the local cotton industry, extensive public works projects (drainage works and extension of the Grand Harbour).</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ The state of farming and the cotton industry: Farming backward and pre-industrial; lack of modern machinery; low production due to occasional droughts; farmers lived close to subsistence level. ▪ Cotton started to decline after 1800 when Spain closed its market in Catalonia to Maltese cotton since it was an ally of France; cotton exports increased during the American Civil War (1861-1865), but then declined again; ▪ Projects intended to extend the Grand Harbour for military and economic reasons: Construction of dredging of Marsa inlet; construction of Portu Novu at Menqa; building of larger docks (e.g., Somerset Dock in 1871); extension of underground sewage from Valletta to the Three Cities; construction of the Breakwater in the early 1900s. 	<p>Points mention in LEVEL 1, together with:</p> <ul style="list-style-type: none"> ▪ Low agricultural produce unable to sustain an constant increase in population; large families meant farmers had very low living standards; farmers often borrowed money at high interest rates to buy fertilizers and machinery from rich landowners. ▪ Foreign machine-made cotton fabric from Egypt and the USA was cheaper and softer than Maltese hand-made cotton; the decline of the cotton industry coincided with the opening of the Suez Canal in 1869; hundreds of cotton farmers migrated to the harbour area in search for jobs; other farmers started cultivating the potato crop instead which was very much sought by the British servicemen in Malta. ▪ Portu Novu construction for merchant shipping; dredging of Marsa inlet from swamps which were causing malaria; larger docks were necessary at the dockyard to house the larger ironclad warships of the 1870s; the Breakwater made ships anchored in the harbour safer against heavy storms and against torpedo attacks; the first Central Power Station was opened in 1892 near Crucifix Hill to distribute electricity for industrial and domestic use, without which industrialization could not take place. 	<p>Refer to the points mentioned in LEVEL 2, together with the following:</p> <ul style="list-style-type: none"> ▪ Cotton farmers who migrated to the harbour area in the 1870s found job at the dockyard, in extensive public works (refer to projects mentioned in Level 1) and fortifications (e.g., the Victoria Lines, Forts Rinella and Cambridge, etc., that were being constructed by the British Government. ▪ Malta became a hub for cargo ships carrying grain from the Black Sea; the Menqa was developed into a coal bunkering station for ships passing through Malta on their route to the Suez Canal and beyond. ▪ The projects in Grand Harbour from the 1860s onwards marked the beginning of industrialization in Malta. These could only be undertaken and financed by the British Colonial Government; their aim was to make Malta a more secure colony for the British Empire; to improve the health and living conditions of the people and the garrison; to provide jobs, reduce unemployment and combat extreme poverty among the Maltese.

Resource textbook: *From the Coming of the Knights to EU membership*, pp. 78–82.

Useful websites:

The historical overview of the cotton industry in Malta: <https://vassallohistory.wordpress.com/the-cotton-textile-industry-in-malta/>

Subject Focus: Malta's social and economic development (1800-1945)

Learning Outcome 7

I can trace, describe and evaluate nineteenth and twentieth century social and economic development in Malta with the help of various primary and secondary sources.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>7.1c List the causes and/or consequences of the Continental Blockade on the Maltese economy.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The causes: <ul style="list-style-type: none"> - The Napoleonic Wars; - Malta was a British colony; - Malta's geographical position - The British navy in the Mediterranean. ▪ The consequences: <ul style="list-style-type: none"> - More ships entered Grand Harbour; - The harbour became a centre for contraband trade; - Increase in wages; - The Maltese became loyal British subjects. 	<p>7.2c Explain the causes and/or consequences of the Continental Blockade on the Maltese economy.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The causes: <ul style="list-style-type: none"> - The Napoleonic Wars in Europe; - Napoleon's attempt to defeat Britain by ruining her economy; - The fact that Malta was a British possession; - Malta's geographical position, close to Italy and distanced from France; - British naval superiority in the Mediterranean. ▪ The consequences: <ul style="list-style-type: none"> - Malta registered a 10-fold increase of shipping tonnage entering Grand Harbour; - Malta was turned into a British naval and military arsenal; - Malta became a British centre for contraband trade towards Europe; - Increase in wages; - Improvement in living standards. - The Maltese came to see British rule as a source of employment and prosperity. - The British recognized the importance of Malta as a military and naval base in time of war. 	<p>7.3c Discuss the importance of the Continental Blockade on the Maltese economy.</p> <p>Refer to the points mentioned in LEVEL 2, together with the following:</p> <ul style="list-style-type: none"> ▪ Reasons for the collapse of the Continental Blockade: <ul style="list-style-type: none"> - Russia and Portugal refused to adhere to the Continental Blockade; - Napoleon's defeat in the Russian Campaign speeded up his downfall; - Refusal of Europeans to support the Blockade. - A flourishing black market and contraband trade in Europe under French control. ▪ Consequences of its collapse on the Maltese economy: <ul style="list-style-type: none"> - It diminished the number of cargo ships entering Grand Harbour to the pre-Blockade Level; - It resulted in a sharp increase in unemployment; - It resulted in a decline in wages and profit; - These conditions were worsened with the outbreak of plague in May 1813.

Resource textbook: *From the Coming of the Knights to EU membership*, pp. 78.

Useful websites:

- Napoleon's Continental System: <https://www.youtube.com/watch?v=TZAb7NbI5SQ>

Subject Focus: Malta's social and economic development (1800-1945)

Learning Outcome 7

I can trace, describe and evaluate nineteenth and twentieth century social and economic development in Malta with the help of **various** primary and secondary sources.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>7.1d List the positive and/or negative effects of the Crimean War on Malta.</p> <p>The main points are: Positive effects:</p> <ul style="list-style-type: none"> ▪ It enhanced Malta's strategic value; ▪ It increased employment for the Maltese; ▪ It increased wages for the Maltese; ▪ The Grand Harbour served as a military arsenal and naval base for the British and French navies; ▪ Malta became known as the 'Nurse of the Mediterranean' <p>Negative effects:</p> <ul style="list-style-type: none"> ▪ It increased the cost of living for the working classes; ▪ It increase the prices of many basic commodities; 	<p>7.2c Explain the positive and/or negative effects of the Crimean War on Malta.</p> <p>Refer to the points in LEVEL 1, together with:</p> <ul style="list-style-type: none"> ▪ The British started upgrading Malta's defensive system; ▪ Job opportunities in the harbor area increase: in the Civil Service, the dockyard, stevedores, boatmen, in the military and naval hospitals etc. ▪ Maltese received higher wages due to a greater demand for workers and products; ▪ Sick and injured allied soldiers were brought from the Crimea for recovery in Malta; ▪ Maltese workers with fixed wages (e.g., Civil Servants) did not benefit from the economic prosperity; ▪ Farmers' income increased due to a higher demand for agricultural products. ▪ Eye-witness contemporaries reported the following about Malta at the time of the Crimean War: <ul style="list-style-type: none"> - A British official reported that: 'Money is circulating in profusion...and it is so plentiful that people though they grumble at the high prices of provisions, feel no real inconvenience for them.' - A tourist who came to Malta in 1861 noticed that: 'Before the Russian War, Malta was one of the cheapest places in the world, but now things are considerably dearer than in France or England.' 	<p>7.3c Discuss the short and/or long term consequences of the Crimean War on Malta.</p> <p>Refer to and elaborate on the points in LEVEL 1 and 2.</p> <p>Short-term effects:</p> <ul style="list-style-type: none"> ▪ Increase in wages; ▪ Increase in prices; ▪ Increase in jobs in the harbour and the dockyard; ▪ More ships entered Malta's harbor. <p>Long-term effects:</p> <ul style="list-style-type: none"> ▪ The British Government increase its military spending in Malta; ▪ It accentuated Malta's fortress economy. ▪ Military experts came to Malta to report on Malta's fortifications and defensive system. Their proposals resulted in the upgrading and building of new fortification networks from 1870 onwards (e.g., Victoria Lines, Fort Rinella and Cambridge, and other forts and batteries at Sliema, Delimara etc.); ▪ The Admiralty enlarged the facilities at the dockyard (e.g., building of Somerset Dock for the newly invented larger iron-clad warships); ▪ After the Crimean War, the British Government gave substantial annual money grants to help the Maltese Government balance its budget.

Resource Textbook: *From the Coming of the Knights to EU membership*, p. 79.

Useful websites:

- The Crimean War (History Matters animated video clip): <https://www.youtube.com/watch?v=8uqTaELp3qI>
- The Grand Harbour: <https://vassallohistory.wordpress.com/grand-harbour/>

Subject Focus: Malta's social and economic development (1800-1945)

Learning Outcome 7

I can trace, describe and evaluate nineteenth and twentieth century social and economic development in Malta with the help of various primary and secondary sources.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>7.1e List the advantages of the opening of the Suez Canal.</p>	<p>7.2e Explain the consequences which the opening of the Suez Canal had on Malta's economic and social development.</p>	<p>7.3e Discuss the positive and/or negative effects of the opening of the Suez Canal on Malta's economic and social development.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ It provided a short and safer route from Britain to India via the Mediterranean instead of sailing around the African Continent; ▪ Ships could now avoid the stormy Cape of Good Hope; ▪ Shipping insurance premiums went down due to less risk for cargo shipped through the Mediterranean; ▪ More commercial ships made use of Malta's harbours; ▪ More job opportunities in the Grand Harbour; ▪ Maltese families started migrating from the villages to the harbour area in search of employment; ▪ Grand Harbour used a coal-bunkering station. 	<p>The main points are:</p> <ul style="list-style-type: none"> ▪ It brought a sharp increase of ships entering Grand Harbour; ▪ It brought more work for the dockyard; ▪ It brought about the dredging of the inner part of the Grand Harbour for the construction of <i>Portu Novu</i> for commercial cargo ships; ▪ Malta's harbour was turned into a coal-bunkering station for ships travel to and from the Suez Canal; ▪ It ushered a shift in the Maltese population from the villages to the harbour area; ▪ It gave rise to new suburbs close to the Grand Harbour (e.g. Marsa, Hamrun, Pietà, Paola). ▪ Malta started to experience the first signs of industrialization in the Grand Harbour area; ▪ Increased Malta's strategic importance. 	<p>Refer to the points mentioned in LEVEL 1 and 2 and discuss them in terms of positive and/or negative effects.</p>

Resource textbook: *From the Coming of the Knights to EU membership*, p. 79.

Useful websites:

- Digging the Suez Canal: <https://www.youtube.com/watch?v=k9WksRnSQqQ>
- How the Suez Canal made history: <https://www.youtube.com/watch?v=z7Zp1Q7GVGA>

Subject Focus: Malta's social and economic development (1800-1945)

Learning Outcome 7

I can trace, describe and evaluate nineteenth and twentieth century social and economic development in Malta with the help of various primary and secondary sources.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>7.1f List reasons for emigration in 19th and 20th century Malta.</p> <p>The main reasons for emigration:</p> <ul style="list-style-type: none"> ▪ It was encouraged by the Colonial Government as the most effective way to reduce unemployment in Malta; ▪ Widespread unemployment among the working classes, especially during recessions and slumps; ▪ Organized emigration by the Government to other British colonies; ▪ Job opportunities for unskilled workers abroad; ▪ The absence of local manufacturing and exporting industries; ▪ Job opportunities offering higher wages in Mediterranean seaports. 	<p>7.2f Explain causes for unemployment and/or emigration in 19th and 20th century Malta.</p> <p>Refer to the points in LEVEL 1, together with:</p> <ul style="list-style-type: none"> ▪ Overpopulation and a high birthrate; ▪ A stagnant economy persisted for decades after the Plague of 1813; ▪ Widespread illiteracy among the lower classes; ▪ No significant manufacturing and exporting industries; ▪ Maltese businessmen lacked entrepreneurship skills; ▪ Agriculture was backward; ▪ The Colonial Government was the main sources of employment through the military establishments and the dockyard; ▪ Emigration was the only solution of the Government to reduce unemployment; ▪ Recessions or slumps made the unemployment problem worse; ▪ Organised emigration by the Colonial Government made it easier for the Maltese uneducated classes to emigrate; ▪ In the 19th century most Maltese preferred to emigrate to Mediterranean seaports: the determining factors were: proximity, climate, language, customs very similar to Malta; ▪ In the 20th century many Maltese emigrants found English-speaking countries (Australia, Canada, the USA, UK) more attractive; the determining factors were: English was spoken, British institutions and way of life, compulsory education; Maltese emigrants were more welcomed due to their heroic stand in World War II. 	<p>7.3f Discuss the causes and/or consequences of unemployment and/or emigration in 19th and 20th century Malta.</p> <p>Refer to and elaborate on the cause mentioned in LEVEL 1 and 2.</p> <p>For the consequences, the main points are:</p> <ul style="list-style-type: none"> ▪ Widespread poverty among the working classes; ▪ The Colonial Government was blamed for having kept Malta economically backward; ▪ Whole families at times lived up to subsistence level; ▪ A high population density resulted in the harbour areas; ▪ Development of slums in Valletta and the Three Cities; ▪ Poor living standards in matters of hygiene, diet, clothing, dwellings. ▪ The Colonial Government sought to create jobs through a system of public works: (e.g. fortifications, docks, hospitals, Opera House, <i>Portu Novu</i>, the Breakwater, infrastructural developments, such as drainage works, water supply, gardens, roads, etc.).

Resource Textbook: *From the Coming of the Knights to EU membership*, Unit 6.3, Emigration, pp. 83-86, 89-90.

Useful websites:

- Various text articles: <http://maltamigration.com/history/>
- 19th and 20th century emigration from Malta: https://en.wikipedia.org/wiki/Emigration_from_Malta
- Remembering the mass Maltese migration: <https://www.gasanmamo.com/blog/remembering-mass-maltese-migration/>

Subject Focus: Malta's social and economic development (1800-1945)

Learning Outcome 7

I can trace, describe and evaluate nineteenth and twentieth century social and economic development in Malta with the help of various primary and secondary sources.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>7.1g Match the main infectious diseases and measures to combat them.</p> <p><i>Plague; cholera; smallpox; undulant fever; trachoma; tuberculosis.</i></p>	<p>7.2g Explain the causes of the main infectious diseases and the measures taken to combat them.</p> <p><i>Plague; cholera; smallpox; undulant fever; trachoma; tuberculosis.</i></p>	<p>7.3g Discuss the causes and effects of infectious Diseases and the measures taken to eradicate them.</p> <p><i>Plague; cholera; smallpox; undulant fever; trachoma; tuberculosis.</i></p>
<p>The main points are: The main infectious diseases:</p> <ul style="list-style-type: none"> ▪ Plague ▪ Cholera ▪ Tuberculosis (Consumption); ▪ Smallpox ▪ Undulant fever ▪ Trachoma <p>Measures to combat them:</p> <ul style="list-style-type: none"> ▪ Strict quarantine regulations; ▪ Isolation of patients at the Lazzaretto; ▪ Prohibition of public gatherings; ▪ An underground sewage system; ▪ Water supply in the homes; ▪ Pasteurization of milk; 	<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Plague: infected rats and merchandise on ships; ▪ Cholera: contamination from sewage water; ▪ Tuberculosis: contamination from coughing; ▪ Smallpox: close contact with farm animals; ▪ Undulant fever: drinking milk from sick goats; ▪ Trachoma: unhygienic and dusty environment in the streets and the homes. <p>Measures to combat them:</p> <ul style="list-style-type: none"> ▪ Imposition of strict quarantine and curfew; ▪ Isolation of patients at the Lazzaretto; ▪ Malta's climate was thought to improve health of people ill with tuberculosis; ▪ People isolated themselves in their own home; ▪ Prohibition of public gatherings (schools, churches, feasts); ▪ The Cottonera underground sewage project; ▪ Pipelines to supply drinking water in the homes; ▪ Setting up of District Medical and Sanitary Officers; ▪ Vaccination against smallpox; ▪ 1855: Inoculation against smallpox made obligatory; ▪ 1905: The discovery of the undulant fever germ in goats milk by Sir Temi Zammit; ▪ Pasteurization of milk against undulant fever; ▪ Awareness campaigns on personal hygiene in schools and on the media of the time. 	<p>Refer to points in LEVEL 2, together with: Causes:</p> <ul style="list-style-type: none"> ▪ Contact with foreigners through trade and merchandise; ▪ The cure for most diseases was ineffective; ▪ Europe' cold winter climate resulted in people developing lung infections and tuberculosis; ▪ Poor public sanitation and personal hygiene; ▪ Overcrowded dwellings in the harbor towns; ▪ Frequent contact with farm animals; ▪ Filthy streets with dust, sewage and animal waste (human, goats, horses, mules); <p>Consequences:</p> <ul style="list-style-type: none"> ▪ Undulant fever killed many babies and young children; ▪ Undulant fever affected the British garrison as well; ▪ Fear of contamination made people suspicious of each other and practiced personal isolation; ▪ The sick felt helpless since no effective cure existed; ▪ The medical authorities felt overwhelmed when such diseases reached epidemic proportions; ▪ The Government undertook ambitious public works projects to improve public sanitation as a preventive measure against infectious diseases. ▪ The setting up of MMU and prohibition to sell fresh milk. ▪ Awareness campaigns in schools (School Medical Service) and on <i>Rediffusion</i>.
<p>Useful websites:</p> <ul style="list-style-type: none"> • https://vassallohistory.wordpress.com/street-vendors/a-malta-dairy-history/ • https://vassallohistory.wordpress.com/before-the-motor-ambulances-came-to-malta/ • https://vassallohistory.wordpress.com/military-hospitals-in-malta/influenza-epidemics-pandemics-in-malta/ 		

Subject Focus: Malta's social and economic development (1800-1945)

Learning Outcome 7

I can trace, describe and evaluate nineteenth and twentieth century social and economic development in Malta with the help of various primary and secondary sources.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>7.1h Identify developments in public health and sanitation.</p> <p><i>Naval, military and civil hospitals, water supply, underground sewage</i></p>	<p>7.2h Describe the developments in public health and sanitation.</p> <p><i>Naval, military and civil hospitals, water supply, underground sewage</i></p>	<p>7.3h Discuss the developments in public health and sanitation.</p> <p><i>Naval, military and civil hospitals, water supply, underground sewage</i></p>
<p>The main points are: Main hospitals of the period:</p> <ul style="list-style-type: none"> ▪ The Central Hospital at Floriana; ▪ The former Sacra Infermeria became the military General Hospital up to 1920; ▪ Bighi Naval Hospital at Kalkara; ▪ David Bruce Military Hospital at Mtarfa; ▪ Lazzaretto quarantine hospital; ▪ Mt Carmel Hospital for the mentally ill; ▪ St Luke's Hospital (built between 1930-1954). <p>Sanitation:</p> <ul style="list-style-type: none"> ▪ Basic facts about the <i>Mandraggio</i>; ▪ Wignacourt Aqueduct; ▪ The Fawwara Aqueduct; ▪ The Chadwick Lakes project; ▪ Tap-water for domestic use; ▪ Underground sewage system; ▪ Collection of waste. 	<p>Refer to the lists in LEVEL 1, together with: Hospitals:</p> <ul style="list-style-type: none"> ▪ Bighi Hospital built in the 1830s and used up to 1920; ▪ Mtarfa military hospital (1920) served for all naval and military personnel; ▪ The Lazzaretto on Manoel Island for infectious diseases; ▪ Mt Carmel Hospital (1861) for all mentally ill patients. ▪ Inghieret (1892) became St Vincent de Paule, (1940) as a home for the elderly; ▪ St Luke's Hospital replaced the Civil Hospital at Floriana as the main hospital. The Civil Hospital became the Police Headquarters. <p>Sanitation: Refer to list in LEVEL 1, together with:</p> <ul style="list-style-type: none"> ▪ The <i>Mandraggio</i> as the poorest working-class district in Valletta; ▪ Wignacourt Aqueduct still provided fresh water for Valletta and Floriana; ▪ The Fawwara Aqueduct (1845) provided fresh water to the Cottonera; ▪ The Chadwick Lakes (1883) by Sir Osbert Chadwick dug boreholes to pump underground fresh water; ▪ Most towns and villages obtained fresh water from wells; ▪ Until 1870 there was no sewage system beyond Floriana. Drainage was thrown in Grand Harbour and in Marsamxett. It was extended to Cottonera (1879-1885). 	<p>Refer to the points mentioned in LEVEL 2, together with: Hospitals:</p> <ul style="list-style-type: none"> ▪ The naval and military hospitals were very busy in war time (e.g. Crimea, First and Second World War); ▪ In 1929 Quarantine regulations were abolished and the Lazzaretto was closed down. <p>Sanitation:</p> <ul style="list-style-type: none"> ▪ Living conditions at the <i>Mandraggio</i>; ▪ The underground sewage system was extended beyond the harbor area towns from 1897 onwards; ▪ By 1918 tap-water reached the larger village squares; ▪ Domestic water became affordable to the upper classes in the 1920s and to the working classes in the 1950s. ▪ In the 1960s reverse osmosis plants were built in various localities to turn seawater into fresh drinking water. ▪ In 1818: service of street cleansing and collecting rubbish in the harbour towns. ▪ 1839: first mention of street sweepers employed by a private company; ▪ In the villages domestic waste was collected door by door by village boys and used in the fields until the 1960s; ▪ In 1936: first use of scammell trucks to collect domestic waste.
<p>Useful websites: https://vassallohistory.wordpress.com/civil-hospitals-in-malta/ https://vassallohistory.wordpress.com/military-hospitals-in-malta/ https://vassallohistory.wordpress.com/naval-hospitals-in-malta/ The Valletta Mandraggio: https://timesofmalta.com/articles/view/origin-and-development-of-vallettas-mandraggio.573635</p>		

Subject Focus: Malta's social and economic development (1800-1945)

Learning Outcome 7

I can trace, describe and evaluate nineteenth and twentieth century social and economic development in Malta with the help of various primary and secondary sources.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>7.1i Identify roles and/or influences of the Catholic Church in Malta during the British period.</p> <p>The main points are:</p> <ul style="list-style-type: none"> • The Archbishop's Curia; • The leading role of the parish priest among the villagers; • The convents of the religious orders in most of the towns and villages; • The feast of the village Patron Saint; • Lay organizations within the Church catered for the needs of: the family; engaged couples; young children; teens and youths; elderly people; prospective emigrants, etc. • Church schools run by the religious orders. 	<p>7.2i Explain the roles and/or of the Catholic Church in 19th century Maltese society.</p> <p>Refer to the points mentioned in LEVEL 1, together with the following:</p> <ul style="list-style-type: none"> ▪ The Church hierarchy was made up of: the Archbishop's Curia, the Cathedral Chapters and the College of Parish Priests; the Seminary; ▪ Religious orders of friars and nuns were headed by their respective provincial or superior; ▪ the main liturgical feasts: Christmas, Easter, Corpus Christi; ▪ Lay organizations within the Church: Society of Christian Doctrine (M.U.S.E.U.M); Legion of Mary; Catholic Action; Cana Movement; Caritas; Dar tal-Providenza; Dar l-Emigrant; Homes for children and the elderly; ▪ lay organizations were headed by a clergyman and helped by lay persons (e.g., Catholic Action had a section for males and female members); ▪ Church schools for boys were mostly run by friars, while schools for girls were mostly run by nuns; 	<p>7.3i Discuss the impact of the roles and/or influences of the Catholic Church in 19th century Maltese society.</p> <p>Refer to the points mentioned in LEVEL 1 and 2, together with the following:</p> <ul style="list-style-type: none"> ▪ The role of the parish priest: spiritual and moral advisor; dispenser of charity; represented the British/Maltese Government at the parish level; ▪ Parish life was regulated by the daily prayers: the <i>Angelus</i>; the <i>Benediction</i> and the <i>Ave Maria</i>; the <i>Rosary</i>; ▪ The <i>Viaticum</i> for the dying; ▪ The organization of the village feast: the <i>Tridum</i>, the procession with the statue of the Patron Saint; the band clubs; procurators; parish committees; fund raising; Church and street decorations, fireworks, confraternities; rivalry between parishes;

Resource textbook: *From the Coming of the Knights to EU membership*, Church-State Relations, pp. 68-69; The Organization of the Maltese Catholic Diocese, p.70; 5.1 First steps to diminish the temporal power and privileged position of the Maltese Church, pp. 71-72.

Useful websites:

Subject Focus: Malta during the Two World Wars

Learning Outcome 9

I can describe and evaluate the main local and foreign events and developments about Malta during the Two World Wars with the help of various primary and secondary sources.

Malta during the First World War

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>9.1I Differentiate between facts about Malta during the First and the Second World War.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The First World War: <ul style="list-style-type: none"> - Malta used as the 'Nurse of the Mediterranean' - The harbours served as an ammunition store, a naval and submarine base for the Allies; - Malta was never attacked by the enemy; - full employment and a rise in wages; - food scarcities and a rise in the price of bread; ▪ The Second World War: <ul style="list-style-type: none"> - Frequent air-raids by the Axis Powers; - Malta was a British operational base; - Food scarcities; food rationing and Victory Kitchens; - Shelters for the civilian population; - Provisions were brought to Malta by convoys; - Malta received the <i>George Cross</i>; - A lot of war damage in the harbor areas. 	<p>9.2I Discuss the contribution of Malta to the Allied victory in the First and/or Second World War.</p> <p>Refer also to the points mentioned in LEVEL 1.</p> <ul style="list-style-type: none"> ▪ The First World War: <ul style="list-style-type: none"> - 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 were hospitalized in Malta; - Malta served as a war prison camp; - 800 volunteers joined the Maltese Labour Battalion to dig trenches during the Gallipoli Campaign (1915); - Maltese volunteers joined the British Navy. ▪ The Second World War: <ul style="list-style-type: none"> - Malta served as an operational base for the Allied forces; - The dockyard repaired Allied ships; - Britain conducted air-strikes from Malta against Axis convoys on their way to North Africa; - Malta's resistance contributed to the victory for the Allies in North Africa. - Maltese contributed in the war effort in various military establishments (Royal Malta Artillery, the Navy, the Air Force, the dockyard, as demolition rescue gangs). 	<p>9.3I Compare and contrast Malta's role and contribution to the Allied victory in the First and the Second World War.</p> <p>Refer to and compare and contrast the point mentioned in LEVEL 1 and 2.</p> <ul style="list-style-type: none"> ▪ The First World War: <ul style="list-style-type: none"> - 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 dockyard doubled its workforce. ▪ The Second World War: <ul style="list-style-type: none"> - Malta was directly affected by air-raids; - More military and civilian casualties; - Food scarcities caused high price and a black market; - Shelters and blackout as air-raid precautions.; - Malta was the most bombed place compared to its size.

Resource textbook: *From the Coming of the Knights to EU membership*, Malta at War, The First World War, p.p. 92-101.

Useful websites:

- Memories of Malta during World War I: <https://www.youtube.com/watch?v=wsq7G3tlQeU>
- Malta 'Nurse of the Mediterranean' during World War I (BBC video clip): <https://www.youtube.com/watch?v=XHMyfzEQ4aw>
- The CWGC (The Commonwealth War Graves Commission): <https://www.youtube.com/watch?v=peLL0C6dqq4>

Subject Focus: Malta during the Two World Wars

Learning Outcome 9

I can describe and evaluate the main local and foreign events and developments about Malta during the Two World Wars with the help of various primary and secondary sources.

Malta during the First World War

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>9.1m List causes and consequences of the <i>Sette Giugno</i> riots.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The Causes: <ul style="list-style-type: none"> - 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; - University students protested against changes in their degree courses. ▪ The Consequences: <ul style="list-style-type: none"> - 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 funeral procession of the 3 victims on 9 June to the Addorata Cemetery; - The Government set up a Commission of Inquiry; - Leading persons in the riots were arrested; - Damage to property in localities where riots took place; - Imposition of a temporary state of emergency and press censorship; - A Government subsidy on the price of bread; - Meetings between the Governor and the Maltese leaders; - The Constitution of 1921. 	<p>9.2m Explain the causes and/or consequences of the <i>Sette Giugno</i> riots.</p> <p>Refer also to the points mentioned in LEVEL 1.</p> <ul style="list-style-type: none"> ▪ The Causes: <ul style="list-style-type: none"> - The end of full employment registered during the war; - The dockyard reduced by half to its pre-war Level (<i>i.e.</i>, 7,000 workers); - New taxes on cinema and theatre tickets; 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 <i>Circolo Giovine Malta</i>, Valletta; - The Government extended University degree courses by one year. ▪ The Consequences: <ul style="list-style-type: none"> - The Commission of Inquiry interrogated hundreds of eye-witnesses, officials and people involved in the riots; - The rioters targeted Maltese grain importers and symbols of British rule (<i>e.g.</i>, the <i>Union Jack</i>, the building of the pro-British <i>Daily Malta Chronicle</i>); - Mass gatherings in Valletta were prohibited; - Reporting on the riots in newspapers was censored; - The Governor started a long-term programme of public works to reduce unemployment; - The Governor pleaded Malta's case for a self-governing constitution; - The <i>Camera del Lavoro</i> (set up in 1920), became the Labour Party (1921) which included distinguished followers of Manuel Dimech; - The 1921 Constitution granted self-government in local affairs. 	<p>9.3m Discuss the causes and/or consequences of the <i>Sette Giugno</i> riots.</p> <p>Refer also to the points mentioned in LEVEL 1 and 2 and discuss them in terms of short-term and long-term causes and consequences.</p>

Resource textbook: *From the Coming of the Knights to EU membership*, The Riots of 7th June, 1919. pp. 57-60.

Useful websites:

- The *Sette Giugno* riots: <https://vassallohistory.wordpress.com/constitutional-development/>

Modes for School-Based Assessment for History (Option) for Year 9 to Year 11 (starting Sep. 2023)

Assignment Mode	Description of Assignment Mode	Level 1: 1–15 marks	Level 2: 16–33 marks	Level 3: 34–50 marks
1 Illustrated research essay (To be done in Year 9)	Researched essay between 200 and 400 words on one or more assessment criteria from the Year 9 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.	<ul style="list-style-type: none"> Shallow introduction, body and conclusion. Up to 3 relevant illustrated sources. Inconsistencies in the historical narrative. No reference works cited. 	<ul style="list-style-type: none"> Fairly good introduction, body and conclusion. 4 relevant and varied sources. Some limited consistency in the arguments discussed. 1/2 reference works cited. 	<ul style="list-style-type: none"> Excellent introduction, body and conclusion. 5 relevant and varied sources. Logical and consistent historical narrative. 3 or more reference works cited.
2 Primary source investigation (To be done in Year 10)	The investigation is to be conducted at the National Archives at Rabat on a set of pre-selected primary sources by the teacher based on the Year 10 syllabus on worksheets provided by the History Department. Students are to work the first part of the investigation in pairs and the second part individually.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> All questions were fairly answered correctly. 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 (Can be done in Year 11)	The site visit report is to consist of between 200 and 400 words on any historical site from one or more assessment criteria from the Year 9, 10 or 11 syllabi. The research is to include: (i) an introduction, body and conclusion (e.g., recommendation); (ii) varied relevant visual primary and/or secondary sources; (iii) reference to consulted works.	<ul style="list-style-type: none"> Shallow introduction, body and conclusion/recommendations. Limited variety of data and sources. Poor presentation and layout. No proof of on-site investigation. None or 1 reference work cited. 	<ul style="list-style-type: none"> Fairly good introduction, body and conclusion/recommendations. Some effort to present various types of data and sources. Fair presentation and layout. Some limited on-site investigation. 2 or 3 reference works cited. 	<ul style="list-style-type: none"> Good introduction, body and conclusion/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 (Can be done in Year 11)	The timeline is to be original and 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 a cardboard paper.	<ul style="list-style-type: none"> Some events not linked to the theme of the timeline. Timeline not divided in segments (centuries, decades, etc.). Most events were in not in sequential order. Events were vaguely captioned. Poor or no links between events. 	<ul style="list-style-type: none"> Most events linked to the theme of the timeline. Timeline not correctly divided in segments (centuries, decades, etc.). 1 event was not in sequential order. Events were captured fairly. Links between events fairly explained. 	<ul style="list-style-type: none"> All events linked to the theme of the timeline. Timeline correctly divided in segments (centuries, decades, etc). All events were in sequential order. Events had excellent captions. Links between events clearly explained.
5 Digital and oral presentation (Can be done in Year 11)	The presentation is to consist 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) various primary and/or secondary illustrated sources (ii) brief text having a wordcount between 100 and 200 words; (iii) a five-minute oral presentation to the whole class; (iv) reference to consulted works. The presentation can be presented online, in soft or hard copy format.	<ul style="list-style-type: none"> Presentation had up to 6 slides. Poor design and layout. Some primary or secondary illustrated sources were out of point. Most slides were not in logical/chronological order. Text data vague or incorrect. Oral delivery fragmented and incoherent. 	<ul style="list-style-type: none"> Presentation had 7–8 slides. Fairly good design and layout. Included a limited variety of primary and/or secondary illustrated sources. Slides presented were not all in logical or chronological sequence. Text data was too short/long. Oral delivery focused on some points mentioned. 	<ul style="list-style-type: none"> 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 key points mentioned.

School-Based Assessment Records for Year 10 History (Option)

No.	Surname	Name	Class/Set	INDUSTRIAL REVOLUTION	ITA-GER UNIFICATION	CAUSES WW I	RESULTS WW I	CAUSES WW II	POL-CONST 1800-1919	EDUC-LQ POL PARTIES	SOCIO- ECONOMY 1800-1912	MALTA & WW I	PSI	TOTAL*
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*Annual Mark for the SBA and for SEC.

