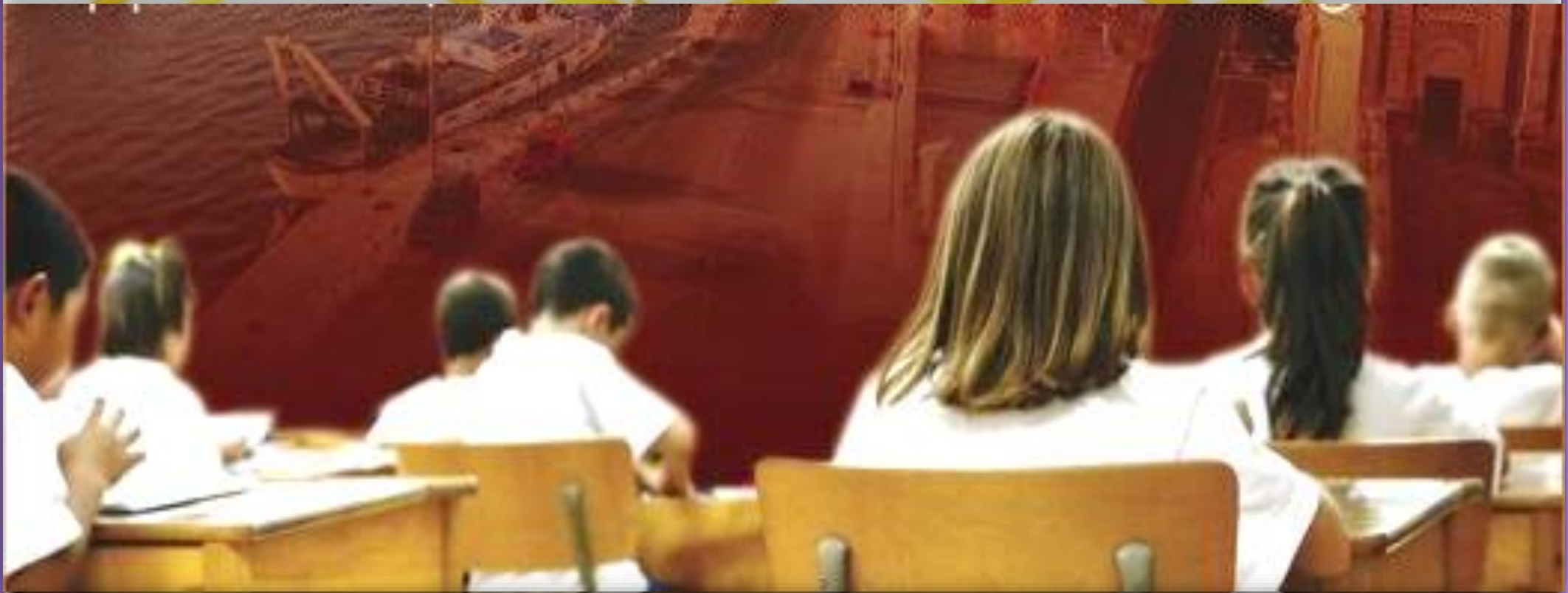


HISTORY (Option)

School Syllabus for Year 11



Starting September 2024

List of Subject Foci in Year 11

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

4. Europe since 1945

Maltese History

7. Malta's political and constitutional development (1921-2004)
9. Malta during the Second World War

Suggested 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 (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
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 4 Europe since 1945

Subject Focus: 2. Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The Cold War and West European integration

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1a Identify the main; leaders, causes and/or consequences of the division of Europe between East and West as a result of the Cold War.</p> <p>The main points are: Definition: a period of geopolitical tension from 1945 to 1989 between the Soviet Union (USSR) and its satellite states (the Eastern Bloc), and the US and its allies (the Western Bloc).</p> <p>The early leaders: Franklin Roosevelt; Harry Truman; Winston Churchill; Joseph Stalin;</p> <p>The main causes:</p> <ul style="list-style-type: none"> • The end of World War II; • The division of Germany and Berlin in four occupation zones; • Ideological difference between the West and the USSR; • The invention of the atom bomb by the USA; • Churchill's first mention of the 'Iron Curtain' in 1946. <p>The main consequences:</p> <ul style="list-style-type: none"> • Fear of the outbreak of 'World War III'; • The setting up of NATO and the Warsaw Pact; • The Arms Race between the two Superpowers; • The Space Race between the two Superpowers; • Germany was divided in two states: West and East Germany; • Communist regimes in Eastern Europe 	<p>4.2a Explain on the causes and/or consequences of the division of Europe between East and West.</p> <p>Refer to the points mentioned in LEVEL1 together with the following: The causes:</p> <ul style="list-style-type: none"> • The end of World War II brought an end to the war-time Grand Alliance; • The Yalta Conference divided post-war Europe in two zones of influence: one American and the other Soviet; • The West practiced democracy and capitalism while the USSR was communist; • The US used its first atomic bombs against Japan. <p>The consequences:</p> <ul style="list-style-type: none"> • Fear of a nuclear war during the Cuban Missile Crisis; • Why were NATO and the Warsaw Pact formed; • The Arms Race' led to the invention of more powerful weapons (e.g. hydrogen bombs, IBMs (huge Intercontinental Ballistic Missiles, nuclear submarines); • The Space Race started with orbiting satellites and ended with the first man on the moon; • The Berlin Wall became the symbol of the division of Germany; • The presence of Soviet divisions in Eastern Europe. 	<p>4.3a Discuss the causes and/or consequences of the division of Europe as a result of the Cold War.</p> <p>Refer to and elaborate on the points mentioned in LEVEL1 and LEVEL2, together with the following:</p> <ul style="list-style-type: none"> • Cracks in the war-time alliance started about the future of post-war Europe; • The Potsdam Conference increased suspicion of Stalin against the USA who had just used the atomic bomb against Japan; • The Marshall Aid was used by the USA to help Western Europe recover from the war and thwart the advance of communism; • Stalin's immediate post-war aim was to have nuclear parity with the USA. This was achieved when the USSR exploded its first atomic bomb in 1949; • The arms and space race gave rise to further sophisticated technological inventions in communications and espionage; • Europeans behind the 'Iron Curtain' had to learn how to adapt to Soviet-controlled one-party regimes.

Useful websites:

- What was the Cold War?: <https://www.youtube.com/watch?v=-QopdZ7G8ww>
- The Cold War explained: <https://www.youtube.com/watch?v=rB1Y4Lu1rZs>
- Why did the Cold War begin?: <https://www.youtube.com/watch?v=tLJKVVtiR3g>
- Ducksters for Kids about the Cold War: https://www.ducksters.com/history/cold_war/summary.php
- Time-line of the Cold War: <https://spartacus-educational.com/ColdWarChron.htm>

Subject Focus: 2. Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The Cold War and West European integration

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1bi Identify causes and/or consequences of the Berlin Blockade and the Berlin Wall.</p> <p>The events that caused it:</p> <ul style="list-style-type: none"> ▪ The Cold War; ▪ The division of Germany between the Allies; ▪ The two Superpowers had different aims for the future of Germany (Potsdam Conference of 1945); ▪ June 1948: The Western Allies introduced a new currency in West Germany and West Berlin; ▪ March 1948: The Marshall Aid was voted by the US Congress to help Europe recover from the war. <p>The consequences:</p> <ul style="list-style-type: none"> ▪ The blockade of all road and rail traffic to West Berlin; ▪ The West responded with the 'airlift'; ▪ The West accused Stalin of wanting to take control of West Berlin; ▪ It made the Cold War worse; ▪ It made permanent the division of Germany and of the city of Berlin; ▪ The creation of NATO. <p>Useful websites:</p> <ul style="list-style-type: none"> • https://www.johndclare.net/EC3.htm • https://getrevising.co.uk/grids/berlin_blockade_and_airlift_1948_49_1 • https://www.history.com/topics/cold-war/berlin-blockade • https://www.history.com/topics/cold-war/berlin-airlift • https://www.youtube.com/watch?v=UVAaVEoxqmg • https://www.youtube.com/watch?v=6YyXGDLZ250 • Walled in: The inner German border: https://www.youtube.com/watch?v=OwQsTzGkbiY 	<p>4.2bi Explain the major causes and/or consequences of the Berlin Blockade and the Berlin Wall.</p> <p>Refer also to the causes in LEVEL1:</p> <p>The causes:</p> <ul style="list-style-type: none"> ▪ It was one of the early episodes of the Cold War; ▪ Stalin had just turned Czechoslovakia communist (March 1948) and the USA responded with the 'Truman Doctrine' to 'contain' the USSR; ▪ The Marshall Aid was intended to help Europe recover from the war; Stalin saw it as an attempt to undermine Soviet influence in Eastern Europe; ▪ The West wanted Germany to recover while Stalin wanted it to remain weak. <p>The consequences:</p> <ul style="list-style-type: none"> ▪ The blockade was seen by the West as a Russian show of strength and empire-building in Europe; ▪ Stalin accused the West that the new currency was intended to wreck the economy of East Germany; ▪ The creation of West Germany (democratic) and East Germany (communist); ▪ The Berlin 'airlift' transported food, clothes and medicine from Western airfields to West Berliners on a 24/7 basis; ▪ It led to the creation of the NATO alliance. <p>Airlift facts: Started on 24 Jun. 1948; ended on 12 May 1949 (321 days); 700 aircraft involved; 272,000 flights from West German airfields to West Berlin airport (1 every 30 sec; cost \$244 million.</p>	<p>4.3bi Discuss the causes, major episodes and consequences of the Berlin Blockade and the Berlin Wall.</p> <p>Refer to the points mentioned in LEVEL1 and LEVEL2:</p> <p>Causes:</p> <ul style="list-style-type: none"> ▪ Soviet control behind the 'Iron Curtain' had been completed when the Soviet-backed Communists won power in Czechoslovakia; ▪ The West wanted Germany to recover by Marshall Aid and to avoid the mistake at Versailles (1919); Stalin stripped East Germany of its wealth and resources; ▪ Steps in the creation of the new state of West Germany: Bizonia (joint British-USA zones) (created Jan. 1948); a new currency (Jun. 1948); ▪ People in East Germany started changing their money into the new Western currency which they believed was worth more; ▪ On 24 Jun. the Russians stopped all road and rail traffic from the Western zones to West Berlin. <p>Consequences:</p> <ul style="list-style-type: none"> ▪ The 'airlift' reflected the tactical superiority of the West: it forced Stalin to stop the blockade without causing an armed conflict. ▪ West Germany was set up as a democratic federal republic; East Germany was a Soviet-controlled communist republic.

Subject Focus: 2. Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The Cold War and West European integration

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1bii Identify causes and/or consequences of the building of the Berlin Wall.</p> <p>The main facts about the Berlin Wall:</p> <ul style="list-style-type: none"> Construction started on 13 Aug. 1961; It was 44 km long across Berlin; A 'death strip' 100 metres wide contained hundreds of watchtowers, anti-vehicle trenches; The Wall was constantly guarded with dog runs, floodlights and machine guns. <p>The main reason for its building:</p> <ul style="list-style-type: none"> To stop East German citizens from crossing to West Berlin. <p>Consequences:</p> <ul style="list-style-type: none"> It caused a short-term crisis between West-East relations; It became the symbol of the Cold War and of division of Germany; It nearly stopped the escape of East Germans to the West. 	<p>4.2bii Explain the major causes and/or consequences of the building of the Berlin Wall on relations between East-West.</p> <p>Refer also to the points in LEVEL1, together with:</p> <ul style="list-style-type: none"> 44 km of the wall divided East and West Berlin; 110 km of the barrier separated West Berlin from the surrounding East German countryside. A second fence was constructed in June 1962 parallel to the original concrete wall of 13 August 1961. <p>Cause:</p> <ul style="list-style-type: none"> West Berlin was the 'gateway' to the West: between 1949-1961 some 2.5 million East Germans escaped to West Berlin; The huge number of escapes were causing a brain-drain and a labour shortage for the East German regime; The escapes were used as a propaganda weapon in the Cold War; <p>Consequences</p> <ul style="list-style-type: none"> The number of escapes went down to 5,000 for the whole period of its existence (1961-1989); US President Kennedy visited West Berlin where he made his famous speech 	<p>4.3bii Discuss the causes, major episodes and consequences of the Berlin Wall.</p> <p>Refer also to the points in LEVEL1 and LEVEL2, together with:</p> <ul style="list-style-type: none"> East Germans were dissatisfied with their repressive communist regime; East Germans were attracted to the more democratic and prosperous West Berlin; West Berlin was the 'showcase of capitalism'; The wall came to symbolize the lack of freedom under communism; It made Berlin on the frontline in the Cold War; The wall divided Berliners politically, economically and socially (i.e. families could not visit relatives on the other side of the wall); What was 'Checkpoint Charlie'? <p>It was the popular name for the official 'Border Crossing Point' at Friedrich Zimmerstraße from East to West Berlin and <i>vice versa</i>.</p> <p>The Checkpoint Charlie stand-off between Soviet and US tanks (22 Oct. 1961) caused when a US diplomat was stopped from crossing to East Berlin;</p> <p>Relations between the two Germanies deteriorated;</p> <ul style="list-style-type: none"> West Berliners led by its Mayor Willy Brandt led demonstrations against the Wall.

Useful websites:

- The Berlin Wall explained: <https://www.youtube.com/watch?v=X3Xe4AdJaFQ>
- The Berlin Wall animated video: <https://www.youtube.com/watch?v=IXzODWITWgk>
- The rise and fall of the Berlin Wall animated video: <https://www.youtube.com/watch?v=A9fQPzZ1-hg>
- Why was the Berlin Wall build? <https://www.youtube.com/watch?v=W7YE-N448fg>
- The fall of the Berlin Wall in 1989 (No Comment video clip); <https://www.youtube.com/watch?v=zmRPP2WXX0U>
- Why the Berlin Wall fell? <https://www.youtube.com/watch?v=cWN7JIGE6PE>
- East German border troops on the Berlin Wall: <https://www.youtube.com/watch?v=rPWQUOpBcBU>

Subject Focus: 2. Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The Cold War and West European integration

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1c List the key facts about the Cuban Missile Crisis.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The protagonists: Fidel Castro, Communist President of Cuba; Nikita Khrushchev, Soviet President; John F. Kennedy, US President; ▪ One more episode of the Cold War; ▪ The revolution in Cuba in 1959, brought Fidel Castro to power as head of Communist regime; ▪ While relations between Castro and the US Government deteriorated, Castro concluded a military and economic alliance with the USSR; ▪ The USSR planned to station missiles on Cuba; ▪ US fear of an attack by Russian nuclear missiles in Cuba; ▪ The incident in the Cold War which brought the world closest to the outbreak of World War III; ▪ The Bay of Pigs expedition against Castro; ▪ The US naval blockade of Cuba; ▪ The telephone hotline between Kennedy and Khrushchev; ▪ 13 days in Oct 1961 when world peace was held in suspense. 	<p>4.2c Explain the causes and/or consequences of the Cuban Missile Crisis.</p> <p>Refer to points in LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ It was a show of strength in the Cold War between the Superpowers; ▪ The incident was sparked in October 1962 when US Intelligence used reconnaissance U2 manned planes to discover the Russian missile launchers in Cuba; ▪ The US came up with 5 courses of action: <ul style="list-style-type: none"> - do nothing; - use diplomatic pressure against the USSR; - an air attack on the missiles; - a full military invasion of Cuba; - a naval blockade around Cuba. ▪ The Superpowers avoided an armed conflict; ▪ A direct telephone hot-line between the Capitol and the Kremlin was kept after the crisis; ▪ The crises marked the decline of Khrushchev and the leadership skills of Kennedy; ▪ Cuba remained a communist; ▪ The Superpowers started talks to control the arms race (Nuclear Test Ban Treaty of 1963). 	<p>4.3c Discuss the Cuban Missile Crisis within the context of the nuclear arms race between the Superpowers.</p> <p>Refer also to points in LEVEL1 and LEVEL2:</p> <ul style="list-style-type: none"> ▪ Why the Russians wanted to station missiles on Cuba; ▪ The US could attack the USSR from its bases in Turkey; ▪ The USSR wanted to do the same with her new ally Cuba; ▪ In April 1961, the US attempted to topple Castro from power by organizing the 'Bay of Pigs' expedition, resulting in total fiasco; ▪ Operation 'Anadyr' was intended to turn Cuba into a Soviet base by stationing: <ul style="list-style-type: none"> - 60,000 Soviet troops transferred by 86 ships between Jun-Oct 1962; - 24 missile launching pads; - n45 nuclear warheads - b42 bombers and 40 fighter aircraft; - 2 Anti-Air Defense divisions; - 3 mechanized infantry regiments. ▪ World peace was held in a stalemate for 13 days (16-28 Oct 1962); ▪ The US was prepared to go to war if the Russians refused to remove their missiles from Cuba; ▪ In end the crisis was solved when the US agreed to remove their missiles from Turkey and the USSR remove theirs in Cuba.

Useful websites:

- Interactive timeline of the Cuban Missile Crisis: <https://www.cbc.ca/news2/interactives/tl-cuban-missile-crisis/timeline/timeline.html>
- The main events of the Cuban Missile Crises: <https://www.ukessays.com/essays/history/cuban-missile-crisis.php>
- Simple History animated video: <https://www.youtube.com/watch?v=XbKCqYn5oTc>
- The causes and consequences of the Cuban Missile Crisis: <https://www.youtube.com/watch?v=bwWW3sbk4EU>
- Brief History: The Cuban Missile Crisis explained: <https://www.youtube.com/watch?v=uAi7RyR0qac>
- <https://prezi.com/webz6cbk7yjjv/the-cuban-missile-crisis/>
- <https://prezi.com/oqbsexomvy6j/cuban-missile-crisis/>
- <https://prezi.com/c7zew296vqud/cuban-missile-crisis/>
- <https://prezi.com/06iy-72tfjnh/the-cuban-missile-crisis/>

Subject Focus: 2. Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The Cold War and West European integration

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1d Identify reasons for the thawing and/or end of the Cold War.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ SALT I and SALT II in the 1970s; ▪ Economic weakness of the USSR; ▪ The Chernobyl nuclear disaster (26 April 1986); ▪ Defeat of the USSR in the Afghan War by 1988; ▪ The failure of Communism in Eastern Europe; ▪ The fall of the Berlin Wall; ▪ The reforms of Mikhail Gorbachev in the USSR; ▪ A series of US-USSR Summits between 1987-1989 on armaments reduction; ▪ Reagan's 'Star Wars' (SDI) defense network. 	<p>4.2e Explain the events and developments that contributed to the thawing and/or end of the Cold War by 1989.</p> <p>Refer to the points mentioned in LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ Détente between the US and the USSR (1967-1979) marked the easing of tension, increase in trade and cooperation; ▪ SALT meaning 'Strategic Armaments Limitation Talks' on strategic long-range/intercontinental nuclear missiles; ▪ The accomplishment of the OSCE Summit at Helsinki (1975) on security, cooperation and human rights in Europe; ▪ The US failed to win the war in Vietnam (1964-1975) and the USSR was defeated in Afghanistan (1979-1988); ▪ The explosion of a nuclear reactor at the Chernobyl power plant exposed the technical weakness of the USSR; ▪ The USSR started losing control of the satellite states behind the Iron Curtain; ▪ 1989 'Year of Revolutions' resulted in a mass protests against the Communist regimes of Eastern Europe; ▪ The fall of the Berlin Wall meant the end of the Iron Curtain; ▪ Gorbachev's reforms in the USSR: <i>glasnost</i> and <i>perestroika</i>; ▪ President Reagan's SDI (k/a 'Star Wars') signified that the US had won the arms and space race against the USSR; 	<p>4.3d Discuss the reasons for the thawing and/or end of the Cold War in 1989.</p> <p>Refer to the points mentioned in LEVEL1 and LEVEL2, together with these consequences:</p> <ul style="list-style-type: none"> ▪ It ended the division of Europe between East and West; ▪ The fall of the Soviet-backed Communist regimes and the restoration of western type democracy in Eastern Europe; ▪ The Warsaw Pact ceased to exist (July 1991); ▪ Most of the former Communist Eastern European joined the EEC/EU and NATO; ▪ Germany was reunited with Berlin as its capital; ▪ Civil and political rights were given to the peoples of Eastern Europe (<i>e.g.</i> free elections; free press; free trade unions; freedom of movement; free enterprise); ▪ The USSR was broken up into 15 independent republics (CIS); ▪ The US remained the only Superpower in the world; ▪ The United Nations acquired more say in world affairs; ▪ International terrorism: Al-Qaeda and the attack on the Twin Towers in 2001 followed by US Pres. Bush declaring 'War on Terrorism';

Useful websites:

- End of the Cold War web diagram: <https://www.bbc.co.uk/bitesize/guides/zq63b9q/revision/1>
- <https://www.spiegel.de/international/europe/timeline-a-brief-history-of-the-cold-war-a-562290.html>
- The Chernobyl disaster; https://www.youtube.com/watch?v=eB1vfga9Y_c
- The post-Cold War world: <https://www.youtube.com/watch?v=bFYe9F0YpaA>
- How did the Cold War end: Lagan History animated video clip: <https://www.youtube.com/watch?v=k6X274W6Zz0>
- The end of the Arms Race in the 1980s: <https://www.youtube.com/watch?v=cpydn0pUwvI>
- The role of Gorbachev in ending the Cold War: <https://www.youtube.com/watch?v=neTypBpSCTE>

Subject Focus: Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The fall of Communism in Eastern Europe

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1e Identify the consequences of the end of the Cold War.</p> <p>The main points: Refer to a simplified list found in LEVEL2.</p> <ul style="list-style-type: none"> ▪ Communists lost power in Eastern Europe and the USSR; ▪ The Iron Curtain ceased to exist; ▪ The Warsaw Pact alliance was dissolved; ▪ The Berlin Wall was brought down and Germany reunited; ▪ The USSR broke up into independent states; ▪ NATO and the EU were enlarged; ▪ The UN became more influential; ▪ Western capitalism triumphed over Soviet communism. ▪ Islamic fundamentalism and international terrorism became a new threat to world peace. 	<p>4.2e List the consequences of the end of the Cold War.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Fall of pro-Soviet Communist regimes in Eastern Europe in 1989; ▪ The end of the Iron Curtain; ▪ The democratization of Eastern Europe; ▪ The dissolution of the Warsaw Pact; ▪ The reunification of Germany; ▪ The breakup of the USSR and Yugoslav; ▪ The USA remained the only Superpower; ▪ The USSR was replaced by the Russian Federal Republic and 14 other independent republics; ▪ Enlargement of the CoE, NATO and the EU; ▪ Some ex-Soviet states possessed nuclear weapons (e.g. Ukraine, Khazakistan); ▪ Victory for Western capitalism over Soviet Socialism; ▪ The UN acquired more influence as a peacekeeping international body; ▪ NATO's new role of safeguarding security in Europe; ▪ Hope for a new world order characterized by international cooperation, peace and security. ▪ The main post-Cold War terrorist groups in the Middle East: Al-Fatah; Hamas, Al-Qaeda, Isis. 	<p>4.3e Discuss the consequences of the end Cold War.</p> <p>Elaborate on the points listed in LEVEL2.</p> <ul style="list-style-type: none"> ▪ Communists lost popular support and power between 1989-1991; ▪ The Iron Curtain was dismantled and the Warsaw Pact dissolved (1990); ▪ Democracy was restored where citizens acquired political and civil rights similar to the West; ▪ East Germany was merged into the Federal Republic of West Germany; ▪ The Soviet Republics and Yugoslavia were dissolved into independent republics, mostly non-communist, others dictatorships (e.g. Serbia under Milosevich); ▪ The USA, as the only superpower became the 'police of world' form warmongers and international terrorism; ▪ Proliferation of weapons from some of the ex-Soviet Republics to Third World warring countries; ▪ Western capitalism became the new world economic order > multinational companies > globalization of the world economy; ▪ The UN was able to master forces to troubled areas (e.g. Iraq-Kuwait War of 1991). ▪ The attack on the Twin Towers (2001) and the 'War on Terror'.

Useful websites:

- NATO enlargement: <https://www.youtube.com/watch?v=4Zu6n8XHIZIQ>
- NATO enlargement looks eastwards: <https://www.youtube.com/watch?v=zORqLzkVfLY>
- The UN on international terrorism: <https://www.youtube.com/watch?v=ei2aSLqA9Sw>
- The 9/11 Attack on the Twin Towers: <https://www.youtube.com/watch?v=MNyjZJOEXpE>
- Student shoots video of WTC on 9/11 https://www.youtube.com/watch?v=_qiVBOqNiOs
- The 9/11 Attack: 16 years later: <https://www.youtube.com/watch?v=B742y9WvjiU>

Subject Focus: 2. Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The Cold War and West European integration

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1f Identify causes leading to the setting up of the Common Market.</p> <ul style="list-style-type: none"> ▪ The main motives: <ul style="list-style-type: none"> - To avoid another war in Europe; - To safeguard democracy and human rights in Europe; - To work for peace and economic progress in Europe; ▪ The main events: <ul style="list-style-type: none"> - The Schuman Declaration in 1950; - The setting up of the ECSC by the Treaty of Paris in 1951; - The setting up of the EEC by the Treaty of Rome in 1957; ▪ The aims of the EEC: <ul style="list-style-type: none"> - Economic prosperity; - Peace in Europe and beyond; - Political stability in Europe; - Better standard of living for Europeans; - Free trade between its members - Free movement of goods, services, people and business. 	<p>4.2f Explain the causes and/or developments that led to the setting up of the Common Market.</p> <p>The main events:</p> <ul style="list-style-type: none"> ▪ The Schuman Declaration in the French Assembly in 9th May 1950 commemorated today as Europe birthday; ▪ The Treaty of Paris (1951) set up the ECSE – a common market for coal and steel for the six founding countries: France, West Germany, Belgium, Luxembourg, the Netherlands (Benelux) and Italy. ▪ The Treaty of Rome (1957) sets up the EEC by extending cooperation between these 6 countries on other economic areas and EURATOM (European Atomic Energy Community) to promote pacific use of nuclear energy. 	<p>4.3f Discuss how and/or why the Common Market was set up in the context of post-war Europe.</p> <ul style="list-style-type: none"> ▪ The main motives: <ul style="list-style-type: none"> - To avoid another dreadful experience of destruction and killing during World War II; - To avoid extreme nationalism, Fascism and Nazism and Communism; - To safeguard democracy against dictatorship; - To enhance economic cooperation among Europeans; - To work for collective progress; - To safeguard peace among Europeans. ▪ Other institutions that worked for unity in post-war Europe: <ul style="list-style-type: none"> - The Council of Europe by the Treaty of London in 1949 to promote democracy, human rights and the rule of law; - The setting up of the Western European Union (WU/WEU) by the Treaty of Brussels in 1948. This merged with NATO in 1949 as Europe's main defensive alliance. ▪ Brief reference to the contribution of the three major founding fathers of the EU: Robert Schuman, Konrad Adenauer, Alcide de Gasperi.

Useful websites:

- <https://www.eu2017.mt/en/Pages/A-Brief-History-of-the-EU.aspx>
- Brief history of the European Union: <https://www.youtube.com/watch?v=XgnXwrsMBUs>
- Europe from World War II to today's EU: <https://www.youtube.com/watch?v=xRwZyDTdCAC>
- The EU explained: <https://www.youtube.com/watch?v=O37yJBFRrfq>
- The European Single Market explained: https://www.youtube.com/watch?v=1XWOWddn5_4
- What is the European Single Market: <https://www.youtube.com/watch?v=Z9PX0jgm8TA>

Subject Focus: 2 Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The Cold War and West European integration

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
4.1g List in chronological order, the major landmarks of the Common Market/EEC/EC/EU from 1951 to 2013.	4.2g Explain the significance of the major landmarks of the Common Market/EEC/EC/EU from 1951 to 2013.	4.3g Discuss the landmarks in the development and/or enlargement of the Common Market/EEC/EC/EU from 1951 to 2013.
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ The ECSC (1951); ▪ The EEC and EURATOM (1957); ▪ The CAP and the removal of custom barriers (1968); ▪ The change from EEC to EC (1968); ▪ The various enlargements of 1973, 1981, 1986, 1995, 2004, 2007 and 2012; ▪ The Single Market Act (1986) ▪ The Maastricht Treaty and the change from to EU (1992); ▪ The Euro currency (2002). 	<p>The main points are:</p> <ul style="list-style-type: none"> ▪ 1968: the removal of custom duties between member states; ▪ The Common Agricultural Policy (CAP); ▪ The first elections to the European Parliament (1979); ▪ The Single Market Act; ▪ The Masstricht Treaty (1992); ▪ The Euro currency. <p>The various EU enlargements:</p> <ul style="list-style-type: none"> ▪ 1973: The first enlargement – the UK, Ireland and Denmark; ▪ 1981: the 2nd enlargement – Greece; ▪ 1986: the 3rd enlargement – Spain and Portugal; ▪ 1995: the 4th enlargement – Austria, Sweden and Finland; ▪ 2004: 5th enlargement – Latvia, Lithuania, Estonia, Poland, Czech Rep., Slovakia, Hungary, Slovenia, Cyprus, Malta; ▪ 2007: 6th enlargement – Romania and Bulgaria; ▪ 2013: 7th enlargement – Croatia. 	<p>Refer to the points mentioned in LEVEL1 and LEVEL2 and discuss the reasons and significance of these developments, such as:</p> <ul style="list-style-type: none"> ▪ The setting up of the CAP; ▪ The removal of custom barriers and the adoption of the VAT system; ▪ The numerous enlargements from 1973 to 2013; ▪ Elections to the First European Parliament; ▪ The Single Market Act and the Four Freedoms of the EU; ▪ The changes brought about by the Maastricht Treaty of 1992; ▪ The adoption of the Euro in the Eurozone countries;

Useful websites:

- [The History of the EU with David Mitchell - YouTube](#)
- Brief history of the European Union: <https://www.youtube.com/watch?v=XgnXwrsMBUs>
- Europe from World War II to today's EU: <https://www.youtube.com/watch?v=xRwZyDTdCAC>
- The EU explained: <https://www.youtube.com/watch?v=O37yJBFRrfg>
- The CAP explained: <https://www.youtube.com/watch?v=rantzks8fbU>
- The European Single Market explained: https://www.youtube.com/watch?v=1XWOWddn5_4
- The EU's Four Freedoms explained: <https://www.youtube.com/watch?v=bhZ-jVPzrEA>
- The EU trade policy explained: <https://www.youtube.com/watch?v=IiOC5XG2I5Y>
- The history of the Euro: <https://www.youtube.com/watch?v=PdLr3ITSyns>
- Is the European Union Worth It Or Should We End It? Animated video: <https://www.youtube.com/watch?v=XxutY7ss1v4>

Subject Focus: 2. Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The fall of Communism in Eastern Europe

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1h Identify the common features of the Communist regimes in Eastern Europe during the Cold War.</p> <p><i>e.g., political repression; one-party state.</i></p>	<p>4.2h Explain the common features of Communist regimes in Eastern Europe.</p> <p><i>e.g., political repression; one-party state.</i></p>	<p>4.3h Discuss the common and/or the particular features of Communist regimes in Eastern Europe.</p> <p><i>Stasi, Ceausescu's tyranny, Yugoslavia outside the Iron Curtain</i></p>
<p>The main points are:</p> <ul style="list-style-type: none"> One-party state; Political repression; Elimination of political dissidents; Curtailment of civil and political liberties; Controlled economy by the state; Secret police; Collectivization of agriculture; Nationalization of industry; Satellite state of the USSR; Soviet-style Communist regimes; Presence of Soviet regiments; Compulsory adherence in the Comintern and the Warsaw Pact; Anti-religious campaigns of the regimes. 	<p>Refer to LEVEL1 and to the following points:</p> <ul style="list-style-type: none"> Stalin saw the satellite states of Eastern Europe as a 'buffer zone' against the West; Other parties were either forced to merge with the Communist Party or were declared illegal; Political repression took various forms: e.g. elimination of free trade unions, press censorship, purges in the Civil Service, the army, the law courts and the police; Everyday life was dictated by the State, which in turn was dominated by the Communist Party; Private property and enterprise were abolished; The secret police spied on and hunted down dissidents; The satellite state towed the Soviet-line in international fora (e.g. United Nations) and in foreign policy; The Warsaw Pact was headed by a Russian military commander and controlled from the Kremlin. 	<p>Refer to LEVEL1 and LEVEL2 and to the following points:</p> <ul style="list-style-type: none"> The East German 'Stasi' secret police (official name: <i>Ministry for State Security</i>); set up in 1950 with HQ in Berlin; agents trained by the Soviet KGB; undercover agents amounted to 620,000; their task was to spy and report on the general population; today the surviving Stasi record files are preserved by the <i>Stasi Records Agency</i>. The personal and brutal regime of Nicolai Ceaușescu in Romania; the 'liberal' period 1965-1971; 'personal rule' period 1972-1989; political repression; strict censorship; family members in high positions; massive building projects; economic stagnation; decline in living standards; food rationing cards (refer to link below). Tito's conflict with Stalin; his version of Communism; closer relations with the West; one of the founders of the Non-Aligned Movement.

Useful websites:

- Soviet power in Eastern Europe: <https://www.bbc.co.uk/bitesize/guides/z9wxj6f/revision/1>
- Pattern of the Communist takeover in Eastern Europe: <https://www.bbc.co.uk/bitesize/guides/z9wxj6f/revision/2>
- <https://prezi.com/1vqgsfhnyv66/the-soviet-take-over-of-eastern-europe/>
- Features of Ceausescu's regime in Romania: <https://rolandia.eu/en/blog/history-of-romania/romania-under-nicolae-ceausescu-s-communist-regime>
- For further reading and research refer to: https://en.wikipedia.org/wiki/Eastern_Bloc_politics
- 1961 US Department of Defense documentary on Communist Eastern Europe: https://www.youtube.com/watch?v=0G_eUwTY7a0
- The features and the fall of Communism in Eastern Europe: <https://www.slideshare.net/NickBlackbourn/nick-blackbourn-1989-lecture-slides>
- <https://www.cvce.eu/en/education/unit-content/-/unit/1f5d29d1-bc79-44af-ae41-6fdb3f41608e/de5ef049-acec-4e19-983c-27104320cd2b>

Subject Focus: Europe since 1945)

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The fall of Communism in Eastern Europe

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1j List reforms introduced by Gorbachev.</p> <p><i>Glasnost</i>, translates to 'openness' in English, was Gorbachev's policy for a new policy in the Soviet Union where people could freely express their opinions.</p> <p><i>Perestroika</i>, translates to 'restructuring' in English was Gorbachev's program to restructure the stagnant Soviet economy in an attempt to revitalize it.</p> <p>Example of reforms under <i>glasnost</i>:</p> <ul style="list-style-type: none"> - Free press; - Access for 'Western culture' (films, plays, books, music, fashion, etc); - Criticism of government policies; - Freedom of expression in the arts; - Open borders to travel abroad; - Reassessment of Soviet history since 1917. - Democratization of Russian society. <p>Examples of reforms under <i>perestroika</i>:</p> <ul style="list-style-type: none"> - A return to a free market economy; - A return to private property and enterprise; - A return to foreign investment and trade; 	<p>4.2j Explain Gorbachev's reforms related to <i>glasnost</i> and <i>perestroika</i>.</p> <p>Why was the USSR in need of <i>glasnost</i> and <i>perestroika</i>? According to Gorbachev, 74 years of Communist rule had choked the economy by stifling the workers' innovation and destroying initiative and at the same time produced a ruling elite protected against criticism and thus prone to corruption.</p> <p>With <i>glasnost</i>, Soviet citizens no longer had to worry about neighbours, friends, and acquaintances reporting them to the KGB for criticizing the state, the government or its leaders. They no longer had to worry about arrest and exile in Siberia. <i>Glasnost</i> allowed the Soviet people free access to information, and voice their opinions on governmental policies.</p> <p>With <i>Perestroika</i>, Gorbachev removed State control over the economy, lessened the government's role in the decision-making and reintroduced private enterprises. <i>Perestroika</i> also hoped to improve production levels by bettering the lives of workers, giving them more recreation time and safer working conditions.</p> <p>Another aim of <i>perestroika</i> was to change the perception of work which spread among the Soviet people: from corruption to honesty, from slacking to hard work. It was hoped that workers would take a personal interest in their work and would be rewarded for helping to improve production levels.</p>	<p>4.3j Discuss the success or failure of Gorbachev's reforms under <i>glasnost</i> and <i>perestroika</i>.</p> <p>To what extent did they succeed or fail? Gorbachev's policies of <i>glasnost</i> and <i>perestroika</i> changed the fabric of the Soviet Union. It allowed citizens to clamor for better living conditions, for more freedoms, and for an end to Communism.</p> <p><i>Glasnost</i> produced a political and cultural awakening unknown during the 74 years of Communist rule, but <i>perestroika</i> failed to deliver the much needed economic goods.</p> <p><i>Perestroika</i> introduced at least 10 programs for the 'radical restructuring' of the Soviet economy, none of which was implemented. Instead, reform was limited to inconsistent half-measures.</p> <p><i>Perestroika</i> ultimately failed because Gorbachev did not have a firm vision of what the Soviet system was to be replaced with.</p> <p><i>Perestroika</i> and <i>glasnost</i> opened the floodgates of change and started the chain of events that led to the breakup of the Soviet Union.</p> <p>Gorbachev increasingly found himself caught between criticism by conservatives who wanted to stop reform and liberals who wanted to accelerate it.</p>

Useful websites:

- Collapse of the USSR: https://www.ducksters.com/history/cold_war/collapse_soviet_union.php
- <https://www.youtube.com/watch?v=qZdijf1U7OY>
- The fall of the USSR explained: https://www.youtube.com/watch?v=zadkWw702_M
- Glasnost and Perestroika explained: <https://www.youtube.com/watch?v=OwaeUYbMuGw>
- Gorbachev's Perestroika and Glasnost in a 100 minute video clip: <https://www.youtube.com/watch?v=PlgUiVg5ceU>
- Glasnost and Perestroika explained: <https://www.thoughtco.com/glasnost-and-perestroika-1779417>
- Gorbachev's five phenomena that changed Russia: <https://www.rbth.com/history/328187-5-phenomena-of-perestroika>

Subject Focus: Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The fall of Communism in Eastern Europe

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1k Identify common patterns for the fall of the Communist regimes in Eastern Europe (1989)</p>	<p>4.2k Explain the common patterns for the fall of the Communist regimes in Eastern Europe. <i>e.g., economic stagnation; peaceful mass demonstrations; inflation; political repression; lack of individual freedom.</i></p>	
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Economic stagnation; ▪ Overemployment in state-owned industries; ▪ Disillusionment within the Communist elite; ▪ Scarcities of goods causing price inflation; ▪ Political repression; ▪ Lack of individual freedom; ▪ Corruption within Government and Communist Party officials; ▪ Less economic support by the USSR; ▪ Mass demonstrations demanding reforms, especially by the younger generation; 	<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Economic stagnation led to decline in production, scarcities, a black market economy and inflation; ▪ Regimes resorted to over-employment and kept wages low in state-owned industries to hide unemployment; ▪ The Communist elite no long believed in the system and waited for a reformist leader (e.g. Gorbachev, Yeltsin); ▪ Scarcities of goods (e.g. bread, milk, butter, cheese etc.) led to a sharp rise in prices and a black-market economy; ▪ Political repression and censorship made it impossible to debate freely economic and political reforms; ▪ Citizens lacked basic democratic rights: free trade unions; free vote; free enterprise; private property; travel abroad; ▪ Widespread corruption for jobs and services by Government and Party officials; ▪ The USSR was no longer able to give economic support since she was also experiencing the same problems; ▪ People ceased to fear the regime; started organizing mass demonstrations demanding resignation of corrupt or inefficient Government and Party officials. 	

Useful websites:

- <https://www.youtube.com/watch?v=rX2hIHRtA6E>
- Losing Soviet control of Eastern Europe (Part 1): <https://www.youtube.com/watch?v=6J5T5Fvz80U>
- Losing Soviet control of Eastern Europe (Part 2): <https://www.youtube.com/watch?v=qwLfcgSQGGM>
- The Fall of the Berlin Wall (ABC News): <https://www.youtube.com/watch?v=snsdDb7KDkg>
- Traces of the Berlin Wall (DW News): https://www.youtube.com/watch?v=Az_H60I0NY0
- The Revolutions of 1989: <https://www.youtube.com/watch?v=hc2XGHA7NK4&t=56s>

Subject Focus: Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The fall of Communism in Eastern Europe

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1I Identify on a map the new states that came into being with dissolution of the USSR.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Sharp drop in the international price of oil in 1986; ▪ Economic inefficiency; ▪ The military weakness of the USSR in the Afghan War (1979-1988); ▪ Rising ethnic tensions; ▪ The rising tide of separatism; ▪ Gorbachev's reforms; ▪ The loss of Eastern Europe; ▪ Boris Yelstin, contrary to Gorbachev, wanted to speed up the dissolution of the USSR. 	<p>4.2I List the causes and/or consequences for the dissolution of the USSR.</p> <p>Refer to the points in LEVEL1, together with the following:</p> <ul style="list-style-type: none"> ▪ The fall in the price of oil reduced foreign revenue needed to purchase grain and consumer goods from the West; ▪ Economic inefficiency lead to scarcities of basic goods, resulting in inflation and a black market; ▪ The Red Army showed itself unable to win a war against a Third World country; ▪ Ethnic tension and war between Armenia and Azerbaijan; ▪ 1990 saw the first republics leave the USSR: the Baltic States and Georgia; Boris Yeltsin wanted to create an `independent Russia; ▪ The failure of Gorbachev's reforms actually accelerated the drive of the republics to ceded from the USSR; ▪ The failed coup by the Soviet hard-liners in August 1991 led to unilateral declarations of independence by the other Soviet Republics. 	<p>4.3I Discuss the dissolution of the USSR and/or the consequences of its dissolution.</p> <p>Refer to the points in LEVEL1 and LEVEL2, together with:</p> <ul style="list-style-type: none"> ▪ Economic strains in the 1970s made the USSR weaker to compete with the US in the arms and the space race; ▪ The Soviet economy rested on imports and exports from the satellite states whose economy were also in decline; ▪ Gorbachev's visits to Eastern Europe gave high expectations of reform; ▪ The failure of the USSR to intervene in Poland against Solidarity encouraged other similar moves in the other satellite states; ▪ Gorbachev declared the unilateral withdraw of Soviet troops in Eastern Europe; ▪ Communist Parties, already unpopular among the people, now lost also the support of the Soviet Politburo; ▪ the aftermath of dissolution: chaotic transition periods from state-controlled economy and a totalitarian system to free-market economy and democratization of society in Eastern Europe and the former Soviet republics.

Useful websites:

- Three major reasons for the collapse of the USSR: <https://www.rbth.com/history/329734-3-major-reasons-ussr-collapse>
- Causes of the Soviet Collapse (1979-1991): <http://www.arcaneknowledge.org/histpoli/soviet.htm>
- The breakup of the Soviet Union: <https://www.youtube.com/watch?v=RVBVjIAMo8c>
- Gorbachev interviewed 25 years after the breakup of the USSR: <https://www.youtube.com/watch?v=vj1IIIqGeu8>
- How and why the Soviet Union collapse animated video: <https://www.youtube.com/watch?v=qZdijf1U7OY&t=75s>
- The end of the Soviet Union on ABC News (12/8/1991): <https://www.youtube.com/watch?v=RVBVjIAMo8c&t=82s>
- Lowering of the Soviet Union flag on 31 Dec. 1991 (Daily Mail): <https://www.youtube.com/watch?v=Ktwa4YX6WfM>
- Gorbachev's resignation and Yeltsin's rise to power (1991) (ITN News): <https://www.youtube.com/watch?v=028gd8Sn3m0>
- 25 Years after the fall of the USSR, Russians are still divided about their past (AFP News): <https://www.youtube.com/watch?v=H8TjmYEPP1c>

Subject Focus: Europe since 1945

Learning Outcome 4

I can explain the reasons for the origins and the end of the Cold War, discuss its main international incidents and describe the pattern of events leading to the fall of Communism in Eastern Europe in 1989 and analyse the reasons and process of post-war West European integration with the help of primary and secondary sources.

The fall of Communism in Eastern Europe

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>4.1m List the consequences of the fall of Communism in Eastern Europe.</p> <p>The main points are:</p> <ul style="list-style-type: none"> Democracy was restored in Eastern Europe; Civil rights: free speech; free multi-party elections; freedom of movement; Communist Parties lost considerably in popular support; Economic reforms: free market economy; The USSR lost control of Eastern Europe; The enlargement of NATO and the EU; The end of the Warsaw Pact Alliance; The break-up of Yugoslavia; The re-Unification of Germany. 	<p>4.2m Explain the consequences of the fall of Communism in Eastern Europe.</p> <p>Refer to the points in LEVEL1, together with:</p> <ul style="list-style-type: none"> Western type democracy: parliamentary system; multi-party free election; freedom of movement and association; freedom of speech and conscience; Comunist Parties changed their names to Socialist or Social Democratic Parties; The transition from a controlled to a free market economy led to unemployment and a decline in the standard of living of the people; The independence of the Baltic States from the USSR: Estonia, Latvia, Lithuania; Soviet Republics voted to leave the USSR; Most Eastern European states joined the CoE, EU and NATO and the dissolution of the Warsaw Pact; The breakup of Yugoslavia was followed by wars and ethnic cleansing; The collapse of Communism and the end of the Cold War made possible the re-unification of Germany; 	<p>4.3m Discuss the consequences of the fall of Communism in Eastern Europe.</p> <p>Democratization of society:</p> <ul style="list-style-type: none"> A system of checks and balances between the legislature, executive and judiciary; The rule of law; Abolition of the secret police (e.g. the Stasi in East Germany; the Securitate in Romania); The breakdown of economic ties with the USSR led to an economic crisis and fall in the standards of living; Increase in the black-market economy; The domino effect of these Revolutions on other regimes outside Europe, e.g.: <ul style="list-style-type: none"> Tiananmen Square Protests in Communist China; The People Power Revolution in the Philippines; Apartheid in South Africa; Pinochet's dictatorship in Chile; etc. Immigrant workers to Western Europe (e.g. Albanians to Italy); Disillusionment on reforms led to a rise in support of right-wing populist parties (e.g. Neo-Nazis in Germany).

Useful websites:

- <https://www.theguardian.com/world/2019/oct/15/30-years-after-communism-east-europeans-divided-over-democracys-impact>
- Russian Capitalism after Communism – from Yeltsin to Putin: <https://www.youtube.com/watch?v=ui8p3MEWW78>
- Farewell to the West - A growing number of East Germans are returning home <https://www.youtube.com/watch?v=gEzSqSrO9p0>
- Eastern Germans mourn the demise of the Communist East: <https://www.youtube.com/watch?v=BTG4RKcUix0>
- Germans miss the 'good old days' of the GDR: <https://www.youtube.com/watch?v=rbbWIRhJbgc>
- The Cost of Reunification <https://www.youtube.com/watch?v=A4v3zeDKjNM>

MALTESE HISTORY SECTION

LO 1. Analysing and interpreting historical evidence

LO 7 Post-war socio-economic development

LO 8 Malta's political and constitutional development
(1921-2004)

LO 9 Malta during the Two World Wars

Subject Focus: Malta's social and economic development since 1800

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 (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>7.1j List the areas for social and economic reform and/or development after the war.</p> <p><i>War damage reconstruction, infrastructure, housing, taxation, education, emigration.</i></p>	<p>7.2j Describe the areas for social and economic reform and/or development after the war.</p> <p><i>War damage reconstruction, infrastructure, housing, taxation, education, emigration.</i></p>	<p>7.3j Discuss the major recommendations of Roskill Report (195), Balogh & Seers Report (1955) on Malta's financial and economic development.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ Woods War Damage Commission; ▪ Reconstruction of areas hit by air raid bombings; ▪ Upgrading of the infrastructure electricity, water supply, ports, airport, roads; ▪ Demolition of the <i>Manderaggio</i>; subsidized; housing for the working classes; ▪ Introduction of income tax; old age pension; sick leave benefits; ▪ Compulsory primary education (1946); ▪ Technical schools indispensable for industrialization; ▪ Assisted Emigration Scheme; mass emigration to English-speaking countries; increase emigration from 5,000 to 10,000 a year. 	<p>Refer to points in LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ Sir Wilfred Woods Commission on War Damage: <ul style="list-style-type: none"> - Housing: 28,000 damaged or destroyed by the war mostly at Cottonera; steep increase of marriages after the war; - From the estimated £20 million in financial aid for reconstruction of war damage, Britain gave £11; - Distrust in Britain's word and contributed for strained Anglo-Maltese relations; - Malta's post-war self-government would have financial commitments beyond its capacity to meet; ▪ Boffa's administration (1947-1950) failed to obtain Marshall Aid for Malta, resulting in the quarrel between Boffa and Mintoff and the split in the Labour Party (MLP and MWP) (1949); and the defeat of Boffa's Government in 1950. 	<p>Refer to points in LEVEL1 &2 , together with:</p> <ul style="list-style-type: none"> ▪ Aims of the Schuster Report: <ul style="list-style-type: none"> - Investigate and report on Malta's finances and economy; - Advise the Maltese Government on fiscal policy and form and extent of British assistance; - Served as a roadmap for Malta's economic diversification in view of the possibility of Integration or Dominion Status. Roskill's Report recommendations: <ul style="list-style-type: none"> - Start a small scale factory estate as a drive for industrialization; - Develop basic services necessary for industrialization: electricity and water supply and communication network; - Upgrade the quarrying and building industry with modern machinery; - Tax exemptions and reduced tariffs to stimulate foreign investment; Balogh & Seers' Report recommendations in view of Malta's negotiations for Integration with the UK: <ul style="list-style-type: none"> - He draft a five-year plan (1956-1961) with the aim to improve water, electricity, ports, roads, technical education, agriculture and fishing; - It brought to attention Malta's heavy dependence on British Services' expenditure; - The need to attract foreign industries to diversify the economy.

For a summary on the post-War economic reports refer to: Edward J. Spiteri, *Malta, from Colonial Dependency to Economic Viability*, Malta, 2002, p. 26-30.

Useful websites:

- Electricity in Malta: <https://vassallohistory.wordpress.com/electricity-in-malta/>
- Petroleum in Malta: <https://vassallohistory.wordpress.com/history-of-petroleum/>
- Gas in Malta: <https://vassallohistory.wordpress.com/history-of-gas/>
- The Problem of Malta (1955): <https://www.youtube.com/watch?v=FjXYU3qVHU0&t=62s>

Subject Focus: Malta's social and economic development since 1800

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 (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>7.1k Identify causes and/or the features of the Development Plans of 1959 and 1964.</p> <p>The main points are:</p> <ul style="list-style-type: none"> Features of Malta's fortress economy: <ul style="list-style-type: none"> - Malta depended on British Services spending; - The dockyard and the Grand Harbour were the industrialized areas at that time; - Britain most often assigned military Governors strategic colonies as Malta; Features of Malta's new economy: <ul style="list-style-type: none"> - Economic diversification from a fortress economy; - Five-Year Development Plans of 1959 and 1964; - The building of industrial estates for the manufacturing industries; - The establishment of the tourism industry; - Regulating and upgrading the farming and fishing industries; 	<p>7.2k Explain causes and/or the features of the Development Plans of 1959 and 1964.</p> <p>Refer to the points mentioned in LEVEL1, together with the following:</p> <ul style="list-style-type: none"> The reasons for and effects of the Defense White Paper of 1957 announce the rundown in the British Services and the dockyard on Malta economy; Economic diversification was a necessity in view of the granting of Independence by 1964; The economy had to become export-oriented; Malta had to develop new services industries (e.g. tourism, leisure, banking and insurance); <p>The First Development Plan (1959-1964):</p> <ul style="list-style-type: none"> Build industrial centres for the manufacturing industry; Build the first tourist hotels in the north of Malta; Build the MCAST at Msida and a new University building at Tal-Qroqq; <p>The Second Development Plan (1964-1969):</p> <ul style="list-style-type: none"> Set up the Central Bank; Set up the Malta Development Corporation (MDC). 	<p>7.3k Compare and contrast the main features of Malta's fortress economy with the new economy based on the Development Plans of 1959 and/or 1964.</p> <p>The main points for discussion are:</p> <ul style="list-style-type: none"> Woods Report (1945) on Malta's economic diversification The Dockyard was privatized to the British Bailey & Co. Ltd. (1959-1964) after which it was managed by the Maltese Government; Maltese government in the 1950s and 1960s legislated on incentives to develop the new industries: <ul style="list-style-type: none"> Manufacture: opening up of industrial centres at Marsa, Mrieħel, Bulebel, San Gwann to manufacture goods for local and foreign markets; give tax incentives when foreign companies open branches based in Malta; The Tourism Development Act of 1958: set up a Tourist Board to issues brochures advertising Malta as a summer tourist resort; give incentives for the building of hotels at Ghajn Tuffieħa, Ghadira and St Paul's Bay; develop a yacht marina at Marsamxett. The Agriculture and Fisheries Act of 1956: assist farmers and fishermen to buy machinery, fertilizers, fodder, seeds and pesticides; offer incentives for farmers to cultivate high-prices crops (e.g. strawberries, mushrooms, grapes). Fish Marketing Regulations of 1957 to develop, train and modernize the fishing industry (e.g. trawlers, cold stores, aquaculture); The Cattle Disease Eradication Scheme of 1956 gave free vaccination to farmers and animal breeders'

Textbook resource: *From the Coming of the Knights to EU membership*, p. 79; Unit 6.4 Change and Continuity, p. 91.

Useful websites:

- Transport in Malta in 1913: <https://www.youtube.com/watch?v=YwLq7okKkYk>
- Memories of Valletta: <https://www.youtube.com/watch?v=cQ18mqkdb70>
- The Barrakka Lift: <https://vassallohistory.wordpress.com/the-barrakka-lift/>
- Early 20th century newspaper adverts: <https://vassallohistory.wordpress.com/early-20th-century-adverts/>

Subject Focus: Malta's political and constitutional development (1921-2008)

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 (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<ul style="list-style-type: none"> ▪ The 1921 Constitution: <ul style="list-style-type: none"> - It granted Malta self or responsible government; - Consisted of two houses: The Legislative Assembly and the Senate; - It had a Cabinet of 7 Maltese Ministers; - It introduced the 'Diarchy' system of government; - It included a list of Reserved Matters; ▪ The 1947 Constitution: <ul style="list-style-type: none"> - It restored self-government after the war; - It was unicameral: a Legislative Assembly but no Senate; - It had a Cabinet of 8 Maltese Ministers headed a Maltese Prime Minister; - It-reintroduced the diarchy system; - It included the Reserved Maters; - All Maltese men and women over 21 years were given the right to vote. 	<p>8.2b List the main features of the 1921 and/or the 1947 Constitutions and their historical significance.</p> <ul style="list-style-type: none"> ▪ Self-government gave the Maltese the right to elect a Maltese Government to run local affairs; ▪ The Legislative Assembly was made up of 32 members elected by the general electors every three years; ▪ The Senate was made up of 17 members elected by the special electors every six years; ▪ The Maltese Ministers were responsible for: revenue and taxation; education, health, commerce, justice, public works; ▪ The diarchy consisted of a Maltese Imperial Government headed by the Governor and a Maltese Government headed by a Maltese Prime Minister; ▪ The Reserved Matters were under the powers of the Governor. ▪ The 1947 Constitution was more truly democratic because it was based on universal suffrage 	<p>8.3b Discuss the 1921 and/or the 1947 Constitutions and their historical background.</p> <ul style="list-style-type: none"> ▪ The 1921 Constitution was called the Aimery-Milner Constitution; ▪ The 1947 Constitution was called the MacMichael Constitution; ▪ Background of the 1921 Constitution: <ul style="list-style-type: none"> - Direct result of the <i>Sette Giugno</i> Riots and the meetings of the National Assembly of 1919; - The politico-religious dispute and the postponement of the 1930 elections to 1932; - The later phase of the Language Question leading to the suspension of the Constitution in 1933. - Prominent political party leaders of the time: Gerard Strickland and Enrico Mizzi and Paul Boffa. ▪ Background of the 1947 Constitution: <ul style="list-style-type: none"> - Based on the draft constitution presented by the National Assembly of 1945; - The political and social situation of Malta in the immediate post-war years; - The advent of the masses in Maltese politics (e.g. the landslide victory of the Labour Party in the 1947 elections; the setting up of the GWU in 1943. - Inaugurated the political careers of Dom Mintoff, George Borg Olivier and Mabel Strickland;

Textbook resource: *From the Coming of the Knights to EU membership*, A close look at the 1921 Constitution, pp. 62-64.

Useful websites:

- The 1921 and 1947 Constitutions: <https://vassallohistory.wordpress.com/constitutional-development/>

Subject Focus: Malta's political and constitutional development (1921-2008)

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.
The causes and consequences of the First World War

Political and constitutional development since 1921

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>8.1c Identify the main events of the politico-religious conflict of 1930.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The 1928 Appropriation Bill was rejected by the Senate; ▪ Strickland accused the clerical Senators for voting against the government; ▪ The Bishops condemned Strickland's attack and issued a Pastoral Letter on the eve of the election of 1930; ▪ The Governor postponed the election; ▪ A Commission of Inquiry was sent to Malta; ▪ In 1932 Strickland presented an apology to the Bishops; ▪ The Bishops withdrew the Pastoral Letter; ▪ The election of 1932 was won by the PN who had supported the Church in the dispute. 	<p>8.2c List causes and/or consequences of the politico-religious conflict of 1930.</p> <p>Refer to the points in LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ Causes: <ul style="list-style-type: none"> - The anti-clerical stance of Strickland and the Strickland press; - The majority of the clergy supported the PN and its pro-Italian language policy, Strickland's rival political party; - Strickland advocated the secularization and anglicization of Maltese society. ▪ Consequences: <ul style="list-style-type: none"> - It divided the Maltese into two rival political camps: Strickland and the Labour Party versus the Nationalist Party and the Church authorities; - The British Government and the Vatican were involved in the dispute on opposing sides; - The Church was influential in local politics through the <i>Catholic Action</i> lay organization; - It resulted in the defeat of Strickland and the Labour Party in the 1932 elections; - It resulted in a landslide victory for the PN and the Church in the 1932 elections. 	<p>8.1c Discuss the causes, significant events and/or consequences of the politico-religious conflict of 1930.</p> <p>Refer to and discuss points mentioned in LEVEL1 and LEVEL2, together with:</p> <ul style="list-style-type: none"> ▪ Strickland was seen by the Church hierarchy of rebelling against the hegemony of the Church in Maltese society; ▪ The British used Strickland to push forward their policy of anglicization against the influence of Italian in Malta; ▪ The Vatican branded Strickland as an anti-clerical whose aim was to diminish the stature of the Catholic Church in Malta; This same stance was later adopted by Archbishop Michael Gonzi in his quarrel with Dom Mintoff and the MLP in the 1950s and 1960s; ▪ Strickland's letter of apology to the Bishops made him lose most of his staunch anti-clerical supporters in the ensuing elections of 1932; ▪ The Nationalist Party who supported the Church in the dispute came out the final winner; ▪ The PN elector victory proved short-lived however, because the pro-Italian language policy led to the suspension of the Constitution in 1933.

Textbook resource: *From the Coming of the Knights to EU membership*, 5.3 Criticising the Establishment – the case of Manwel Dimelch, p. 74.

Useful websites:

- Gerald Strickland speaking about Malta's political situation in 1930: <https://www.youtube.com/watch?v=bNPDjgZfIjA>

Subject Focus: Malta's political and constitutional development (1921-2008)

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 (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>8.1d Differentiate between facts pertaining to 'Integration' and 'Dominion Status'.</p> <ul style="list-style-type: none"> ▪ The main facts about Integration: <ul style="list-style-type: none"> - Integration was proposed by Dom Mintoff in the early 1950s; - Its intention was to make Malta part of the United Kingdom; - It would have made the Maltese British citizens; - Maltese would have acquired to rights and responsibilities of British citizens in the UK (e.g. work, reside, study, vote in the UK); ▪ The main facts about Dominion Status: <ul style="list-style-type: none"> - Dominion Status was another term used for Independence within the British Commonwealth; - Dominion Status was proposed by George Borg Olivier; - It meant that Malta would become an independent state where the Queen of the UK would also be the Queen of Malta; - The Queen would be represented in Malta by a Governor-General; - The Maltese Government would be responsible for local and foreign affairs; - Malta would have a Financial and Defensive Agreement with the UK Government. 	<p>8.2d Explain 'Integration' and/or 'Dominion Status' in the context of their historical background.</p> <ul style="list-style-type: none"> ▪ The main motives for Integration: <ul style="list-style-type: none"> - Accelerate Malta's socio-economic development by tying it to the UK economy; - Reduce the influence of the Catholic Church, paving the way to secularization and separation between Church and State; - The Maltese would benefit from the welfare state legislation enacted in the UK after World War II. - Continue to serve as a British naval base in the Mediterranean. - Malta would receive financial aid from the UK for its social and economic development. ▪ The main motives for Dominion Status: <ul style="list-style-type: none"> - Malta would become an independent sovereign state; - Malta would be able to join international organizations, such as the UN and the CoE; - It would bring to its natural end the demands of the Maltese leaders since 1800 to manage their own affairs; - It would give the Maltese Government to decide on matters of foreign policy and foreign trade and investment; 	<p>8.1d Compare and contrast the motives for 'Integration' and 'Dominion Status' giving reasons for their success or failure.</p> <ul style="list-style-type: none"> ▪ Reasons for the failure of Integration: <ul style="list-style-type: none"> - The Church authorities demanded written guarantees that Integration will not affect the status of the Catholic Church in Malta; - The Catholic Church declared itself against by a Pastoral Letter on the eve of the Integration referendum; - The British Government was not prepared to give excessive financial aid; - The Maltese Government made conditions for the British use of Malta as a naval base; - The British and Maltese Governments disagreed on the principle of 'economic equivalence' with the UK economy; - The issuing of the defense white paper and planned rundowns led to the unanimous 'Break with Britain Resolution' in the Maltese Parliament (Dec. 1957). ▪ Reasons for the success of Dominion Status: <ul style="list-style-type: none"> - The British were prepared to grant Malta independence if the Maltese opted for it; - With the failure of Integration, the British Government preferred to negotiate with Borg Oliver rather than with Mintoff; - Borg Olivier's conditions for Dominion Status were more attractive and less expensive for the British; - The British Government did not interfere in the politico-religious dispute of 1962 which resulted in Dom Mintoff losing the election campaign of that year.

Textbook resource: *From the Coming of the Knights to EU membership*, 4.9 The Choice between Integration and Independence, p.65; 4.10 The main political parties in Malta since 1879, pp. 66-67; 8.1 The Integration Referendum, p.112.

Useful websites:

- The problem of Malta (British Pathé video clip of Malta's Integration with the UK): <https://www.youtube.com/watch?v=FjXYU3qVHU0>
- The 1956 Integration Referendum: <http://www.vassallomalta.com/Referenda.htm>

Subject Focus: Malta's political and constitutional development (1921-2008)

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 (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>8.1e Identify the main events of the politico-religious conflict of 1962.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The run up to the general election of 1962; ▪ The Interdict against the MLP Executive and newspapers; ▪ The formation of the Junta (DNP, CWP, PCP and the Church lay organizations) as a united front against Mintoff and the MLP; ▪ Mass meetings, battle of words, prayer meetings, fist fights; ▪ The threat of 'mortal sin' for those who voting for the MLP; ▪ Staunch Labourites stopped attending Church ceremonies; ▪ After the 1966 elections, Mons. Gerada was appointed mediator between the Curia and the MLP Executive Committee; ▪ The Good Friday Peace in April 1969 between the Curia and the MLP Executive; 	<p>8.2e List causes and/or consequences of the politico-religious conflict of 1962.</p> <ul style="list-style-type: none"> ▪ The causes: <ul style="list-style-type: none"> - Mintoff blamed the Archbishop's Pastoral Letter for the unclear result in the referendum on Integration; - The Church was against Independence as proposed by Mintoff and the MLP; - Clash of character between Archbishop Gonzi and Mintoff; - The Archbishop feared Mintoff's affiliation with leftist international organizations; - The Archbishop wanted to frustrate Mintoff's plans for 'self-determination'. - The Pastoral Letter of 1960: 'No one can be at the same time a sincere Catholic and a true Socialist'; ▪ The Consequences: <ul style="list-style-type: none"> - Mintoff and the MLP lost the general election of 1962; - The PN who supported the Church, won the election of 1962; - The progressive wing within the local Church worked for 'peace' with the MLP; - The general election of 1966 increased the MLP's electoral vote from 33 to 43%; - With the Church hierarchy divided, Mintoff's position became stronger while that of the Archbishop grew weaker; - The Peace of 1969 removed the main obstacle for Mintoff gaining power in the next general election of 1971; - The dispute only managed to postpone Mintoff gaining to power by only a few years. 	<p>8.1e Compare and contrast the causes, significant events and/or consequences of the politico-religious conflict of 1930 and 1962.</p> <ul style="list-style-type: none"> ▪ Similarities: <ul style="list-style-type: none"> - Both disputes involved Archbishop Gonzi; - Strickland and Mintoff aimed at diminishing the secular power of the Catholic Church; - Both disputes led to Strickland and Mintoff losing the subsequent general election. Both leaders obtained 33/34% of the electoral vote respectively; - In both disputes, the PN supported the Church hierarchy ▪ Differences: <ul style="list-style-type: none"> - Strickland wrote a letter of apology to the Bishops, while Mintoff did not; - In aftermath of the dispute against Mintoff, the Church came out divided between a conservative and a progressive wing, in view of the universal reforms of Vatican Council II; - In 1930 the British Government backed Strickland; whilst in 1962 it left Mintoff affront the Church on his own; - In 1932 the Bishops had the backing of the Vatican; 1962 this support was not so automatic.

Textbook resource: *From the Coming of the Knights to EU membership*, 5.4 Mintoff vs the Church – another politico-religious crisis in the 1960s, pp. 75-77.

Useful websites:

- The Interdict of 1961: <https://www.youtube.com/watch?v=r5iwGj9GjU0>

Subject Focus: Malta's political and constitutional development (1921-2008)

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 (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>8.1f Describe the events which led to the granting of Independence and/or the declaration of the Republic.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Aug 1962 Borg Olivier demanded Dominion Status; ▪ July 1963: Round Table Conference on Independence at Marlborough House; ▪ May 1964: The Independence referendum; the referendum was boycotted by the anti-Independence parties (CPC, DNP, CWP); ▪ Mintoff's 'Six Points' were left out from Borg Olivier's Independence Constitution; ▪ The Defence and Financial Agreement of 1964; ▪ The granting of Independence on 21 Sep. 1964; ▪ Protests by the MLP against Independence; ▪ MLP electoral victory in 1971; ▪ Sir Maurice Dorman is replaced by Sir Anthony Mamo as Governor-General; ▪ 13 Dec 1974: Malta declared a Republic; ▪ The President replaced the Queen of the UK as Malta's Head of State. 	<p>8.2f Explain on the significant events and/or arguments that led to the granting of Independence and the Republic.</p> <p>Refer to the points in MQF1, together with the following:</p> <ul style="list-style-type: none"> ▪ Borg Olivier demanded formal independence on an official visit to London on financial aid for Malta; ▪ The Round Table Conference was called by Sec. of State Sandys for a general agreement between the political parties represented in Parliament; ▪ Since no agreement was reached at the Conference, Sandys insisted on a referendum on independence; ▪ The anti-Independence parties were backed by Archbishop Gonzi who was afraid that Independence would make Mintoff more powerful; ▪ the Church opposed the inclusion of Mintoff's 'Six Points' in the Independence Constitution; ▪ The Defence and Financial Agreement gave Malta protection against attack and financial aid; ▪ Malta became a Republic by agreement in Parliament between the Government and the Opposition; 	<p>8.1f Discuss the arguments for and/or against Independence and the Independence Constitution of 1964.</p> <p>Arguments in favour of Independence:</p> <ul style="list-style-type: none"> - Malta would still have close ties with the UK; - Malta would be free to negotiate trade agreements as a sovereign state; - Malta would be able to join international organizations; - The British only developed Malta as long as it suited its role as a fortress colony; - Nearly all British colonies were demanding independence; - Nearly 77% of the electorate supported the PN or the MLP who were in favour of independence. <p>Arguments against Independence:</p> <ul style="list-style-type: none"> - Malta's economy would not stand on its own; - Malta would be safer if remained a British dependency; - With Mintoff in power, Malta could become Communist and tied to the USSR;

Textbook resource: *From the Coming of the Knights to EU membership*, Malta's foreign policy 1964-2004, pp. 110-111: 8.2 Malta's Prime Ministers and their foreign policy, p. 113; 8.3 From Monarchy to Republic/Relations with Italy, pp. 114-116; 8.4 Malta in international organisations, p.117; 8.5 Political friendship partners, p.118-119.

Useful websites:

- Malta Independence (British Pathé video clip): <https://www.youtube.com/watch?v=9WA0TzoSsWg>
- The 1964 Independence Referendum: <http://www.vassallomalta.com/Referenda.htm>
- The 1964 and 1974 Constitutions: <https://vassallohistory.wordpress.com/constitutional-development/>

Subject Focus: Malta's political and constitutional development (1921-2008)

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 (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
8.1f Identify key facts about the Maltese leaders.	8.2g Comment on aspects from the character, leadership and political aims of the Maltese leaders.	8.3f Compare and contrast the character, leadership and political aims of Maltese leaders.
<i>Gerald Strickland; Bishop Mawro Caruana; Enrico Mizzi; Paul Boffa; Ġorġ Borg Olivier; Dom Mintoff; Mabel Strickland; Archbishop Michael Gonzi</i>		
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ G. Strickland: pro-English and anti-clerical stance; ▪ E. Mizzi: pro-Italian language stance; ▪ P. Boffa: architect of post-war socio-economic reforms; ▪ G. Borg Olivier: Dominion Status; architect of Malta's Independence; ▪ Dom Mintoff: Integration; architect of Malta as a Republic and a neutral state; ▪ Mabel Strickland: opponent of Integration and Independence; ▪ Mons. Michael Gonzi: upheld the interests of the Church and of Catholic Malta against the political and social changes; 	<p>Refer to LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ Strickland: pro-English language reforms when PM; his anti-clerical stance resulting in the dispute with the Church; ▪ E. Mizzi: pro-Italian language stance; supported Malta's <i>italianità</i>; ▪ P. Boffa: laid the foundation of Malta's welfare legislation; ▪ Borg Olivier: a moderate but persistent negotiator; supported the Church on Integration but not on Independence; ▪ Mintoff: persistent, exigent and brinkmanship attitude during negotiations; great charisma (nicknamed as 'Malta's Saviour' by staunch Labourites); a great orator; undisputed loyalty within the MLP; anti-clerical stance; ▪ Mabel Strickland: admired anything that was British; supported the Church on Integration and Independence; ▪ Archbishop Gonzi: defended the hegemony of the Catholic Church in all spheres of life in Malta; administered the Church with firmness and demanded the undisputed loyalty of the clergy; unable to stop the gradual secularization of Malta. 	<p>Refer to LEVEL1 and LEVEL2 together with:</p> <ul style="list-style-type: none"> ▪ Borg Olivier apex in his political career: during the negotiations for Malta's Independence (1962-1964); ▪ E. Mizzi: the last pro-Italian political leader; ▪ P. Boffa: outmaneuvered by D. Mintoff during the Marshall Aid issue and the split in the Labour Party (1949); ▪ Mintoff apex in his political career: negotiations for the new Defense and Financial Agreement in 1972 and the closure of the British base in 1979; ▪ Mabel Strickland's political career: during the Integration and Independence issues; as Director of <i>The Times of Malta</i>; ▪ Mons. Gonzi: led the Church during a power struggle between traditional clerical forces and progressive secular forces in post-war Maltese society.

Useful websites:

- George Borg Olivier in the 1960s: <https://www.youtube.com/watch?v=KokELth1IP4>
- *Biografija ta' George Borge Olivier*: <https://www.youtube.com/watch?v=etNidZYIFjc>
- Borg Olivier's political career (One News video clip): <https://www.youtube.com/watch?v=bsPyeHD7Yak>
- A tribute to Dom Mintoff: <https://www.youtube.com/watch?v=VI4Ju3NOPTc>
- *Biografija ta' Dom Mintoff (Part 1/11)*: <https://www.youtube.com/watch?v=YUGBFe8GGzM>
- *Biografija ta' Eddie Fenech Adami*: <https://www.youtube.com/watch?v=wFqVggyuPyE>
- Mabel Strickland at a press conference in January 1972 (AP video clip): <https://www.youtube.com/watch?v=AkArBxnID5U>

Subject Focus: Malta's political and constitutional development (1921-2008)

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.

Malta's foreign policy since 1964

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>8.1h Identify the reasons and/or the main features of the Financial and Defence Agreements of 1964 and 1972.</p>	<p>8.2h Explain the reasons for the Financial and Defence Agreement in 1964 and/or its revision in 1972.</p>	<p>8.3h Compare and contrast the Financial and Defence Agreements of 1964 and 1972 in the context of their historical background.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> • The agreement of 1964: <ul style="list-style-type: none"> - As part of the Independence negotiations with the UK Government; - The UK was to assist Malta's economy after Independence; - The UK to defend Malta in case of an attack by another state; - NATO was to have a representative in Malta. ▪ The agreement of 1972: <ul style="list-style-type: none"> - The general election of 1971 was won by the MLP led by Mintoff; - Mintoff demanded the immediate revision of the conditions of the agreement of 1964; - The NATO representation in Malta was terminated. 	<p>Refer to points in LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ The Agreement of 1964: <ul style="list-style-type: none"> - Talks between Borg Olivier and UK Sec. of State Duncan Sandys started shortly after the referendum on Independence in May 1964; - The UK was to give Malta £5 million as grants and £1 as soft loans annually for 10 years; - The UK was to keep military forces in agreed reserved areas for the purpose of intelligence and defense; - Borg Olivier wanted to keep Malta close to the West by associating it with the NATO alliance; ▪ The Agreement of 1972: <ul style="list-style-type: none"> - Mintoff who had been criticizing previous agreement ever since 1964; - Malta was to receive £14 million annually in cash from the UK and its NATO allies up to 31st March 1979; - NATO and Warsaw Pact forces were prohibited to use Malta's harbours and airports; - The British military base in Malta was to end on 31st March 1979; 	<p>Refer to points in LEVEL1 and LEVEL2, together with:</p> <ul style="list-style-type: none"> - The Agreement of 1964 implied that Malta was a Monarchy with the UK Queen as Queen of Malta as well. The Agreement of 1972 intended to separate Malta further from the UK by declaring Malta a Republic (in 1974); - Mintoff demanded more financial aid in order to be able to build up Malta's economic infrastructure and social services so that by the time of the closure of the military base, Malta would be 'on its feet'; - Areas reserved for use by the UK forces in Malta were to be handed over to the Maltese Government by 31 March 1979; - Borg Olivier hoped that someday Malta would join NATO. Mintoff however wanted Malta to become a non-aligned state in the Cold War; - UK-Malta relations came close to rupture during the 9 months of negotiations (July 1971-March 1972) between Mintoff and Lord Carrington; at certain points, negotiations reached a stalemate (Mintoff's original demand was for £22 million annually) with the possibility of the British forces leaving Malta by the end of March 1972; - The agreement of 1964 was to be renewed by agreement of both parties in 1974 but the agreement of 1972 was for 7 years and was not to be renewed.

Textbook resource: *From the Coming of the Knights to EU membership*, Malta's Foreign Policy 1964-2004, pp. 110-111.

Useful websites:

- Borg Olivier on the British rundown of 1967: <https://www.youtube.com/watch?v=TG-uvbqDOoA>
- The Defence and Financial Agreement of 1972: <https://www.youtube.com/watch?v=iTikZ1tEVq4>
- The Search for Malta's neutrality (Associated Press - AP video clip): <https://www.youtube.com/watch?v=ZAsd1nfKn0A>

Subject Focus: Malta's political and constitutional development (1921-2008)

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.

Malta's foreign policy since 1964

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>8.1i Identify the developments and/or changes in Malta's foreign policy since Independence.</p>	<p>8.2i Explain the implications of major changes in Malta's foreign policy after 1964.</p>	<p>8.3i Discuss changes in Malta's foreign policy under various governments.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ 1964-1971: <ul style="list-style-type: none"> - Malta economically and politically tied to the West; diplomatic and trade agreements with Western countries; - Membership in international organisations: UN, CoE; • 1971-1987: <ul style="list-style-type: none"> - Closure of the NATO base; - Membership in the Non-Aligned Movement; - Diplomatic relations and trade agreements with China, USSR, Arab and Eastern Block countries; - Strained relations with the USA and Israel; - Economic assistance from Arab countries, especially Libya under Muammar Ghaddafi; - 1987: Malta's neutrality clause entrenched in the Constitution; ▪ 1987-2004: <ul style="list-style-type: none"> - The Cold War Summit held in Malta in 1989; - Malta applied and negotiated entry in the EU; 	<p>Refer to points in LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ Malta's foreign policy shifted from a pro-Western one (1964-1971) to an equidistant one between the West, the Eastern Block and the Third World (1971-1987); ▪ Financial Protocols were agreed between the Maltese Governments and the EEC/EC from 1978 onwards; ▪ During his early years in power, Mintoff led numerous delegations abroad to open or strengthen diplomatic ties and/or bilateral trade agreements; ▪ Mintoff's Government supported the Palestinian cause and a just peace in the Middle East in international for a (e.g. at the UN General Assembly; at the ESCE Conference in Helsinki in 1975); ▪ Mintoff's close political and economic ties with Muammar Ghaddafi at times appeared as if Malta was becoming a Libyan base; ▪ The compulsory teaching of Arabic in secondary schools in 1982 as one of the requisites for Libyan economic aid to Malta. ▪ The neutrality clause of 1987 was entrenched by a two-thirds majority with agreement with the PN Opposition in Parliament; 	<p>Refer to points in LEVEL1 and LEVEL2, together with:</p> <ul style="list-style-type: none"> ▪ Under Borg Olivier diplomatic and bilateral trade was mostly with Western Europe (Italy, UK, West Germany, France); ▪ Under Dom Mintoff diplomatic and/or bilateral trade agreements were made with Communist China, North Korea, the USSR, Pakistan, Iraq, Saudi Arabia, Kuwait, Libya, UAE, Czechoslovakia, Romania and Yugoslavia from the Eastern Block. ▪ Mintoff's trust on Ghaddafi's good faith towards Malta resulted in the Median Line incident in 1980 when an Italian oil drilling company commissioned by the Maltese Government was stopped by Libyan gunboats from drilling for oil in the sea between Malta and Libya. ▪ After 1987, Fenech Adami's Government improved relations with the USA and the EC. ▪ Malta' neutral status was recognized when the Superpowers agreed to hold their Cold War Summit in Malta in Dec. 1989 (other similar summits were also held in European neutral states: Finland, Switzerland and Iceland).

Useful websites:

- George Borge Olivier meets President Kennedy in 1963: <https://www.youtube.com/watch?v=uAIF0Ec-A3M>
- Mintoff addresses the CSCE (1975): https://www.youtube.com/watch?v=wMYowhx_CSA

Subject Focus: Malta's political and constitutional development (1921-2008)

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.

Malta's foreign policy since 1964

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>8.1j List the implications of Malta's neutral policy.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ The closure of the British base; ▪ The closure of the NATO Office in Malta; ▪ Malta could not count on the automatic defense of the UK; ▪ Malta had to find countries willing to safeguard its neutrality in case of attack; ▪ Malta could not use Malta's harbour as a naval base; ▪ Malta was committed to an equidistant policy between the Superpowers in international affairs; ▪ Relations with the US Government became somewhat strained due to Malta close ties with Ghaddafi's regime in Libya; 	<p>8.2j Explain neutrality and/or its implication on Malta's foreign policy after 1979.</p> <p>Refer to points mentioned in LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ All property held by British military and naval forces were transferred to the Maltese Government (<i>e.g.</i> Auberge de Castile); ▪ Relations with NATO were discontinued; ▪ Relations with the UK became somewhat strained when Margaret Thatcher became UK Prime Minister in 1979; ▪ Mintoff tried, unsuccessfully, to obtain guarantees for Malta's neutrality from France, Italy, Libya and Algeria; ▪ Ghaddafi's frequent visits in Malta in the late 1970s ▪ Numerous Libyan nationals representing the Libyan regime residing in Malta, including a school for Libyan families at <i>Ta' Giorni</i>, St Julian's; ▪ Neutrality would enhance Malta's esteem in the international fora; 	<p>8.3j Discuss reasons for Malta's neutral policy after 1979.</p> <p>Refer to points in LEVEL1 and LEVEL2, together with:</p> <ul style="list-style-type: none"> ▪ Malta's strategic position made it vulnerable to shifts in the presence and the influence of the Superpowers in the Mediterranean (<i>e.g.</i> Ghaddafi's coup in Libya in 1970; Arab-Israeli conflict in Palestine; the Soviet and US fleets in the Mediterranean; terrorist attacks by the PLO); ▪ Malta joined the Non-Aligned Movement headed by China, India and Yugoslavia on the principle of equidistance and solidarity with Third World countries; ▪ Neutrality would convince more non-aligned countries to give Malta economic aid and/or negotiate bilateral trade agreements ▪ Ghaddafi's support for PLO and IRA terrorist groups led to the US-UK bombing of Libya in 1986; ▪ The debate about the relevance of the neutrality clause referring to the Superpowers which developed after the end of the Cold War in 1989;

Textbook resource: *From the Coming of the Knights to EU membership*, Malta's Foreign Policy 1964-2004: 8.8 An Intelligence Report [on Malta in 2008], p.123.

Useful websites:

- Bush-Gorbachev Summit in Malta in December 1989: <https://www.youtube.com/watch?v=KBMxwEp42TM>
- Malta in search of neutrality (Associated Press - AP video clip): <https://www.youtube.com/watch?v=ZAsd1nfKn0A>

Subject Focus: Malta's political and constitutional development (1921-2008)

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.

Malta's foreign policy since 1964

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>8.1k Identify the process leading to Malta's E.U. membership and adoption of the Euro from 1970 till 2008.</p>	<p>8.2k List the developments leading to Malta's road to E.U. membership and adoption of the Euro from 1970 till 2008.</p>	<p>8.3k Discuss Malta's road to E.U. membership and adoption of the Euro from 1970 till 2008.</p>
<p>The main points are:</p> <ul style="list-style-type: none"> ▪ 1970: Association Agreement with the EEC; ▪ 1978, 1983, 1988, 1995: Four Financial Protocols with the EC/EU; ▪ 1990: Malta applied to join the EC; ▪ 1996: Malta's application was put on hold. Malta-EU negotiations for Partnership instead of membership; ▪ 1998: Malta's application for membership was reactivated; ▪ 2003: Referendum on the EU; ▪ 1 May 2004: Malta joins the EU; ▪ 2004: Maltese citizens vote to elect five Maltese MEP; ▪ 1 Jan. 2008: Malta adopted the euro. 	<p>Refer to points in LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ Borg Olivier's vision was that Malta joins the EEC; ▪ Financial Protocols since Mintoff was against full membership; ▪ PM Fenech Adami's vision was to see Malta 'safe in Europe's harbour'; ▪ 1993: the <i>Aquis Communautaire</i> and the <i>avis</i> set the goals for Malta's membership; ▪ Alfred Sant put Malta's membership on hold and negotiated for a Partnership (or free-trade agreement with the EU); ▪ When Fenerch Adami was relected PM in 1998, he immediately reactivated Malta's application; ▪ 1999: The MiC (Malta-EU Information Centre) under Simon Busuttill; ▪ Dec. 2002 all 22 chapters were closed for the final endorsement in a referendum; ▪ Mar. 2003: In the EU Referendum, the Maltese voted 53.6 (Yes) and 46.4 (No); ▪ Apr. 2003: Snap election reconfirmed referendum result; ▪ Apr. 2003: PM Fenech Adami and Joe Borg (Foreign Minister) signed EU Accession Treaty of Athens; ▪ 1 May 2004: Malta joined the EU with 9 other countries; ▪ Jun. 2004: Out of the 5 Maltese MEP elected to the EU Parliament, 3 were Labour and 2 were Nationalist; ▪ Malta was able to join the eurozone because she satisfied the three criteria set by the EU: inflation rate less than 3%; Government debt less than 70% of GDP; Maltese Lira stable rate with the euro. 	<p>Refer to points in LEVEL1 and LEVEL2, tougher with:</p> <ul style="list-style-type: none"> ▪ Borg Olivier's first intention was to establish a customs union with the EEC to prepare Malta's economy to full membership; ▪ Mintoff was against full membership because he believed that this would impinge negatively on Malta's trade agreements with other countries (e.g. China, the Eastern Bloc, the Arab states); ▪ Fenech Adami sought to resume what had been started by Borg Olivier in 1970; ▪ Malta's application to join the EC coincided with the fall of Communism in Eastern Europe (1989); ▪ From 1990 onwards, most of the former Communist countries in Eastern Europe and the more economically advanced neutral countries (Sweden, Finland, Austria) applied to joint the EU. This development slowed down Malta's membership process; ▪ The VAT system in 1995 was one reason for a change of government in 1996; ▪ Dom Mintoff votes against a vote of confidence in 1998, which brings down Sant's Government; ▪ 2004: Fenech Adami stepped down as PM and PN Leader once Malta had joined the EU.

Textbook resource: *From the Coming of the Knights to EU membership*, Malta's Foreign Policy 1964-2004: 8.6 Malta and the EU, pp. 120-121; Malta in the EU – an exercise in chronology, p.122.

Useful websites:

- Signing the Treaty of Athens (2003) ceremony: <https://www.youtube.com/watch?v=H96k63b5iW8>

Subject Focus: Malta's political and constitutional development (1921-2008)

Learning Outcome 8

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.

Malta's foreign policy since 1964

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>8.1I Differentiate between arguments for and against Malta's EU membership.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Reasons in favour of membership: <ul style="list-style-type: none"> - Malta would be left isolated since many countries wanted to join the EU; - Provide Malta with a larger market for her exports; - Malta will receive structural funds from the EU budget; - Participate and decide on European issues that affect Malta directly; - Safeguards democracy and civil rights in Malta; - Maltese citizens will be free to live, study, work or open business in the EU. ▪ Reasons against membership: <ul style="list-style-type: none"> - Malta's laws and economy will be regulated by the EU; - Malta would, in the future, have to contribute for the EU budget; - EU citizens will be free to settle to study, work or open business in Malta; - Malta will lose its neutrality status; - There will be restrictions on the hunting season. 	<p>8.2I Explain arguments in for and/or against Malta's EU membership</p> <p>Refer to points in LEVEL1, together with:</p> <ul style="list-style-type: none"> ▪ Reasons in favour of membership: <ul style="list-style-type: none"> - Enhance Malta's ties with Europe, including cultural ones; - SMEs and NGOs could apply for EU funds to upgrade or expand their business, premises and/or services; - Provide a better standard of living; - Attract more tourists from EU countries; - The Maltese administration would become more accountable as a result of scrutiny by EU officials. - Maltese citizens would have a say in EU affairs (e.g. voting for the EU Parliament); ▪ Reasons against membership: <ul style="list-style-type: none"> - Malta would have to implement EU directive and policies, some of which may have a negative on Malta; - Malta would have to follow the foreign policy of the EU on major international issues; - EU citizens settling to work in Malta may result in unemployment among Maltese citizens; - The neutrality of Malta was entrenched by a two-thirds majority in the Constitution; - Malta would have to abide the EU directive on hunting and trapping. 	<p>8.3I Evaluate the arguments in for and/or against Malta's EU membership</p> <p>Refer to points in LEVEL1 and LEVEL2, together with:</p> <ul style="list-style-type: none"> ▪ Reasons in favour of membership: <ul style="list-style-type: none"> - Malta would share in Europe's collective sovereignty; - Malta would have a greater share in debates and decisions taken at the European level; - Malta would still follow a neutral policy since other neutral countries joined the EU (Ireland, Sweden, Finland, Austria); - Malta would benefit from the Single Market and the abolition of export quotas to the EU; - The VAT system would increase Government revenue on the principle 'who consumes more contributes more'. ▪ Reasons against membership: <ul style="list-style-type: none"> - Acquiring European citizenship was not in itself a strong argument for joining; - Maltese farmers would have to compete with European farmers; - Abolishing import duties would lead to a decline in Government revenue; - VAT would tax services which previously were exempt.

Useful websites:

- European Commission Malta: https://europa.eu/european-union/about-eu/countries/member-countries/malta_en
- Malta in the EU: <https://maltaineu.gov.mt/en/Pages/MaltainEU.aspx>
- The 2003 EU Referendum: <http://www.vassallomalta.com/Referenda.htm>
- https://en.wikipedia.org/wiki/2003_Maltese_European_Union_membership_referendum

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 Second World War

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>9.1n Identify military features of Malta's siege during the Second World War.</p> <p>The main points are:</p> <ul style="list-style-type: none"> How was Malta attacked by the Axis Powers: <ul style="list-style-type: none"> Air-raid bombings (day and night); Air and submarine strikes against convoys with provisions for Malta (e.g. the St Maria Convoy); Italian E-Boat attack on Grand Harbour, 1941; The planned Axis airborne invasion of Malta (Codenamed as Operation Sea Lion). How was Malta defended: <ul style="list-style-type: none"> RAF Batteries armed with AA guns; By searchlights for night bombings; A War Rooms and the radar stations; At first by 4 Gladiator fighter-aircrafts; From 1940 by Hurricanes and Spitfire fighters; Shelters for the civilian population; Blackout: a safeguard against night air-raids; Construction of pill-boxes against a planned Axis invasion of the Islands. The Victory Kitchens. 	<p>9.2n Describe the military features of Malta's siege during the Second World War.</p> <p>Refer to the points mentioned in LEVEL1, together with:</p> <ul style="list-style-type: none"> RAF batteries were placed in strategic posts: on the major forts and fortifications close to the harbours, in the main harbours and the dockyard, at Luqa, <i>Ta' Qali</i> and <i>Hal Far</i> airfields; Axis bombers flying from Sicily were spotted by the radar and fighter aircraft intercepted them before reaching the Maltese Is.; Convoys were sent escorted with aircraft carriers and destroyers until they reached the narrow sea between Malta and Tunisia; The Italian E-Boat attack on Grand Harbour only managed to damage the Breakwater iron bridge; Operation Sea Lion was indefinitely postponed by Hitler on the eve of the invasion of Russia (Jun 1941); The War Rooms were linked by telephone with the radar stations, look-out posts and the airfields; Hurricanes and Spitfires increased the loss of Axis bombers during air-raid strikes; Shelters and blackout kept low the number of civilian casualties; The Victory Kitchens, the St Maria convoy and the <i>George Cross</i> boosted the resistance spirit of the Maltese. 	<p>9.3n Discuss the effectiveness of Malta's defence during the Second World War.</p> <p>Refer to and elaborate on the points mentioned in LEVEL1 and LEVEL2:</p> <p>Examples of primary and secondary sources:</p> <ul style="list-style-type: none"> Reports on the conduct of the war in <i>The Times of Malta</i>; Video clips (refer to links below); Photographs and/or brief written primary and/or secondary text sources related to the war in Malta: e.g. shelters, people queuing for Victory Kitchens; airfields; radar stations; anti-aircraft batteries; damaged buildings by air-raids; scenes of the people's ordinary life during the war; St Maria Convoy; Stuka dive bombers; the damaged Royal Opera House; the bomb which hit the Mosta Rotunda; the granting of the <i>George Cross</i>; Churchill's and Roosevelt's visit during the war; V-Day celebrations.

Textbook resource: *From the Coming of the Knights to EU membership, Malta at War, The Second World War*, pp. 84-85, 102-109.

Useful websites:

- World War II Battle for Malta Part 1 of 3: <https://www.youtube.com/watch?v=VeiVHq8TpXk>
- World War II Battle for Malta Part 2 of 3: <https://www.youtube.com/watch?v=cmbyW4ITUf4>
- World War II Battle for Malta Part 3 of 3: <https://www.youtube.com/watch?v=PARBx5TdZG0>
- The Convoys of Malta and Taranto: <https://www.youtube.com/watch?v=jPwLnG5JGqY>
- The Malta convoys: <https://vassallohistory.wordpress.com/malta-convoys/>
- Malta receives the George Cross (1942) (British Pathè video clip): <https://www.youtube.com/watch?v=k1qT8DpeMfA>
- The Lascaris War Rooms during World War II: <https://vassallohistory.wordpress.com/lascaris-war-rooms/>
- Battles and sieges in Malta's history from 1429 to 1942: <https://vassallohistory.wordpress.com/battles-sieges/>

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 Second World War

Assessment Criteria (LEVEL1)	Assessment Criteria (LEVEL2)	Assessment Criteria (LEVEL3)
<p>9.1o Identify socio-economic effects on Malta during and immediately after the Second World War.</p> <p>The main points are:</p> <ul style="list-style-type: none"> ▪ Widespread damaged buildings closest to the harbour areas; ▪ Shortage of housing after the war; ▪ Sharp rise of unemployment due to discharges from the dockyard; ▪ The GWU (founded in 1943) ordered a general strike for a general wage increase; ▪ A 'baby boom' between 1945-1954; ▪ Organized and subsidized mass emigration to English-speaking countries: Canada, USA, Australia, UK); ▪ The War Damage Commission (1945); ▪ Slumps in Valletta and Cottonera were demolished during reconstruction (<i>e.g. the Manderaggio</i>) 	<p>9.2o Discuss the effectiveness of Malta's defence during the Second World War.</p> <p>Refer to the points mentioned in LEVEL1, together with the following:</p> <ul style="list-style-type: none"> ▪ Whole streets in Valletta, Floriana and Cottonera had to be cleared from air-raid debris; ▪ A widespread programme of reconstruction was undertaken as part of War Damage £20 million grant by the British Government; ▪ Various economic experts in the 1950s advised Maltese Governments to focus on economic diversification; ▪ The Maltese Government introduced a number of social legislation to improve the living conditions of the working class: income tax; old age and widows pension; compulsory education; universal suffrage; subsidised trips for Maltese emigrants; school medical services; etc. ▪ A general public works programme which included: building of schools, hospitals, social housing, roads; asphaltting of existing roads; upgrading the general infrastructure of the islands (drainage, water supply, electricity and telephone cables, pavements, public gardens, etc.). 	<p>9.3o Discuss the effectiveness of Malta's defence during the Second World War.</p> <p>Refer to and elaborate on the points mentioned in LEVEL1 and LEVEL2.</p> <p>Discuss with examples the meaning, the need for and the implications of economic diversification which was the greatest challenge to social and economic development in the early post-war decades.</p> <p>Other points for discussion to focus on the following themes:</p> <ul style="list-style-type: none"> Education and training; Service rundown and employment opportunities; Mass emigration; Reconstruction and housing; Improvements in the islands' infrastructure.

Useful websites:

- Victory Kitchens in Malta: <https://www.youtube.com/watch?v=OI82VC-AwEo>
- Valletta during the Blitz: <https://www.youtube.com/watch?v=Axori42SMnc>
- Malta during the Blitz (1941) (British Pathè video clip): <https://www.youtube.com/watch?v=TmHIS3XPNDI>
- Malta welcomes King George VI (1943) (British Pathè video clip): <https://www.youtube.com/watch?v=sJpr-AIKg2A>

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 Record for Year 11 History (Option)

No.	Surname	Name	Class/Set	COLD WAR 1945-1989	COMMUNIST EAST. EUR.	THE EU 1945-2004	POL-CONST 1921-2004	SOCIO- ECONOMY 1800-1945	FOREIGN POLICY 1945-2004	SPECIAL TASK	TOTAL*
				10	10	10	10	10	10	40	100%
1											
2											
3											
4											
5											
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*Annual Mark for the SBA and for SEC



**History Department, Curriculum Annex,
Directorate for Learning and Assessment Programmes
May 2023**