

**SEC SYLLABUS (2015)**

**HISTORY**

**SEC 18**

**SYLLABUS**

**History SEC 18  
Syllabus**

(Not available in September)  
Paper 1 (2 hrs) + Paper 2 (2 hrs)

**Aims**

The syllabus aims:

- (a) to stimulate interest in and enthusiasm for the study of the past;
- (b) to promote the acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with the present;
- (c) to ensure that candidates' knowledge is rooted in an understanding of the nature and the use of historical evidence;
- (d) to help pupils towards an understanding of the development over time of social and cultural values;
- (e) to promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference;
- (f) to develop essential historical skills.
- (g) to provide an appropriate integration of our national history within a wider international context.

**Assessment Objectives**

The examination will test:

- (a) *The development of historical knowledge and understanding.* Candidates will be expected to recall historical facts and explain historical terminology.
- (b) *The evaluation and interpretation of evidence.* Candidates will be expected to acquire the basic skills necessary for the study of many types of historical evidence:
  - (1) to comprehend evidence and place it in context;
  - (2) to analyse, detect bias, and point to gaps and inconsistencies in evidence;
  - (3) to distinguish between fact, opinion, and judgement;
  - (4) to compare sources and reach conclusions based on evidence.
- (c) *The construction and communication of a simple historical exposition.* Candidates will be expected to construct a simple exposition, including reasoned argument based on historical evidence. This they will be expected to communicate to the examiners in a clear and coherent form. Candidates should be able to:
  - (1) select, evaluate, and arrange relevant information in answer to a question;
  - (2) make use of such analytical concepts as causation and consequences, change and continuity, similarity and difference.
- (d) *The ability to look at events and issues from the perspective of people in the past.* Candidates should be able to form/have:
  - (1) an interpretation of motivation in History;
  - (2) a reconstruction of attitudes and beliefs of people in the past;
  - (3) an understanding of actions and practices of people in the past.

**The Syllabus**

**Maltese History**

**The early years of the Order's rule.** Malta offered to the homeless Order of St. John. Conditions of grant, and reactions by the Maltese. The coming of the Order. Its rule up to 1565. The causes, course and consequences of the Great Siege of 1565.

**Malta under the rule of the Order.** The Order as a seafaring force (importance of fleet and main naval exploits). Important projects undertaken by the Order (the building of Valletta, the aquaduct, the restoration

of Mdina). Various problems arising during their rule (the rising of the slaves, the rising of the priests). The Inquisition.

**The French in Malta and the first years of British rule (1800-1824).** The effects of the French revolution on Malta. The Order's anachronistic role. The French invasion. Reforms and reaction. The insurrection. The blockade. The 1800 Capitulation. The British Administration. The Preliminary Treaty of London (1801). The Declaration of Rights. The Treaty of Amiens. The renewal of war. The Treaty of Paris. Sir Thomas Maitland's administration.

**Constitutional Development.** Maltese political aspirations. Demands for constitutional rights and petitions. The Sette Giugno. The various constitutions (including the Cardwell principle) up to the 1987 amendments. The Language Question and the various Royal Commissions relating to it.

**Church State relations.** Relations between the Church and the British authorities during the colonial rule. The politico-religious crises of the 1930s and the 1960s. The role of the Church in Maltese society.

**Economic and social issues during the last two hundred years.** Economic booms and depressions. Various plagues and other epidemics. The naval base and the development of the Dockyard. Malta as a coaling station. The Breakwater. The structure of the fortress economy. Rundowns. Emigration. The development of Public Health (hospitals, water supply and drainage). The new economic structure (agriculture, industry, tourism, the services industry).

**Malta at War.** The First World War. The Nurse of the Mediterranean. Malta as a naval base. Malta's contribution to the armed forces of the Empire. Social and economic effects. The Second World War. Naval and air base. Malta's contribution to the armed forces of the Empire. The economic and social effects of this war.

**Malta's Foreign policy 1964-2004.** The Defence Agreements (1964 and 1972). The closure of the British base (1979). Non-aligned policy. Malta's membership in the E.U.

### **European and International History**

**Early Modern Europe.** The importance of the Renaissance movement. The discovery of the New World and other important voyages. The Protestant Revolt. (Luther and Calvin). The Counter-Reformation). The effects of the religious upheaval.

**The Enlightenment.** Enlightened despots (Frederick II of Prussia, Maria Theresa and Joseph of Austria, Catherine the Great of Russia). Their ideas and policies. The philosophers (Adam Smith, Locke, Voltaire, Rousseau, Montesquieu). Abolition of slavery.

**The French revolution and the Napoleonic Era.** The causes of the French revolution. The course of the revolution. The Consulate. The accession of Napoleon Bonaparte. The Napoleonic wars. His domestic policy. The Continental system. Napoleon's downfall. The ensuing Congress of Vienna.

**Industrialisation and the Industrial Revolution (1750-1914).** England and the advent of industrialisation in Europe. The process of industrialisation in France, Germany and Russia. The social consequences. Workers' organisations. Capitalism. The birth of Socialism.

**Revolutions and Nationalism.** The 1830 and 1848 revolutions in Europe. The nationalist movements in Italy, Belgium, Germany, Greece and Poland up to 1871.

**The Two World wars.** European alliances and alignments leading to the First World War. The outbreak of the war and the resulting peace treaties. The League of Nations. The economic crisis. Authoritarian Governments between the wars (Italy and Germany). The causes and results of the Second World War.

**The Cold War.** The Iron Curtain. Nato and the Warsaw Pact. Berlin Crisis. Hungary. The Berlin Wall. Cuba. Czechoslovakia. The end of the USSR. The fall of the Berlin Wall. The fall of Communist regimes in eastern Europe. The re-unification of Germany.

**Post Communist Era.** The division of former Yugoslavia. European integration. (Major steps leading to the European Union of today from the Schuman Declaration to the latest enlargement). Current international scene (the Palestinian Question, terrorism, globalisation).

### **The Scheme of Assessment**

The scheme of assessment comprises two written papers. Candidates may answer in **English** or in **Maltese**.

#### **Paper I - Two hours**

This paper will be weighed at 50% of the total subject marks. This will be based on evidence questions. A variety of historical sources will be used. Questions will be based not exclusively on the evidence given but also on the candidate's wider knowledge and understanding of the topic and/or on the candidate's ability to place the evidence in a historical context or to comment on the value or otherwise of the evidence to the historian.

#### **Paper II - Two hours**

This paper will be weighed at 50% of the total subject marks. It comprises essay questions.

There will be two versions of this paper, IIA and IIB.

Paper IIA is the more demanding one. Essay questions in this paper will normally be of the synoptic, argumentative and analytical kind.

Paper IIB comprises easier essay questions than those in Paper IIA. Essay questions in this paper will normally not be synoptic and the emphasis will be on the purely descriptive rather than the argumentative and analytical.

### **The Examination Papers**

#### **Paper 1**

This paper will consist of two sections one dealing with Maltese History and another one dealing with European and International History. There will be three questions in every section. Candidates will be required to answer all the questions. (Weighting 50% of total subject marks.)

#### **Paper IIA**

This paper will similarly comprise two sections one dealing with Maltese History and another one dealing with European and International History. Candidates will be required to answer two essay questions chosen from any six from **each** of the two sections. So they will have to answer four essay questions in all. (Weighting 50% of total subject marks.)

#### **Paper IIB**

This paper will similarly comprise two sections . one dealing with Maltese History and another one dealing with European and International History. Candidates will be required to answer two essay questions chosen from any six from **each** of the two chosen sections. So they will have to answer four essay questions in all. (Weighting 50% of total subject marks.)

**Grades**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been reached by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidates have met the assessment objectives overall and it might conceal weaknesses in one aspect of the examination which are balanced by above average performance in some other aspect.

**Grade Descriptions**

<b>Grade 1</b>	<b>Grade 5</b>	<b>Grade 7</b>
Candidates achieving this Grade are expected to be able:	Candidates achieving this Grade are expected to be able:	Candidates achieving this Grade are expected to be able:
<ul style="list-style-type: none"> <li>to recall and use a wide amount of historical knowledge accurately and relevantly in support of a logical and evaluative argument.</li> </ul>	<ul style="list-style-type: none"> <li>to recall and display an acceptable number of accurate and relevant facts.</li> </ul>	<ul style="list-style-type: none"> <li>to recall and display a rather limited evidence of knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>to assess the reliability and value of sources, relate them to their historical context and draw reasoned historical conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>to distinguish between primary and secondary evidence at a simple level, to detect a certain degree of bias and to distinguish between fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>to have a limited comprehension of evidence at its face value.</li> </ul>
<ul style="list-style-type: none"> <li>to construct and communicate a historical exposition identifying short-term and long-term causes and immediate and long-term results, to provide the evidence to support this analysis, to reach valid conclusions based on the comparisons made and to relate them to their historical context.</li> </ul>	<ul style="list-style-type: none"> <li>to explain cause and consequence with factual evidence, explain factors making for change and continuity and make some comparisons in some areas of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>to describe single one-stage cause and consequence with little or no explanation, and give a factual account of a situation or series of events with little or no comparison.</li> </ul>
<ul style="list-style-type: none"> <li>to be aware of the range of attitudes, values and beliefs held by different groups and different individuals at a particular time showing how far these movements or individuals were a product of their historical context and how their impact on history was tempered by other long term factors.</li> </ul>	<ul style="list-style-type: none"> <li>to be generally aware that people in the past had feelings and attitudes and be able to select some events to show the attitudes, beliefs, motives and historical significance of an individual or movement.</li> </ul>	<ul style="list-style-type: none"> <li>to have some awareness that people in the past had feelings, attitudes and beliefs and give a narrative account of the life and activities of an individual or movement.</li> </ul>