



L-Università
ta' Malta

MATSEC
Examinations Board



SEC 18 Syllabus

History

2025

Updated March 2023

**Syllabus Addendum
for 2025 MATSEC Examinations Session**

SEC 18 History

| Change in Scheme of Assessment | |
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| Paper I – School Based Assessment (30% of the total mark) | The school-based assessment shall be marked out of 100 each year (years 10 and 11 only). The School-Based Assessment for years 10 and 11 will be reported to MATSEC by the school in Year 11. |

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Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all students can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn and cooperative learning and literacy. In this way students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

The aims of the syllabus as a programme of study are to:

- a) stimulate interest in and enthusiasm for the study of the past;
- b) promote the acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with the present;
- c) ensure that students' knowledge is rooted in an understanding of the nature and the use of historical evidence;
- d) help students towards an understanding of the development over time of social and cultural values;
- e) promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference, sequence and chronology and empathy in history;
- f) develop essential historical skills when analysing and interpreting primary and secondary sources;
- g) provide an appropriate integration of our national history within a wider international context;
- h) communicate history, using the appropriate use of historical terms, in written and oral form.

At the end of the programme, I can:

1. understand the development of historical knowledge.
2. recall historical facts and explain historical terminology;
3. evaluate and interpret evidence.
4. acquire the basic skills necessary for the study of various types of historical evidence;
5. comprehend evidence and place it in context;
6. discuss, analyse, interpret, assess the level of bias and reliability, point out gaps and inconsistencies in evidence;
7. distinguish between fact, opinion and judgement;
8. compare sources and reach conclusions based on the available evidence;
9. construct and communicate a simple historical exposition in digital, written or oral form.
 - a. select, summarise, evaluate, and arrange relevant information when answering a historical question;
 - b. make use of such analytical concepts as cause and consequence, change and continuity, similarity and difference, sequence and chronology in their narrative;
10. look at events and issues from the perspective of people in the past by.
 - a. understanding their historical context;
 - b. reconstructing attitudes, values and beliefs;
 - c. understanding actions and practices.

List of Learning Outcomes

At the end of the programme, I can:

- LO 1 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. (Paper I & Paper II)
- LO 2 Discuss and analyse causes, events and consequences about the Italian Renaissance and the Reformation in Europe and the Age of Discovery, Exploration and Colonisation with the help of various primary and secondary sources. (Paper II)
- LO 3 Explore the causes, changes and consequences brought about by the French Revolution and Napoleon's Empire. I can trace the origins, the changes and the consequences of the Industrial Revolution in Britain and Germany up to 1914. I can explore the causes, changes and consequences that brought about the unification of Italy and Germany, with the help of various primary and secondary sources. (Paper I & Paper II)
- LO 4 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 with the help of primary and secondary sources. (Paper II)
- LO 5 Describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources. (Paper I & Paper II)
- LO 6 Trace, describe and assess the French invasion and occupation of Malta and political and constitutional development in Malta up to 1921 with the help of various primary and secondary sources. (Paper I & Paper II)
- LO 7 Trace, describe and evaluate nineteenth and twentieth century social and economic development in Malta with the help of various primary and secondary sources. (Paper II)
- LO 8 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. (Paper II)
- LO 9 Discuss and analyse the causes, the political developments and diplomatic incidents that led to the outbreak of the First World War, the technological changes in warfare and the aftermath of that war, the effects of that war on Malta, the developments that contributed to Hitler's rise to power and the outbreak of the Second World War and the effects of that war on Malta with the help of various primary and secondary sources. (Paper I & Paper II)

List of Subject Foci

The learning outcomes are structured into the following subject foci:

Analysing and interpreting historical evidence

1. Analysing and interpreting historical evidence

European and International History

2. Early Modern Europe (1450-1600)
3. Revolutions and Nationalism in Europe (1789-1914)
4. Europe since 1945

Maltese History

5. Malta under the rule of the Order of St John (1565-1798)
6. The French the British Period (1798-1921)
7. Malta's social and economic development since 1800
8. Malta's political and constitutional development (1921-2004)

Maltese and European History

9. Europe and Malta in the Two World Wars

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in History at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following levels refer to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in History (level 1 being the lowest and level 3 the highest).

Level 1: At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2: At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3: At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidate will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Learning Outcomes and Assessment Criteria

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|---|---|
| Subject Focus 1: | Analysing and interpreting historical evidence |
| Learning Outcome 1: (Paper I & Paper II) | 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. |
| | The assessment criteria of this learning outcome are to be implemented in combination with ALL learning outcomes. |

| 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 key 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. |

SEC 18 Syllabus (2025): HISTORY

| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
|---|---|--|
| <p>1.1i Present basic collected data.</p> <p><i>Letters; documents; diaries; newspaper articles, graphs; maps; mind-maps; tables; sketches; photos.</i></p> | <p>1.2i Provide a brief description of the collected data to answer the aim and/or hypothesis of the research topic.</p> | <p>1.3i Interpret the data collected.</p> |
| <p>1.1j Identify the key elements in a historical cartoon.</p> | <p>1.2j Describe the key elements in a historical cartoon.</p> | <p>1.3j Explain the cartoon in its historical context and/or the point of view of the author.</p> |
| <p>1.1k Identify terms and/or terminology associated with a historical event.</p> <p><i>e.g., The Reign of Terror during the French Revolution.</i></p> | <p>1.2k Explain terms and/or terminology associated with a particular historical event.</p> <p><i>e.g., The Reign of Terror during the French Revolution.</i></p> | <p>1.3k Discuss terms and/or terminology as used in their historical context.</p> <p><i>e.g., The Reign of Terror during re the French Revolution.</i></p> |
| | | <p>1.3l Research the contribution of key historical figure/s.</p> |

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| Subject Focus 2: | Early Modern Europe (1450-1600) |
| Learning Outcome 2: | <p>I can discuss and analyse causes, events and consequences about the Italian Renaissance and the Reformation in Europe and the Age of Discovery, Exploration and Colonisation with the help of various primary and secondary sources.</p> <p>Origins and features of the Italian Renaissance; the significant inventions of the time; prominent Italian Renaissance artists and humanists; how the Renaissance spread to other countries and its impact on Europe.</p> <p>The state of the Catholic Church on the eve of the Reformation; the movement started by Martin Luther in Germany; the Catholic Counter-Reformation; the impact of the Reformation on Europe.</p> |
| (Paper II) | The causes for such exploration; the achievements of the early explorers; the colonisation of newly discovered lands; the Atlantic Slave Trade and the movement for its abolition; the impact of these developments. |

The Renaissance

| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
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| 2.1a Identify the reasons leading to the origins of the Italian Renaissance. | 2.2a Explain the reasons for the origin of the Renaissance in Italy. | 2.3a Discuss the reasons why the Renaissance started in Italy. |
| 2.1b Identify illustrations on the main centres and/or features of the Italian Renaissance. <i>Florence; Rome; Venice.</i> <i>Portraiture; rediscovery of the dome; perspective in painting; the human form; rediscovery of the classical period.</i> | 2.2b Describe the features of the Italian Renaissance. <i>Florence; Rome; Venice.</i> <i>Portraiture; rediscovery of the dome; perspective in painting; the human form; rediscovery of the classical period.</i> | 2.3b Explain the importance of key centres and/or features of the Italian Renaissance. <i>Florence; Rome; Venice.</i> <i>Portraiture; rediscovery of the dome; perspective in painting; the human form; rediscovery of the classical period.</i> |
| 2.1c List important inventions at the time of the Renaissance. <i>Printing press; gunpowder; the cannon; navigating compass.</i> | 2.2c Briefly describe the impact of Renaissance inventions. <i>Printing press; gunpowder; the cannon; navigating compass.</i> | 2.3c Explain the impact of Renaissance inventions. <i>Printing press; gunpowder; the cannon; navigating compass.</i> |
| 2.1d Identify prominent Italian Renaissance artist/s and/or their work/s. <i>Leonardo; Michelangelo; Raffaello.</i> | 2.2d Describe the contribution of Italian Renaissance artist/s and/or humanist/s. <i>Giotto; Botticelli; Leonardo; Michelangelo; Raffaello; Petrarca; Macchiavelli; Erasmus.</i> | 2.3d Discuss some of the works of a Renaissance artist/s and/or humanist/s. <i>Giotto; Botticelli; Leonardo; Michelangelo; Raffaello; Petrarca; Macchiavelli; Erasmus.</i> |

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| <p>2.1e Demonstrate with the use of a given map, the route of how the Renaissance spread in and outside of Italy.</p> | <p>2.2e Explain how the Renaissance spread in and outside of Italy.</p> | <p>2.3e Discuss why Florence and Rome became the main centres of the Renaissance of Italy.</p> |
| <p>The Reformation</p> | | |
| <p>2.1f Identify problems within the Catholic Church in the Late Middle Ages. <i>Nepotism; simony; pluralism; the sale of indulgences; lack of celibacy.</i></p> | <p>2.2f Explain these terms about the Catholic Church in the Late Middle Ages. <i>Nepotism; simony; pluralism; the sale of indulgences; lack of celibacy.</i></p> | <p>2.3f Discuss the effects of the abuses of the Late Medieval Catholic Church on the moral and/or religious life of Europeans.</p> |
| <p>2.1g Identify the key events in Martin Luther's revolt against the Catholic Church.</p> | <p>2.2g Describe the key events which led to Martin Luther initiating the Protestant Reformation and/or how it spread to other parts of Europe.</p> | <p>2.3g Discuss the causes, major events and/or consequences of Martin Luther's Protestant Reformation against the Catholic Church (in and outside Germany).</p> |
| <p>2.1h Identify agents of the Catholic Counter-Reformation in Europe. <i>The Jesuit Order; the Roman Inquisition; the Council of Trent.</i></p> | <p>2.2h Explain the importance of the agents of the Catholic Counter-Reformation. <i>The Jesuit Order; the Roman Inquisition; the Council of Trent.</i></p> | <p>2.3h Discuss the success and/or failure of the agents of the Catholic Counter-Reformation.</p> |
| <p>2.1i Identify statements that describe the impact of the Reformation and/or Counter-Reformation on Europe.</p> | <p>2.2i List the consequences of the Reformation and/or Counter-Reformation on Europe.</p> | <p>2.3i Discuss the impact of the Reformation and/or Counter-Reformation on Europe.</p> |
| <p>The Age of Exploration, Discovery and Colonisation</p> | | |
| <p>2.1j Identify causes for the Age of Exploration.</p> | <p>2.2j Explain the causes for the Age of Exploration.</p> | <p>2.3j Discuss the causes for the Age of Exploration.</p> |
| <p>2.1k Match the early explorer/s with their exploits. <i>Henry the Navigator; Dias; Columbus; da Gama; Vespucci; Cabot; Magellan.</i></p> | <p>2.2k List the achievements of early explorers in the field of discovery and/or colonisation of new lands. <i>Henry the Navigator; Dias; Columbus; da Gama; Vespucci; Cabot; Magellan.</i></p> | <p>2.3k Explain the contribution of the early explorers. <i>Henry the Navigator; Dias; Columbus; da Gama; Vespucci; Cabot; Magellan.</i></p> |
| <p>2.1l Briefly define the term colonisation and/or conquistadores.</p> | <p>2.2l Describe how Cortes conquered the Aztec empire and/or Pizarro conquered the Inca empire.</p> | <p>2.3l Discuss the European conquest and/or colonisation of the New World. <i>Aztec; Inca.</i></p> |

SEC 18 Syllabus (2025): HISTORY

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| 2.1m Comment on illustrations about the Atlantic Slave trade. | 2.2m Describe how the Atlantic slave trade operated between Africa and America. | 2.3m Discuss arguments for/against the Atlantic slave trade at the time. |
| 2.1n Identify the consequences of the Age of Exploration and/or colonisation. | 2.2n List consequences of the colonisation of the newly discovered lands by Europeans. | 2.3n Explain the consequences of the Age of Exploration and/or colonisation from the perspective of the indigenous people and/or the Europeans. |

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| Subject Focus 3: | Revolutions and Nationalism in Europe (1789-1914) |
| Learning Outcome 3: | <p>I can explore the causes, changes and consequences brought about by the French Revolution, Napoleon’s Empire. I can trace the origins, the changes and the consequences of the Industrial Revolution in Britain and Germany up to 1914. I can explore the causes, changes and consequences brought about by the unification of Italy and Germany, with the help of various primary and secondary sources.</p> <p>French society on the eve of the Revolution; the causes of the Revolution; its most significant events and changes; its impact on the rest of Europe; reasons for the rise and fall of Napoleon; the nature and impact of Napoleon’s empire in France and in Europe; the post-Napoleonic settlement at the Congress of Vienna.</p> <p>The origins of the Industrial Revolution in Britain; significant inventions that impacted on that revolution; the Industrial Revolution in Germany before and after unification; working and living conditions of various groups of people during the Industrial Revolution; positive and negative effects of that revolution.</p> <p>The Italian <i>Risorgimento</i>, the failed attempt at unification during the 1848 Revolutions in Italy and Germany; Cavour’s and Bismarck’s diplomacy and the events leading to Italian and German unification; the German Confederation; comparison between the Italian and German unification movements.</p> |
| (Paper I & Paper II) | |

The French Revolution and the Napoleonic Empire

| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
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| 3.1a Identify the chronological order of the causes leading to the French Revolution. | 3.2a Explain the causes of the French Revolution. | 3.3a Discuss the causes that contributed to the outbreak of the French Revolution of 1789. |
| 3.1b Identify the key events and/or developments of the French Revolution. <i>Fall of the Bastille; Declaration of Rights; Women’s March on Versailles; Trial and Execution of the King; The Reign of Terror.</i> | 3.2b Explain the key events and/or developments of the French Revolution. <i>Fall of the Bastille; Declaration of Rights; Women’s March on Versailles; Trial and Execution of the King; The Reign of Terror.</i> | 3.3b Discuss the importance of key events of the French Revolution. <i>Fall of the Bastille; Declaration of Rights; Women’s March on Versailles; Trial and Execution of the King; The Reign of Terror.</i> |
| 3.1c Identify the main events leading to Napoleon’s rise to power. <i>Coup d’état; First Consul; Consul for life; Emperor.</i> | 3.2c Explain the reasons for Napoleon’s rise to power in France. | 3.3c Discuss Napoleon’s rise to power. |
| 3.1d List main events and/or developments which contributed to Napoleon’s downfall. | 3.2d Explain the events and/or developments leading to the decline and downfall of Napoleon. | 3.3d Discuss reasons for the decline and downfall of the Napoleonic Empire. |

SEC 18 Syllabus (2025): HISTORY

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| <p>3.1e Identify historical facts from political cartoons on the French Revolution and/or Napoleon.</p> | <p>3.2e Explain political cartoons on the French Revolution and/or Napoleon.</p> <p><i>Context; persons; symbols; objects; captions.</i></p> | <p>3.3e Interpret political cartoons on the French Revolution and/or Napoleon from the point of view of the cartoonist.</p> |
| <p>3.1f Comment on illustrated sources on the French Revolution and/or Napoleon.</p> | <p>3.2f List consequences of the French Revolution and/or Napoleon on France and/or Europe.</p> | <p>3.3f Discuss the consequences of the French Revolution and/or Napoleon on France and/or Europe.</p> |
| <p>3.1g Identify the leading statesmen and/or the aims of the Congress of Vienna.</p> | <p>3.2g Explain how the Congress of Vienna redrew the map of Europe on the principles of legitimacy and balance of power.</p> | <p>3.3g Discuss the success and/or failures of the Congress of Vienna.</p> |

The Industrial Revolution

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| <p>3.1h Identify reasons why the Industrial Revolution started in Britain.</p> | <p>3.2h List reasons why the Industrial Revolution started in Britain.</p> | <p>3.3h Discuss why the Industrial Revolution started in Britain.</p> |
| <p>3.1i Identify the most important early inventions of the Industrial Revolution in Britain.</p> <p><i>Factory Mill; Spinning Jenny; Flying Shuttle; Steam Engine.</i></p> | <p>3.2i List the most important early inventions of the Industrial Revolution in Britain and/or their impact.</p> <p><i>Factory Mill; Spinning Jenny; Flying Shuttle; Steam Engine.</i></p> | <p>3.3i Explain the impact of the most important early inventions on the course of the Industrial Revolution in the 19th century.</p> <p><i>Factory Mill; Spinning Jenny; Flying Shuttle; Steam Engine.</i></p> |
| <p>3.1j Identify facts about the Industrial Revolution in Britain and in Germany up to 1914.</p> | <p>3.2j Explain how Britain and Germany were affected by the Industrial Revolution up to 1914.</p> | <p>3.3j Compare and contrast the Industrial Revolution in Britain and in Germany up to 1914.</p> |
| <p>3.1k Identify from sources the working conditions and the standard of living of people from different social classes during the Industrial Revolution.</p> | <p>3.2k Describe the working conditions and the standard of living of people from different social classes during the Industrial Revolution.</p> <p><i>Children; women; miners; city dwellers; country people; middle class people; upper class people.</i></p> | <p>3.3k Discuss the working conditions and the standard of living of people from different social classes during the Industrial Revolution.</p> |

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| <p>3.1l Identify from illustrated sources, the developments made during the Industrial Revolution.</p> <p><i>Transport (railway, cargo ships, automobile); weaponry (artillery, warships, aircraft); industrial production (industrial centres, production belt, interchangeable parts).</i></p> | <p>3.2l. List the positive and/or negative consequences brought about by the developments of the Industrial Revolution.</p> <p><i>Transport (railway, cargo ships, automobile); weaponry (artillery, warships, aircraft); industrial production (industrial centres, production belt, interchangeable parts).</i></p> | <p>3.3l Discuss the positive and/or negative consequences of the developments of the Industrial Revolution.</p> <p><i>Transport (railway, cargo ships, automobile); weaponry (artillery, warships, aircraft); industrial production (industrial centres, production belt, interchangeable parts).</i></p> |
| <p>3.1m Differentiate between positive and negative effects of the Industrial Revolution.</p> | <p>3.2m List positive and/or negative effects of the Industrial Revolution in 19th century Europe.</p> | <p>3.3m Explain the positive and/or negative effects of the Industrial Revolution in 19th century Europe.</p> |

The Unification of Italy and Germany

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| <p>3.1n Identify words, phrases and/or people linked to the <i>Risorgimento</i>.</p> <p><i>e.g., the Carbonari Movement; Young Italy; Garibaldi etc.</i></p> | <p>3.2n Explain the role of the Carbonari Movement and/or Young Italy in the Italian <i>Risorgimento</i>.</p> | <p>3.3n Explain the importance of the main events, developments and/or leaders associated with the Italian <i>Risorgimento</i>.</p> |
| <p>3.1o Identify causes leading to the 1848 Revolutions in Italy and/or Germany.</p> | <p>3.2o List reasons for the eventual failures of the 1848 Revolutions in Italy and/or Germany.</p> | <p>3.3o Discuss why the 1848 revolutions eventually failed in Italy and/or Germany.</p> |
| <p>3.1p Identify Cavour’s and/or Garibaldi’s contribution to the unification of Italy.</p> <p><i>Pact of Plombieres; The Austro-Italian War; The expedition of the Red Shirts.</i></p> | <p>3.2p Explain the decisions and actions taken by Cavour and/or Garibaldi leading to the unification of Italy.</p> <p><i>Pact of Plombieres; The Austro-Italian War; The expedition of the Red Shirts.</i></p> | <p>3.3p Discuss the motives and decisions taken by Cavour and/or Garibaldi aimed at achieving Italian unification.</p> <p><i>Pact of Plombieres; The Austro-Italian War; The expedition of the Red Shirts.</i></p> |
| <p>3.1q Identify key facts about the German Confederation.</p> | <p>3.2q List key facts about the German Confederation.</p> | <p>3.3q Compare and contrast Prussia and Austria as the two major states in the German Confederation.</p> |
| <p>3.1r Identify Bismarck’s achievements in unifying German.</p> | <p>3.2r Explain the decisions and actions taken by Bismarck towards the Unification of Germany.</p> | <p>3.3r Discuss the motives and decisions taken by Bismarck aimed at achieving German Unification.</p> |

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| | | <i>Danish War 1864; Seven Weeks War 1866-67; The EMS Telegram; Franco-Prussian War.</i> |
| 3.1s Identify the main facts about the unification of Italy and Germany. | 3.2s List similarities and/or differences between the Italian and German unification movement. | 3.3s Compare and contrast the actions of Cavour and Bismarck for achieving Italian and German unification. |

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| Subject Focus 4: | 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 division of Europe between East and West as a result of the Cold War; Berlin as a case study of the Cold War in Europe; the Cuban Missile Crisis as a case study of the Cold War outside Europe; how the Cold War came to an end; how and why was Western Europe united after the war; landmarks in the history of European integration. |
| (Paper II) | The pattern of the Communist regimes in Eastern Europe; Gorbachev’s reforms in the USSR; the fall of the Communist regimes in Eastern Europe in 1989; the dissolution of the USSR. |

The Cold War and West European integration

| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
|---|--|--|
| 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. | 4.2a Explain the causes and/or consequences of the division of Europe between East and West. | 4.3a Discuss the causes and/or consequences of the division of Europe as a result of the Cold War. |
| 4.1b Identify causes and/or consequences of the Berlin Blockade and the Berlin Wall. | 4.2b Explain the major causes and/or consequences of the Berlin Blockade and the building of the Berlin Wall on relations between East and West. | 4.3b Discuss the causes, major episodes and/or consequences of the Berlin Blockade and the Berlin Wall. |
| 4.1c List the key facts about the Cuban Missile Crisis. | 4.2c Explain the causes and/or consequences of the Cuban Missile Crisis. | 4.3c Discuss the Cuban Missile Crisis within the context of the nuclear arms race between the Superpowers. |
| 4.1d Identify reasons for the thawing and/or end of the Cold War. | 4.2d Explain the events and developments that contributed to the thawing and/or end of the Cold War by 1989. | 4.3d Discuss the reasons for the thawing and/or end of the Cold War in 1989. |
| 4.1e Identify the consequences of the end of the Cold War. | 4.2e List the consequences of the end of the Cold War. | 4.3e Discuss the consequences of the end Cold War. |
| 4.1f Identify causes leading to the setting up of the Common Market. | 4.2f Explain the causes and/or developments that led to the setting up of the Common Market. | 4.3f Discuss how and/or why the Common Market was set up in the context of post-war Europe. |

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| <p>4.1g List in chronological order, the major landmarks of the ECSC/Common Market/EEC/EC/EU from 1951 to 2013.</p> | <p>4.2g Explain the significance of the major landmarks of the ECSC/Common Market/EEC/EC/EU from 1951 to 2013.</p> | <p>4.3g Discuss the landmarks in the development and/or enlargement of the ECSC/Common Market/EEC/EC/EU from 1951 to 2013.</p> |
| <p>The fall of Communism in Eastern Europe</p> | | |
| <p>4.1h Identify the common features of Communist regimes in Eastern Europe during the Cold War. <i>Political repression; one-party state.</i></p> | <p>4.2h Explain the common features of Communist regimes in Eastern Europe.</p> | <p>4.3h Discuss the common and/or particular features of Communist regimes in Eastern Europe. <i>Particular features: Stasi; Ceausescu's tyranny; Yugoslavia outside the Iron Curtain.</i></p> |
| | | <p>4.3i Compare and contrast the causes and consequences of the Hungarian uprising 1956 and the Prague Spring 1968.</p> |
| <p>4.1j List reforms introduced by Gorbachev.</p> | <p>4.2j Explain Gorbachev's reforms related to <i>glasnost</i> and <i>perestroika</i>.</p> | <p>4.3j Discuss the success or failure of Gorbachev's reforms under <i>glasnost</i> and <i>perestroika</i>.</p> |
| <p>4.1k Identify common patterns for the fall of the Communist regimes in Eastern Europe in 1989. <i>Economic stagnation; peaceful mass demonstrations; inflation; political repression; lack of individual freedom.</i></p> | <p>4.2k Explain the common patterns for the fall of the Communist regimes in Eastern Europe. <i>Economic stagnation; peaceful mass demonstrations; inflation; political repression; lack of individual freedom.</i></p> | |
| <p>4.1l Identify on a map the new states that came into being with dissolution of the USSR.</p> | <p>4.2l List the causes and/or consequences for the dissolution of the USSR.</p> | <p>4.3l Discuss the dissolution of the USSR and/or the consequences of its dissolution.</p> |
| <p>4.1m List the consequences of the fall of Communism in Eastern Europe.</p> | <p>4.2m Explain the consequences of the fall of Communism in Eastern Europe.</p> | <p>4.3m Discuss the consequences of the fall of Communism in Eastern Europe.</p> |

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| Subject Focus 5: | Malta under the rule of the Order of St John |
| Learning Outcome 5: | I can describe and evaluate some major projects and achievements of the Order of St John in Malta after 1565 and analyse some of the problems for the Order in the eighteenth century with the help of various primary and secondary sources. |
| | The long-term effects of the Victory of 1565; an overview of the extensive building projects of the Order; the Order's fleet and its activities in the fight against the Ottoman and Barbary powers; the organization of the <i>corso</i> and the effect of the Order's fleet and the <i>corso</i> on the Maltese population; restrictions imposed on the <i>corso</i> in the course of the eighteenth century; the impact of the Inquisition in Malta. |
| (Paper I & Paper II) | Financial problems for the Order; the Conspiracy of the Slaves; the Revolt of the Priests; the effects of the French Revolution on the Order. |

Projects and achievements of the Order of St John in Malta

| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
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| 5.1a Identify consequences of the victory of 1565 on the Order and/or on the Maltese. | 5.2a Explain the consequences of the victory of 1565 on the Order and/or on the Maltese. | 5.3a Discuss the short and long-term consequences of the victory of 1565 for the Order and/or the Maltese. |
| 5.1b Identify the building projects undertaken by the Order in Valletta. <i>Fortifications (including St Elmo); Sacra Infermeria; Grand Master's Palace; St. John's Conventual Church; the auberges; Wignacourt aqueduct.</i> | 5.2b Describe the extensive building projects undertaken by the Order to strengthen and embellish Valletta. <i>Fortifications (including St Elmo); Sacra Infermeria; Grand Master's Palace; St. John's Conventual Church; the auberges; Wignacourt aqueduct.</i> | 5.3b Discuss the building projects undertaken by the Order in Valletta. <i>Fortifications (including St Elmo); Sacra Infermeria; Grand Master's Palace; St. John's Conventual Church; the auberges; Wignacourt aqueduct.</i> |
| 5.1c Identify reasons why the Order kept its small fleet of galleys, ships-of-the-line and an arsenal in Birgu. | 5.2c Describe the contribution of the Order in military expeditions in the Mediterranean against the Ottoman Empire. <i>Battle of Lepanto; War of Candia.</i> | 5.3c Discuss reasons why the fleet and the arsenal in Birgu were very important for the Order. |
| 5.1d List key facts about the organisation of the <i>corso</i> under the Order. | 5.2d Explain how the Order organised the <i>corso</i> industry in Malta. | 5.3d Discuss the importance of the <i>corso</i> from the Order's and/or Maltese point of view. |
| 5.1e Identify reasons why the <i>corso</i> declined during the eighteenth century. | 5.2e Explain reasons for the decline of the <i>Corso</i> during the eighteenth century. | 5.3e Discuss the motives and/or the implications of the restrictions on the <i>corso</i> imposed upon the Order. <i>The Venetian Republic; the Pope; the King of France.</i> |
| 5.1f Comment on sources about the Inquisition in Malta. | 5.2f Explain how the Inquisition Tribunal operated in Malta. | 5.3f Discuss the moral and/or social impact which the Inquisition Tribunal had on the Knights and the Maltese. |

Problems for the Order in the eighteenth century

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| <p>5.1g List problems faced by the Order in the eighteenth century.</p> | <p>5.2g Explain the problems faced by the Order in the eighteenth century.</p> | <p>5.3g Discuss the problems faced by the Order in the eighteenth century.</p> |
| <p>5.1h List facts about the Conspiracy of the Slaves.</p> | <p>5.2h Describe how the Conspiracy of the Slaves was planned, discovered and suppressed.</p> | <p>5.3h Discuss the causes and/or consequences of the Conspiracy of the Slaves.</p> |
| <p>5.1i List facts about the Revolt of the Priests.</p> | <p>5.2i Describe the events that occurred during the Revolt of the Priests.</p> | <p>5.3i Discuss the causes and/or consequences of the Revolt of the Priests.</p> |
| <p>5.1j Identify consequences of the French Revolution on the Order.</p> | <p>5.2j List the consequences of the French Revolution on the Order.</p> | <p>5.3j Explain how relations deteriorated between the French Revolutionary Government and the Order during the course of the Revolution.</p> |

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| Subject Focus 6: | The French the British Period (1798-1921) |
| Learning Outcome 6: | I can trace, describe and assess the French invasion and occupation of Malta and political and constitutional development in Malta up to 1921 with the help of various primary and secondary sources. |
| (Paper I & Paper II) | <p>The French takeover of the islands; Napoleon’s attempted reforms; Government by the French Commission; the revolt against the French; the blockade from the Maltese and French perspective.</p> <p>The establishment of the British Protectorate over Malta; the establishment of the Colonial Government under Maitland’s administration; the main features of the 1835, 1849 and 1887 Constitutions; the liberty of the press; the Language Question and its political repercussions; the setting up of the first political parties.</p> |

The French invasion and occupation of Malta

| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
|---|--|---|
| 6.1a Identify reasons why the French took over Malta in 1798 | 6.2a Explain the reasons why the French took over Malta in 1798. | 6.3a Discuss the French invasion and takeover of Malta. |
| 6.1b List Napoleon’s reforms. | 6.2b Categorise Napoleon’s reforms. <i>Political (administrative); educational; social; church-state relations.</i> | 6.3b Discuss Napoleon’s reforms and the reaction of the Maltese towards them. |
| 6.1c Identify the measures taken by the French Commission of Government before the revolt of 2 nd September 1798. | 6.2c Describe the impact of the measures taken by the French Commission of Government had on the Maltese. | 6.3c Discuss why the measures taken by the French Commission of Government contributed to the rise of discontent and open revolt. |
| 6.1d Identify reasons why the Maltese revolted against the French. | 6.2d Explain reasons for the Maltese revolt against the French. | 6.3d Discuss the revolt of the Maltese against the French from the Maltese and/or the French perspective. |
| 6.1e Identify these leading figures during the blockade against the French. <i>Cav. Vincenzo Borg (Braret); Can. Francesco Saverio Caruana; Emanuele Vitale; Dun Mikiel Xerri; Dun Saverio Cassar; Gen. Vaubois; Capt. Alexander Ball; Lord Nelson; Gen. Pigot; Ferdinand IV of Naples and Sicily.</i> | 6.2e Describe the main events that occurred during the French blockade. | 6.3e Discuss the main events during the French blockade from different perspectives. |

Malta under British rule (1800-1921)

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| 6.1f Identify facts and/or features about the Protectorate phase of British rule in Malta up to 1813. | 6.2f List the main events, developments and features of British rule in Malta up to 1813. | 6.3f Explain the major events and features of British rule during the Protectorate phase up to 1813. |
| 6.1g Identify facts about Maitland’s colonial administration. | 6.2g Explain the key reforms of Maitland’s colonial administration. | 6.3g Discuss Maitland’s colonial administration. |
| 6.1h List facts about the 1835 and/or the 1849 Constitution. | 6.2h Describe the main features of the, 1835 and/or 1849 Constitutions. | 6.3h Compare and contrast the main features and functions of the 1835 and 1849 Constitutions. |
| 6.1i Identify reasons and consequences for the granting of the liberty of the press in Malta. | 6.2i List arguments in favour and/or against the liberty of the press in Malta at the time of its enactment. | 6.3i Discuss the short and/or long-term effects of the liberty of the press in Malta. |
| 6.1j Identify facts about the Language Question between 1878 and 1921. | 6.2j Explain causes and/or consequences of the Language Question between 1878 and 1921. | 6.3j Discuss the landmarks and issues connected to the Language Question between 1878 and 1921. |
| 6.1k Identify facts about the first two Maltese political parties of 1879 and 1880. | 6.2k Describe the main characteristics of Maltese political parties and/or political figures between 1879 and 1914. <i>Sigismondo Savona; Fortunato Mizzi; Gerald Strickland; Ignazio Panzavecchia; Manuel Dimech.</i> | 6.3k Compare and contrast the characteristics and aims of the Maltese political parties and/or political figures between 1879 and 1914. <i>Sigismondo Savona; Fortunato Mizzi; Gerald Strickland; Ignazio Panzavecchia; Manuel Dimech.</i> |
| 6.1l List facts about the 1887 Constitution. | 6.2l Describe the main features of the 1887 Constitution. | 6.3l Discuss the reasons and/or consequences of the suspension of the 1887 Constitution and its replacement by the 1903 Constitution. |

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| Subject Focus 7: | 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. |
| (Paper II) | Instances of economic booms and recessions in nineteenth century Malta; unemployment and emigration; the Continental Blockade; the Crimean War; the opening of the Suez Canal; the role and influence of the Catholic Church in British Malta; the post-war Development Plans to diversify the economy in view of Independence. |

| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
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| <p>7.1a Identify event/s and/ or development/s leading to economic booms and/or recessions in nineteenth century Malta.</p> <p><i>Fortress economy; Continental System/ Blockade; The Plague of 1813, Crimean War; The opening of the Suez Canal.</i></p> | <p>7.2a Describe event/s and/ or development/s of economic booms and/or recessions in nineteenth century and/or early twentieth Malta.</p> <p><i>Fortress economy; Continental System/ Blockade; The Plague of 1813; Crimean War; The opening of the Suez Canal.</i></p> | <p>7.3a Discuss the major patterns of economic booms and/or recessions in nineteenth century Malta.</p> <p><i>Fortress economy; Continental System/ Blockade; The Plague of 1813; Crimean War; The opening of the Suez Canal.</i></p> |
| <p>7.1b Identify important economic and social development/s in nineteenth and early twentieth century Malta.</p> <p><i>Decline of local cotton industry, extensive public works projects (drainage works and extension of the Grand Harbour).</i></p> | <p>7.2b Explain the decline of the local cotton industry, extensive public works projects (drainage works and extension of the Grand Harbour).</p> | <p>7.3b Discuss the decline of the local cotton industry, extensive public works projects (drainage works and extension of the Grand Harbour).</p> |
| <p>7.1c Identify the causes and/or consequences of the Continental Blockade on the Maltese economy.</p> | <p>7.2c Explain the causes and/or consequences of the Continental Blockade on the Maltese economy.</p> | <p>7.3c Discuss the importance of the Continental System/ Blockade on the Maltese economy.</p> |
| <p>7.1d List the positive and/or negative effects of the Crimean War on Malta.</p> | <p>7.2d Explain the positive and/or negative effects of the Crimean War on Malta.</p> | <p>7.3d Discuss the short and/or long-term consequences of the Crimean War on Malta.</p> |
| <p>7.1e List the advantages of the opening of the Suez Canal.</p> | <p>7.2e Explain the consequences which the opening of the Suez Canal had on Malta's economic and/or social development.</p> | <p>7.3e Discuss the positive and/or negative effects of the opening of the Suez Canal on Malta's economic and/or social development.</p> |

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| <p>7.1f List reasons for emigration in nineteenth and twentieth century Malta.</p> | <p>7.2f Explain causes for unemployment and/or emigration in nineteenth and twentieth century Malta.</p> | <p>7.3f Discuss the causes and/or consequences of unemployment and emigration in nineteenth and twentieth century Malta.</p> |
| <p>7.1g Match the main infectious diseases to the measures to combat them.</p> <p><i>Plague; cholera; smallpox; undulant fever; trachoma; tuberculosis.</i></p> | <p>7.2g Explain the causes of the main infectious diseases and the measures taken to combat them.</p> <p><i>Plague; cholera; smallpox; undulant fever; trachoma; tuberculosis.</i></p> | <p>7.3g Discuss the causes and effects of infectious diseases and the measures taken to eradicate them.</p> <p><i>Plague; cholera; smallpox; undulant fever; trachoma; tuberculosis.</i></p> |
| <p>7.1h List developments in public health and sanitation.</p> <p><i>Naval; military and civil hospitals; water supply; underground sewage.</i></p> | <p>7.2h Describe the developments in public health and sanitation.</p> <p><i>Naval; military and civil hospitals; water supply; underground sewage.</i></p> | <p>7.3h Discuss the developments in public health and sanitation.</p> <p><i>Naval; military and civil hospitals; water supply; underground sewage.</i></p> |
| <p>7.1i Identify roles and/or influences of the Catholic Church in nineteenth century Maltese society.</p> | <p>7.2i Explain the roles and/or influences of the Catholic Church in nineteenth century Maltese society.</p> | <p>7.3i Discuss the impact of the roles and/or influences of the Catholic Church in nineteenth century Maltese society.</p> |
| <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>Woods Report on War Damage; War damage reconstruction; infrastructure; housing; taxation; education; emigration.</i></p> | <p>7.3j Discuss the major recommendations of the Roskill Report (1950) and Balogh and Seers Report (1955) on Malta's financial and economic development.</p> |
| <p>7.1k Identify causes and/or features of the Development Plans of 1959 and 1964.</p> | <p>7.2k Explain causes and/or features of the Development Plans of 1959 and 1964.</p> | <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 1964.</p> |

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| Subject Focus 8: | 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. |
| (Paper II) | <p>The 1921 and 1947 Constitutions; the politico-religious crisis of 1930; the arguments for and against Integration and Dominion Status; the politico-religious crisis of 1962; the granting of Independence in 1964 and the amendments of 1974; the contribution made by the leaders of the main political parties of the time.</p> <p>The Defence and Financial Agreements of 1964 and 1972; changes in Malta's foreign policy under various administrations; the closure of the British military base and Malta as a neutral state; Malta's road towards E.U. membership (1970-2008); the arguments for and against EU membership.</p> |

Political and constitutional development since 1921

| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
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| 8.1a Identify facts about the Language Question between 1921 and 1940. | 8.2a Explain causes and/or consequences of the Language Question between 1921 and 1940. | 8.3a Discuss the landmarks and issues connected to the Language Question between 1921 and 1940. |
| | 8.2b List the main features of the 1921 and/or the 1947 Constitutions and their historical significance. | 8.3b Discuss the 1921 and/or the 1947 Constitutions and their historical background. |
| 8.1c Identify the main events of the politico-religious conflict of 1930. | 8.2c List causes and/or consequences of the politico-religious conflict of 1930. | 8.3c Discuss the causes, significant events and/or consequences of the politico-religious conflict of 1930. |
| 8.1d Differentiate between facts pertaining to 'Integration' and 'Dominion Status'. | 8.2d Explain Integration and/or Dominion Status in the context of their historical background. | 8.3d Compare and contrast the motives for Integration and Dominion Status giving reasons for their success or failure. |
| 8.1e Identify the main events of the politico-religious conflict of 1962. | 8.2e List causes and/or consequences of the politico-religious conflict of 1962. | 8.3e Compare and contrast the causes, significant events and/or consequences of the politico-religious conflicts of 1930 and 1962. |
| 8.1f Describe the events which led to the granting of Independence and/or the declaration of the Republic. | 8.2f Explain the significant events and arguments that led to the granting of Independence and/or the declaration of the Republic. | 8.3f Discuss the arguments for and/or against Independence and the Independence Constitution of 1964. |

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| <p>8.1g Identify key facts about the Maltese leaders.</p> <p><i>Gerald Strickland; Bishop Mauro Caruana; Enrico Mizzi; Paul Boffa; Ġorġ Borg Olivier; Dom Mintoff; Mabel Strickland; Archbishop Michael Gonzi.</i></p> | <p>8.2g Comment on aspects from the character, leadership and political aims of the Maltese leaders.</p> <p><i>Gerald Strickland; Bishop Mauro Caruana; Enrico Mizzi; Paul Boffa; Ġorġ Borg Olivier; Dom Mintoff; Mabel Strickland; Archbishop Michael Gonzi.</i></p> | <p>8.3g Compare and contrast the character, leadership and political aims of Maltese leaders.</p> <p><i>Gerald Strickland; Bishop Mauro Caruana; Enrico Mizzi; Paul Boffa; Ġorġ Borg Olivier; Dom Mintoff; Mabel Strickland; Archbishop Michael Gonzi.</i></p> |
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Malta's foreign policy since 1964

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| <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>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>8.1j List the implications of Malta's neutral foreign policy.</p> | <p>8.2j Explain neutrality and/or its implication on Malta's foreign policy after 1979.</p> | <p>8.3j Discuss Malta's neutral policy after 1979.</p> |
| <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>8.1l Differentiate between arguments for and against Malta's E.U. membership.</p> | <p>8.2l Explain arguments for and/or against Malta's E.U. membership.</p> | <p>8.3l Evaluate the arguments used for and/or against Malta's E.U. membership.</p> |

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| Subject Focus 9: | Europe and Malta in the Two World Wars |
| Learning Outcome 9: | <p>I can discuss and analyse the causes, the political developments and diplomatic incidents that led to the outbreak of the First World War, the technological changes in warfare and the aftermath of that war, and the developments that contributed to Hitler’s rise to power and the outbreak of the Second World War, the main local and foreign events and developments about Malta during the Two World Wars with the help of various primary and secondary sources.</p> <p>The formation of the European alliances; rivalry between the Great Powers; the Balkan Crises and the Sarajevo assassination in 1914; how the First World War was fought and how it came to an end; the Peace Treaty of Versailles and the League of Nations.</p> <p>Problems faced by the German Weimar Republic; Hitler’s rise to power from obscurity to German Chancellor; the Holocaust; features of the Nazi dictatorship; the causes of the Second World War; how the war came to an end.</p> <p>Malta’s role during the Two World Wars and her contribution to the Allied victory; the <i>Sette Giugno</i> Riots of 1919; the defence of Malta during the Second World War; the social and economic effects of the World Wars on the Maltese.</p> |
| (Paper I & Paper II) | |

The causes and consequences of the First World War

| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
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| <p>9.1a Identify the countries that made up the major European Alliances between 1879 and 1907.</p> <p><i>Dual Alliances; Triple Alliance; Éntente Cordiale; the Triple Éntente.</i></p> | <p>9.2a Explain reasons for the formation and/or developments of the major European Alliances between 1879 and 1907.</p> <p><i>Dual Alliances; Triple Alliance; Éntente Cordiale; the Triple Éntente.</i></p> | <p>9.3a Discuss reasons for the formation and/or developments of the major European Alliances between 1879 and 1907.</p> <p><i>Dual Alliances; Triple Alliance; Éntente Cordiale; the Triple Éntente.</i></p> |
| <p>9.1b Identify the major disputes between the European Great Powers prior to the outbreak of World War I.</p> <p><i>Militarism; imperialism; colonialism; nationalism.</i></p> | <p>9.2b Explain the major disputes between the European Great Powers prior to the outbreak of World War I.</p> <p><i>Militarism; imperialism; colonialism; nationalism.</i></p> | <p>9.3b Discuss the major disputes between the Great Powers prior to the outbreak of World War I.</p> <p><i>Militarism; imperialism; colonialism; nationalism.</i></p> |
| <p>9.1c Identify reasons for the Balkan crisis between 1908-1914.</p> <p><i>The annexation of Bosnia by Austria-Hungary in 1908; The Balkan Wars; the Sarajevo assassination in 1914.</i></p> | <p>9.2c List the causes and /or consequences of the Balkan crisis between 1908-1914.</p> <p><i>The annexation of Bosnia by Austria-Hungary in 1908; The Balkan Wars; the Sarajevo assassination in 1914.</i></p> | <p>9.3c Discuss the causes and /or consequences of the Balkan crisis between 1908-1914.</p> <p><i>The annexation of Bosnia by Austria-Hungary in 1908; The Balkan Wars; the Sarajevo assassination in 1914.</i></p> |
| <p>9.1d Identify weapons and/or strategies introduced during World War I.</p> | <p>9.2d Describe the weapons and/or strategies introduced during World War I.</p> | <p>9.3d Discuss the effects of the weapons and/or strategies introduced during World War I.</p> |

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| <i>Poison gas; trench warfare on a grand scale; tank and submarine warfare; aircraft; total war; war of attrition.</i> | <i>Poison gas; trench warfare on a grand scale; tank and submarine warfare; aircraft; total war; war of attrition.</i> | <i>Poison gas; trench warfare on a grand scale; tank and submarine warfare; aircraft; total war; war of attrition.</i> |
| 9.1e Identify the major clauses of the Treaty of Versailles. | 9.2e List the major territorial changes that took place in Europe as a result of World War I and the Treaty of Versailles. | 9.3e Discuss the impact of the Treaty of Versailles on Germany. |
| 9.1f Identify facts on the League of Nations. | 9.2f List instances when the League of Nations was successful and/or unsuccessful in preventing war. | 9.3f Discuss the successes and/or failures of the League of Nations during the inter-war period. |

Hitler's rise to power and the Second World War

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| 9.1g Identify problems faced by the Weimar Republic. | 9.2g List the main problems faced by the Weimar Republic. | 9.3g Discuss the internal problems faced by the Weimar Republic. |
| 9.1h Identify the landmarks in Hitler's rise to power. | 9.2h Outline Hitler's rise to power (1923-1933). | 9.3h Discuss the events in Weimar Germany contributing to Hitler's rise to power (1923-1933). |
| 9.1i Identify features of the Nazi dictatorship and/or facts about the Holocaust and the Nazi genocide. | 9.2i Describe features of the Nazi dictatorship and/or facts about the Holocaust and the Nazi genocide. | 9.3i Discuss the features of the Nazi dictatorship and/or facts about the Holocaust and the Nazi genocide. |
| 9.1j Identify the causes leading to the outbreak of the Second World War. | 9.2j Explain the causes leading to the outbreak of the Second World War. | 9.3j Discuss the causes for the outbreak of the Second World War. |
| 9.1k Identify the major causes leading to the defeat of the Axis powers during the Second World War. | 9.2k Explain the major causes leading to the defeat of the Axis powers during the Second World War. | 9.3k Discuss the major causes leading to the defeat of the Axis powers during the Second World War. |

Malta in the Two World Wars

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| <p>9.1l Differentiate between facts about Malta during the First and the Second World War.</p> | <p>9.2l Describe the contribution of Malta to the Allied victory in the First and/or Second World War.</p> | <p>9.3l Compare and contrast Malta’s role and contribution to the Allied victory in the First and the Second World War.</p> |
| <p>9.1m List causes and/or consequences of the <i>Sette Giugno</i> riots.</p> | <p>9.2m Explain the causes and/or consequences of the <i>Sette Giugno</i> riots.</p> | <p>9.3m Discuss the causes and/or consequences of the <i>Sette Giugno</i> riots.</p> |
| <p>9.1n Identify military features of Malta’s siege during the Second World War. <i>Air raids, air defence, radar, convoys, shelters etc.</i></p> | <p>9.2n Describe the military features of Malta’s siege during the Second World War. <i>Air raids, air defence, radar, convoys, shelters etc.</i></p> | <p>9.3n Discuss the effectiveness of Malta’s defence during the Second World War. <i>Air raids, air defence, radar, convoys, shelters etc.</i></p> |
| <p>9.1o Identify socio-economic effects on Malta during and immediately after the Second World War.</p> | <p>9.2o Describe the socio-economic effects on Malta during and immediately after the Second World War.</p> | <p>9.3o Discuss the socio-economic effects on Malta during and immediately after the Second World War.</p> |

Scheme of Assessment

School candidates

The assessment consists of Paper I and Paper II. Paper I consists of unmoderated school-based assessment (SBA) that is to be set and assessed by the school. Paper II consists of a controlled assessment that will take place at the end of the three-year programme.

School-based assessment (SBA): is any type of assessment of a candidate made by the school relevant to the respective SEC syllabus contributing to the final level awarded in the subject.

Controlled assessment: is comprised of a two-hour written exam set at the end of the programme and differentiated between two levels:

- a. Levels 1 and 2;
- b. Levels 2 and 3.

Candidates are to satisfy the examiner in Paper I and Paper II to obtain a level higher than 1.

Part I - School Based Assessment (30% of the total mark)

The school-based assessment shall be marked out of 100 each year (9, 10 and 11). The assessment for each year will contribute to 10% of the overall mark and will be reported to MATSEC by the school in Year 11. Therefore, each year will equally contribute to the final mark of the school-based assessment. The school-based assessment shall reflect the MATSEC syllabus covered in Year 9, Year 10 and Year 11.

School-based assessment can be pegged at either of two levels:

- SBA at Level 1-2 must identify assessment criteria from these two levels. It is suggested that assessment criteria are weighted at a ratio of 40% at Level 1 and 60% at Level 2.
- SBA at Level 1-2-3 must identify assessment criteria from each of Levels 1, 2 and 3. It is suggested that assessment criteria are weighted at a ratio of 30% each at Levels 1 and 2, and 40% at Level 3.

The mark for SBA at Level 1-2 presented for a qualification at Level 2-3 will be calculated to 60% of the original mark. The mark stands in all other cases.

Part II – Controlled Assessment (70% of the total mark)

Written Examination (100 marks; 2 hours)

The controlled component of the assessment will consist of **ONE** paper having a two-hour duration which will carry 70% of the final mark and assessed externally. The paper will be set in English. The paper will assess **ALL** Learning Outcomes.

Paper II is differentiated between two Levels. Candidates must choose to sit either the examination paper at Level 1-2 or at Level 2-3.

Paper II (Option Level 1-2 and Level 2-3) will consist of **THREE** sections.

Section A totalling 30 marks with **compulsory** short answer questions (may include source questions). Questions may include assessment criteria from all the syllabus.

Section B totalling 30 marks with **TWO** compulsory source questions: **ONE** question on Maltese History and **ONE** question on European/International History. Questions will carry equal marks. Questions may include assessment criteria from all the syllabus.

Section C totalling 40 marks with four essay questions, from which candidates must choose **TWO** questions: **ONE** question on Maltese History and **ONE** question on European/International History. Questions will carry equal marks. Questions may include assessment criteria from all the syllabus.

Levels 1 – 2

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 40%; Level 2 60%. Questions may include multiple choice questions, true/false, matching, structured, short responses, analysis of text and/ or illustrated sources, and creative writing.

Levels 2 – 3

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 2 40%; Level 3 60%. Questions may include structured, short responses, analysis of text and/ or illustrated sources, and creative writing.

Private Candidates

Private candidates will not be expected to carry out any school-based assessment. Instead, private candidates will sit for another controlled paper (Paper I) as an alternative to the school-based assessment. Private candidates will be assessed through the means of **TWO** Controlled papers, Paper II will be common with school candidates.

Paper I – Controlled Assessment – Private Candidates Only (30% of the total mark)

Written Examination (100 marks; 2 hours)

Paper I for private candidates shall be a controlled assessment assessing Levels 1-2-3 as described in the respective syllabus, which will be set and marked by MATSEC. This paper will have a two-hour duration and consists of **FOUR** compulsory questions. The paper will be set in English. The paper will assess **ALL** Learning Outcomes earmarked for SBA. Questions may also include assessment criteria from all the syllabus. **All questions are compulsory.**

Levels 1-2-3

The paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 30%; Level 2 30%; Level 3 40%. Questions may include multiple choice questions, true/false, matching, structured, short responses, analysis of text and/ or illustrated sources, and creative writing.