History (Option)

Aims

The main aims of the syllabus are to

♦ stimulate interest in and enthusiasm for the study of the past;

♦ promote the acquisition of knowledge and understanding of human activity in the past, linking it with the present;

♦ ensure that the students' knowledge is rooted in an understanding of the nature and the use of historical evidence;

♦ help students towards an understanding of the development over time of social and cultural values;

♦ promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference;

♦ develop essential historical skills;

♦ provide an appropriate integration of our national history within a wider international context.

Assessment Objectives

The assessment will test how far the students have mastered

- ❖ **the development of historical knowledge and understanding**
  including the recall of historical facts and the explanation of historical terminology.

- ❖ **the evaluation and interpretation of evidence** thus acquiring the basic skills necessary for the study of many types of historical evidence. This should include comprehending evidence and placing in context, analysing, detecting bias and pointing to gaps and inconsistencies in evidence, distinguishing between fact and opinion and developing a hypothesis through comparing sources and reaching conclusions based on evidence.

- ❖ **the construction and communication of a simple historical exposition**. Students are expected to construct a simple exposition, including reasoned argument based on historical evidence. They will be expected to communicate in a clear and coherent form. Students should be able to select, evaluate, and arrange relevant information in answer to a question and make use of analytical concepts such as causation and consequences, change and continuity, similarity and difference, etc.

- ❖ **the ability to look at events and issues from the perspective of people in the past** thus being able to form an interpretation of motivation in History, a reconstruction of attitudes and beliefs of people in the past and an understanding of their actions and practices.

N.B. Students are now expected to cover all the themes in this syllabus. As from 2009 there will be no choice of specific periods in the SEC History.

Form 3

The Early Years of the Order's Rule

Breakdown of Theme	Desired Outcomes	Notes
a. Malta offered to the homeless Order of St. John. Conditions of grant and reactions by the Maltese	Students should have the necessary knowledge and understand how the Order of St. John took over the rule of the Maltese islands. the conditions under which Malta was given to the Order of St. John. the initial Maltese reaction.	The main points are • brief background of the Order's earlier history; • the grant of the Maltese Islands and Tripoli to the Order of St. John; • the report depicting a rather negative picture of Malta; • the Order's acceptance of the Maltese islands though they didn't intend to remain long in Malta; • the Maltese petition to Charles V evoking earlier promises that had been made to them.
b. The coming of the Order and its rule up to 1565	how the Maltese reacted to the Order's advent. how the Order ruled over Malta during its first years here and the preparations for the Great Siege.	The main points are • the Maltese reaction to the advent of the Order in Malta; • the choice of Vittoriosa by the Knights as their base; • brief reference to the condition of the Maltese during these first years of the Order's rule;

	which were the main fortifications available on the island.	- Dragut's attack on Malta in 1551; - the autocratic rule of the Order; - the strategic importance of the defences which the Order found in Malta; - the strengthening of the island's defences and preparations for the Great Siege.
c. The causes, course and consequences of the Great siege of 1565	why the Turks attacked Malta. the course of the Great Siege. the significance of this victory to Malta and the Order.	The main points are - the reasons why the Turks attacked Malta; - the course of the Great Siege; - the main difficulties which both sides had to face during this siege; - the significance of this victory to Malta and the Order of St. John.

Malta under the rule of the Order

Breakdown of Theme	Desired Outcomes	Notes

a. The Order as a seafaring force (importance of fleet and main naval exploits)	Students should have the necessary knowledge and understand how the fleet of the Order of St. John was always ready to fight side by side with Christian forces against the Muslim enemy. how privateering became a very important industry to the Order. some of the main exploits of the Order's fleet throughout their stay in Malta.	The main points are:
		• The Order's fleet was always ready to join Christian forces in a joint effort against the Muslim enemy, alliance with other Christian squadrons;
		• operations of a corsairing nature, the organisation of the privateering industry and its effects on the Maltese, Romegas as an example of a successful privateer, effects on economy and employment;
		• The main points are:
		  ❖ brief reference to exploits before the Great Siege e.g. participated in conquest of Coron (1532), helped Charles V in expedition against Tunis (1535), helped in imperial attempt to take Algiers (1541);
		  ❖ participation in Battle of Lepanto (1571);
		  ❖ Turco-Venetian war (1645-69) – the war of Candia;
		  ❖ the capture of the Sultana (1644);
		  ❖ brief reference to other exploits e.g. Victory in the Dardanelles (1656), war of the Morea (1684-99), war of Corfu (1715-18), help to Venetian expedition against Tunis (1784);
		  ❖ brief reference to late 18th century peace treaties between Christians and Barbary regencies.

b. Important projects undertaken by the Order	the importance of the building of the new city. how Valletta developed to be a gem of a city. the importance of the building of the aqueduct by Wignacourt. the importance of the restoration of Mdina by Mondion.	The main points are: **The building of Valletta:** • reasons for the building of the new city; • preparations and the actual building of Valletta; • the contributions of Laparelli and Glormu Cassar; • the beauty and splendour of the new city; • important buildings inside the city. Style used. **The aqueduct:** • the importance of building such an aqueduct; • Wignacourt and the actual building of this aqueduct. **The restoration of Mdina:** • the 1693 earthquake; • Mondion's say in giving Mdina a new look. The work itself; • the use of the Baroque style; • incentives to entice the Maltese to settle at Mdina.
c. Various problems arising during their rule	the problems which the Order had to face during the rising of the slaves and the rising of the priests.	The main points are: • the plight of the slaves and their revolt in 1749; • the rising of the priests (severe plight of the Maltese, Ximenes' orders dealing with hunting, the 1775 rebellion, effects of this rebellion).
d. The Inquisition	what the Inquisition in Malta really was and the arising problems.	The main points are: • what the Inquisition was; • superstitions and false teaching which cropped up; • the inquisitor's work and the penalties meted out; • constant problems which arose between the Inquisition, the Bishop and the Order of St. John.

The French in Malta and the first years of British rule

Breakdown of Theme	Desired Outcomes	Notes
a. Background to the French invasion of Malta	Students should have the necessary knowledge and understand. why the Order of St. John had become an outdated and weak force.	The main reasons for the Order's downfall: • the Order's anachronistic role; • the decline of the corso; • the loss of popularity among the Maltese; • the bad situation in the Order's finances (Pinto's expenses and the French revolution); • other powers' interests in Malta; • sympathy to France of many knights and Maltese.
b. The French invasion. Reforms and reaction	how the French under Napoleon took over Malta. the main reforms of the new French government.	The main points are: • the takeover of Malta by the French; • the Commission of Government and the division of the Maltese islands into municipalities; • Napoleon's reforms concerning education, the Church, taxation, etc.; • Maltese grievances.
c. The insurrection. The blockade. The 1800 Capitulation.	why and how the Maltese revolted against the French. how the French were eventually expelled from Malta.	The main points are: • reasons for the insurrection; • the blockade; • Maltese leaders (Vitale, Caruana, Borg Braret, Dun Saver Cassar); • the capitulation of the French in Gozo; • foreign help;

		• life in the harbour cities and villages during the blockade; • the Dun Mikiel Xerri plot; • the Capitulation of the French.
d. British administration up to the Treaty of Paris	how Malta eventually became a British colony.	The main points are: • the question of the sovereignty of Malta; • the Treaty of Amiens and the general Maltese disappointment; • the 1802 Declaration of Rights; • the renewal of the Napoleonic wars, Malta and the Continental Blockade; • the beginning of the British colonial rule; • the 1812 Commission; • Malta recognised as a British colony by the Treaty of Vienna.
e. Sir Thomas Maitland's administration	what were the main features of Sir Thomas Maitland's administration.	The main points are: • autocratic and dictatorial Governor, refusal to consider Maltese political aspirations; • his dealing with the Plague; • his dealing with the Church; • reform of courts (High Court of Appeal, prohibition of torture, fixed salaries for judges, new Commercial Law); • importance given to English in education and government departments; • his economic policy and taxation.

European and International History

Early Modern Europe

Breakdown of Theme	Desired Outcomes	Notes
a. The importance of the Renaissance movement	Students should have the necessary knowledge and understand What the Renaissance really was and the earlier influences on this movement. why the movement started in the Italian independent states. the progress registered in various areas.	The main points are: Definition, new awakening, St. Thomas Aquinas, Dante Alighieri. Advantages of the Italian independent states eg. progress in banking and trade, open markets with East, legacy of ancient Roman Empire, more urbanised than other regions in Europe, influx of scholars from East, presence of the Papacy, patronisation of art by rich Italian families. Progress in • **Art** - return to nature, portraits and frescos, perspective, brief reference to famous painters (Rafael, Michelangelo and Leonardo da Vinci); • **Architecture** - development of Baroque style, building of majestic palaces, the building of St. Peter's, etc.; • **Engineering and mechanics** e.g. the experiments of Da Vinci; • **Literature** – prose and drama e.g. Machiavelli, poetry e.g. Ariosto; • **Scupture** – the rediscovery of the human body e.g. Michelangelo (David, Moses and the Pieta');

	the main results and effects of this movement.	• **Music** – Vocal music adopted for instruments, the harp, the flute, the organ, musical masses, etc. Boost to: • nationalism; • religious divergences; • classic languages (Latin and Greek); • spread of written communication.
b. The discovery of the New World and other important voyages	how Portugal and Spain discovered many new lands and developed into Empires. how these discoveries generated progress in other areas. what the main effects of this movement were.	The main points are: • Portugal – brief reference to Henry the Navigator, Bartholomew Dias, Vasco de Gama; • Spain – brief reference to Colombus, Ferdinand Magellan, Ernando Cortes, Francis Pizarro, Vasco de Balboa; • the discovery of powder and the invention of guns and other armaments; • the invention of the compass; • better maps for navigation; • the opening of the New World; • the Mediterranean relatively lost its importance.
c. The Protestant Revolt (Luther and Calvin)	the reasons for the split in the Christian Church. Luther's protest and the reasons for the success of this movement. how the Protestant reforms spread in other countries and how various other Christian branches developed.	The main points are: • reasons for Luther's revolt e.g. the Church's decadence; • Luther (issue of the treatise of 1517, his creed, spread of his beliefs, conflicts, brief reference to the religious wars that cropped up); • Calvin (his beliefs, the administration of his church, his religious movement); • brief reference to divergent Christian beliefs e.g. Zwingli in Zurich and Anglican Church in England.

d. The Counter-Reformation	how the Catholic Church tried to defend itself during this crisis. how the Catholic Church reorganised its basic theological teaching thus paving the way to modern Catholicism.	The main points are: • the foundation of the Jesuit Order; • the Council of Trent; • the Inquisition; • internal reforms (more clear doctrine, the work of various religious orders and saints).
e. The effects of the religious upheaval	the main effects of this religious division.	The main effects were: • a boast to nationalism in the northern countries and the strengthening of the national states there; • the Inquisition and the increase of intolerance; • the wars of religion; • the promotion of the education of the masses; • a basic theological; and ecclesiastical reorganisation in Catholicism.

Some Useful Websites

http://en.wikipedia.org/wiki/Renaissance
http://en.wikipedia.org/wiki/Reformation
http://en.wikipedia.org/wiki/Counter-Reformation
http://www.wisedude.com/art-music/renaissance-period.htm
http://www.saburchill.com/history/events
http://www.fact-index.com/r/re/renaissance.html
http://www.apuritansmind.com/Reformation/htm
http://europeanhistory.about-com.od/reformation
http://www.wsu.edu/r/du/REFORM/COUNTER.htm
http://alamo.nmsu.edu/rjhaley/hist102w.htm
http://www.infoplease.com
http://www.fordham.edu/halsall/mod/modsbook13.html

The Enlightenment

Breakdown of Theme	Desired Outcomes	Notes
a. The Enlightenment	Students should have the necessary knowledge and understand the main reasons for the Enlightenment.	Main reasons for enlightenment: • progress in science e.g. medicine (inoculation against smallpox); • exhaustion of religious wars; • dismissal of witchcraft as an ignorant superstition; • widespread exploration.
	what the Enlightenment really entailed.	• a **literary and philosophical movement** influenced by 17th century scientific movement; • **increase in knowledge** and the ability to improve the lot of mankind. Man could free himself of ignorance through the application of reason; • a profound effect on how rulers saw their duty towards their subjects and how subjects saw themselves and their rights within society. **Every institution became questioned** for its utility; • **foreign travel, contacts and literature** made it possible to criticise existing conditions; • **need for reform** of existing institutions felt. Various issues (religious toleration, economic changes, uniform law codes, better administration, humane penal codes and an end to censorship).
b. Philosophers and their	the main philosophers and their ideas.	Brief reference to:

ideas		
		Adam Smith • "Wealth of Nations" advocating division of labour; • disapproved of any government interference; • in favour of free trade (elimination of tariffs, duties and monopolies); • people free to seek better conditions; • adequate provision for poorest by the government. **John Locke** • important works (Two Treatises of Government and An Essay Concerning Human Understanding); • people's consent necessary for government's authority. Governments' duties limited to preservation of life, liberty and property; • rebellion justified against despotic use of power. **Voltaire** • great critic of existing institutions; • admired English political system with its limited constitutional monarchy. Not really a democrat; • contacts with enlightened despots; • constant campaign in favour of free speech and religious toleration; • believed in the rights of the individual. **Rousseau** • 'Man is born free but everywhere he is in chains'; • traced the roots of inequality to private property

		and the envy it engendered; • General Will sovereign. Wanted a direct democracy not a representative one like that in Britain; • advocated a state divided in small direct democracies and bound together in a federation. **Montesquieu** • "The spirit of the Laws". Parliaments needed to limit powers of Kings. Wanted a limited monarchy; • liberty of the individual preserved by checks by various parts of the government. Despotism to be checked. Belief in individual liberty; • made fun of church hierarchy.
c. The Enlightened Despots. Their ideas.	what were the main ideas and policies of the Enlightened Despots.	The main points are: • agenda of Enlightenment adopted by the so-called 'enlightened despots'; • monarchs sought to justify themselves by promoting the welfare of their subjects; • monarch as "the first servant of the state"; • most monarchs used this as a safeguard against more liberal political rights and wider citizen participation; • representative democracy became a revolutionary aspiration.
d. Some Enlightened Despots	the policies and reforms of Frederick II of Prussia, Catherine the Great of Russia and Maria Theresa and Joseph II of Austria.	Brief reference to **Frederick II of Prussia** • receptive to new ideas. Friend of Voltaire; • religious toleration; allowed useful immigrants of

		any religion to settle in his lands;
		• various reforms (Foundation of Ministry of Justice, salaried judges, law reform, codification of Prussian law, professional training and examinations for the bureaucracy, organisation of State Bank encouraged agriculture through grants of land);
		• emphasis on the economy and the maintenance of the army.
		However:
		• constitution of Prussia remained firmly monarchical and authoritarian;
		• not always consistent with enlightened principles;
		• embarked on the expansion of Prussia' territories e.g. involvement in Seven Years' War.
		Catherine the Great of Russia:
		• strong inclinations of enlightened rule. Corresponded with leading philosophers including Voltaire;
		• various reforms (Legislative Commission (1765) to investigate reform of Russian society, law codified, censorship abolished, foreign books translated, administrative reforms seeking modernisation);
		• emancipation of serfs on her own lands;
		• torture and capital punishment reduced. Religious toleration to non-Orthodox Christians, Jews and Muslims.
		However:
		• she argued that Russia's vastness required a

		single, absolute sovereign; • extended Russian territory to the greatest extent; • a more reactionary phase at the end of her reign due to the outbreak of the French revolution. **Maria Theresa of Austria** • national army established; • some powers of the church controlled in the interest of a strong government; • education greatly expanded. *However* • she was still rather too conservative. **Joseph II of Austria** • fully absorbed ideas of the Enlightenment. Most determined of enlightened despots; • published 6206 reforming edicts in nine years; • various reforms (Church brought under state control, educational reforms, censorship virtually abolished, death penalty removed from almost all offences, heresy and witchcraft no longer crimes, law codified, reduction in labour services on serfs); • religious toleration introduced. *However he failed:* • to relax the labour obligations of some serfs; • to create a centralised administration due to the opposition of the nobility.
	the main results of this movement.	Main results: • the codification and reforms of criminal codes;

		- opposition to slavery; - an increase in sympathy for the lower classes; - improvement in standards of living; - religious toleration and less dependence on religious morality.
e. Slavery	the importance of the slave trade in the American and West Indies plantations.	The main points are: - negro slaves brought from Africa to do heavy work Europeans did not want to do in hot climates; - trading posts established. Shipping across the Atlantic in dreadful conditions. Sold to do plantation work; - increase in slave trade with the settlement of the southern part of North America and the West Indies. Establishment of large plantations there; - British merchants generally controlled slave trade; - public opinion against slavery grew. **England** - Society for the Suppression of the Slave Trade founded in London in 1787; - in 1772 Lord Mansfield, a judge, ruled that as soon as a slave sets foot on English soil, s/he became free; - slave trade became illegal in Britain in 1807; - in 1833 slavery as an institution abolished throughout the British Empire. **The Unites States** - not in line with Constitution of America which
	how slavery as an institution became abolished in various countries.	

		stipulated that all men are born equal; • abolished in Northern states in America between 1776-1810; • in 1808 importation prohibited but slaves continued to be imported illegally; • slavery in the southern American colonies and the resulting American Civil War. **France** • abolition of slavery in the French colonies during the Reign of Terror.

Some Useful Websites

http://en.wikipedia.org/wiki/Catherine-the-Great
http://en.wikipedia.org/wiki/TheEnlightenment
http://en.wikipedia.org/wiki/Joseph-Holy-Roman-Emperor
http://www.wsu.edu/dec/ENLIGHT/ABSOLUTE.htm
http://www.fordham.edu/halsall/mod/18catherine.html
http://www.newsadvent.org/cathen/13009a.htm
http://www.pinn.net/sunshine/whn2001/maria.html
http://www.fordham.edu/halsall/mod/ENLIPOL.html
http://www.spartacus.schoolnet.co.uk/USAslavery.htm

The French revolution and the Napoleonic Era

Breakdown of Theme	Desired Outcomes	Notes
a. Causes of the French revolution	Students should have the necessary knowledge and understand why the French revolted against the King in 1789 and the general crisis in France. that there were many long-term and short-term causes for this revolution.	The main causes were: • the absolute power of the French King; • Parliament had not met since 1614; • the privileged position of the nobles and higher clergy; • the bankruptcy of the French crown; • the influence of the philosophers; • the effect of the revolution in America; • the character of the King; • other immediate causes e.g. cost of corn and bread, bad harvest of 1788, severe winter of 1789, characteristic Paris mob.
b. The course of the revolution up to the emergence of Napoleon	the main events of the revolution and the subsequent unrest.	Brief reference to the main events of the revolution: (The meeting of the States General, the Tennis Court Oath, the storming of the Bastille, the abolition of feudal privileges, the Declaration of the Rights of Man, the 'March of the Women', Louis XVI's flight to Varennes, the work of the National Assembly and the new constitution, the war against Austria and Prussia, the deposition of Louis XVI and the declaration of a republic, the execution of the King, war with most of Europe, the Reign of Terror and the end of Robespierre, the Directory, the emergence of Napoleon Bonaparte).

c. The Napoleonic wars leading to his downfall	the main highlights of Napoleon's career.	Brief reference to the main points:
	the reasons for Napoleon's initial success.	(The Italian Campaign, the Egyptian Campaign, the overthrow of the Directory, the Consulate, the Treaty of Amiens, the renewal of war, the Continental System, the Peninsular war, the Moscow Campaign, the War of Liberation (1813), Napoleon's abdication, restoration of the Bourbon monarchy and the First Peace of Paris (1814), Napoleon's escape from Elba and the Hundred Days Campaign, Waterloo and the Second Peace of Paris).
	the causes for Napoleon's ultimate failure.	• exhaustion of France e.g. enormous losses in the Peninsular War, in Russia and in the War of Liberation; • British naval strength; • national enthusiasm and determination aroused in conquered countries; • decline in military capacity; • war on different fronts; • little heed to the problem of communication in war e.g. Spain and Russia.
	Napoleon's legacy and the results of the French revolution.	• spirit of nationalism aroused; • disappearance of feudalism in many parts of Europe; • encouraged growth of military strength among European powers in the nineteenth century; • introduction of a system of sound government;

		• widespread adoption of the *Code Napoleon*.
d. Napoleon's domestic policy	Napoleon's sound domestic policy.	The main points are: • centralisation and the reorganization of local government; • education; • the Legion of Honour; • the Concordat with the Catholic Church; • industry and Commerce; • the Bank of France; • public works; • the Napoleonic Codes.
e. The ensuing Congress of Vienna	the settlement of 1815 which brought to an end the turmoil of the Napoleonic wars.	The main points are: • the major powers at the Congress of Vienna and their aims; • the territorial arrangements; • criticism and weaknesses of this settlement; • the formation of the Holy Alliance.

Some Useful Websites

http://en.wikipedia.org/wiki/Napoleon
http://en.wikipedia.org/wiki/French-Revolution
http://en.wikipedia.org/wiki/Napoleonic-Wars
http://bartleley.com/65/fr/FrenchRE.html
http://www.napoleonguide.com/cartoons.htm
http://encyclopedia.farlex.com/Napoleon
http://www.infoplease.com/ce6/history/A0819666.html
http://www.lucidcafe.com/library/napoleon.html
http://www.newsadvert.org/cathen/10687a.htm

Form 4

Constitutional Development

Breakdown of Theme	Desired Outcomes	Notes
a. Maltese political aspirations. Demands for constitutional rights and petitions.	Students should have the necessary knowledge and understand	
	the early Maltese demands for a say in the running of the islands.	The main points are: • the Declaration of the Rights of the Inhabitants of Malta and Gozo (1802); • the endeavours of the Comitato Generale Maltese and of various personalities (Camillo Sciberras, George Mitrovich);
	the reaction of the British authorities.	• brief reference to petitions sent to London demanding Consiglio Popolare and the liberty of the press; • the 1835 constitution; • the Royal Commission of 1836;
	the granting of some minor concessions to the Maltese.	• the advent of More O'Farrell and circumstances leading to the granting of the 1949 constitution.
b. The Sette Giugno	the causes leading to the *Sette Giugno* riots.	The main causes were: • the increased price of bread; • the overdue constitutional claims; • the increased unemployment brought about by the end of the First World War; • the differences in wages between Maltese and British

		employees;
		• increased taxation eg. on succession and entertainment;
		• the tone prevailing in newspaper writings;
		• the students' protest;
		• the birth of trade unionism and the first strike at the Dockyard in 1917.
	the course of events of these riots.	Brief outline of the two days of rioting.
	the results of these riots.	The main results were:
		• the declaration of a state of emergency for some time (immediate result);
		• the start of organised trade unionism – Trade Union Council in 1920;
		• the founding of the Labour Party in May, 1921;
		• the granting of the 'self-government Constitution in 1921.
	the various controversies surrounding these riots.	Discussion of the main controversies arising eg.
		• Was this a riot or a revolution?
		• Were the people killed martyrs or thieves?
		• How far was it a fight between different social classes?
		• How far was the National Assembly responsible?
c. The various constitutions up to the 1987 amendments	what led to the granting of various constitutions to Malta and the provisions of the various constitutions.	The main points are:
		• the 1835 Advisory Council of Government;
		• the 1849 constitution - elective element introduced, official majority;
		• the 1864 Cardwell principle – no money vote could be passed against the majority of elected members;
	whether these constitutions were progressive or regressive.	• the 1887 constitution - elective representation in majority;

	how far did these constitutions meet the demands of the Maltese. the role of political parties in the granting of the later constitutions.	• the 1903 constitution - elective representation in minority; • the 1921 constitution – responsible local government, reserved matters; • the suspension of the constitution in 1933; • the 1947 constitution – universal suffrage, abolition of the Senate, reserved matters; • the Independence Constitution of 1964 – sovereignity of Maltese Parliament, monarchy within Commonwealth, Defence and Financial Agreement; • Malta becomes a Republic in 1974 – changes in Presidency followed by closure of military base in 1979; • the 1987 constitutional amendments – majority principle accepted in view of 1981 electoral result.
d. The Language Question and the various Royal Commissions relating to it	what the language question really meant. how this problem influenced the formation of political parties.	The main points are: • what the language question really was; • the 1836 Commission which argued that Italian was more used than English; • the Royal Commission of 1878 and the Keenan Report; • how the British Government tried to introduce Keenan's suggestions; • how the language question gave rise to the first political parties; • the Free Choice and the *Pari Passu* Systems; • how the language question affected Maltese writers; • the endorsement of Maltese and English as the official languages of Malta.

Church State relations

Breakdown of Theme	Desired Outcomes	Notes
a. Relations between the Church and the British authorities up to the 1920s	Students should have the necessary knowledge and understand how the British tried to follow a policy of liberty, cooperation and even protection with the Catholic Church. arising problems and how these were solved. how the British often dealt directly with the Vatican considering the local ecclesiastical hierarchy too conservative. the active role played by some priests in the Council of Government.	General reference to arising problems and how these were settled (initial declaration of the British non-interference in ecclesiastical affairs, problem of the Conventual Church of St. John (1814), Biblical Society founded in 1814 forbidden to designate itself of Malta, Mortmain Law of 1822, restriction of Ecclesiastical Courts' jurisdiction to spiritual matters (1828), abolition of the right of sanctuary (1828), the Right of Presentation to the Malta Bishopric, Emancipation Act not published in Malta (1829), freedom of the press (1839), Oath question (1839-48), Anglican Church opened in Malta only in 1844, exclusion of ecclesiastics from Council of Government (1857-70), role played by priests in Council of Government eg. Panzavecchia, effects of the Risorgimento on local Church-State relations, establishment of the Bishopric of Gozo (1864), prohibition of burials in Valetta, Floriana and the Three Cities (1869), opposition to burial within churches in the 1890s, attempt to enforce the Foreign Marriage Act in 1896, clerical support to more liberal constitutions under the battle-cry of *italianita'*).
b. The politico-religious crisis of the 1930s	how Strickland's clash with the Catholic Church led him to defeat	The main points are: • Church always suspicious of Strickland's pro-English

	in the elections.	stance in the language question; • Strickland's Appropriation Act voted down in the Senate by two clerical representatives; • open conflict with the Church. Fr. Guido Micallef, a supporter of the Constitutional Party, ordered by the Church to leave Malta; • Apostolic Delegate sent by the Vatican to investigate. Protest by the British over this outside interference; • 1930 pastoral letter condemning on pain of mortal sin all those who voted for Strickland or his allies in approaching election. Constitution suspended; • 1931 Royal Commission investigating Strickland's conflict with the Church; • !930 pastoral letter confirmed when elections were again announced in 1932; • withdrawn just a few days before the elections after Strickland's apology to the Pope. Strickland however beaten at the polls.
c. The politico-religious crisis of the 1960s	how Archbishop Gonzi and the MLP leader Mintoff were continuously involved in quarrels which had a great effect on the political situation in Malta.	The main points are: • early differences between Mintoff and Gonzi after the end of the 1952 Defence Employees' Strike; • apprehension by Gonzi of Mintoff. Fear of a communist threat; • Mintoff's proposal to integrate Malta with the United Kingdom; • Church staunchly opposed integration proposal; • hesitant support of the United Kingdom in favour of integration withdrawn; • resignation of Labour Government and suspension of

		constitution;
		• Gonzi's attitude against integration and his disapproval of subsequent riots by Labour supporters started the conflict with the Labour Party;
		• MLP – Gonzi conflict.
		  ❖ Mutual distrust.
		  ❖ Ecclesiastical sanctions.
		  ❖ Diocesan Giunta activities.
		  ❖ Fear of communist infiltration.
		  ❖ Constant bickering between MLP officials and Church's sympathisers in newspapers.
		  ❖ Interdictment of MLP Executive.
		  ❖ Toni Pellegrini resigns as MLP secretary and forms a pro-Church Christian Workers Party;
		• general elections overshadowed by ecclesiastical sanctions. MLP loses 1962 elections;
		• MLP – Church reconciliation in the late 1960s.

d. The role of the Church in Maltese society	the role of the Catholic Church in present day Malta.	The main points are: • offers pastoral leadership. Warns against the negative effects of secularism and materialism; • major services eg. Church Schools, Rehabilitation Centres for drug addicts, Homes for the elderly, Children's Homes, Homes for Persons with Disabilities; • Church-State separation eg. the transfer to the State of immovable property in Malta that was not required by the Church for pastoral purposes; • changing secular attitude affecting Church's authority.

Economic and social issues during the last two hundred years

Breakdown of Theme	Desired Outcomes	Notes

a. Economic booms and depressions. Various plagues and other epidemics.	Students should have the necessary knowledge and understand
	
	how economic booms and depressions affected Malta,
		The main points are:
		• the various artificial economic booms caused by events happening abroad eg. the Continental System, the Crimean War, the civil war in the American colonies, the opening of the Suez Canal, the advent of the steam ship, World War I, World War II, importance of Malta as a NATO base;
		• the various depressions which Malta had to face due to
		  ❖ brief reference to various epidemics (plague, smallpox, cholera) and draughts (1813, 1830, 1837, 1850, 1865, 1867 and 1887)
		  ❖ other factors (end of various wars, rundowns);
		• the effects of these economic booms and depressions on the population in Malta
		  ❖ the increase in population
		  ❖ demographic issues
		  ❖ emigration.

b. The naval base and the development of the Dockyard. Malta as a coaling station. The	the importance of Malta as a naval base and the constant development and enlargement of its Dockyard.	The main points are: • the docks as the Order's legacy; • gradual Increase of British military spending in Malta in the first half of the 19th century;

Breakwater.		• the importance of Malta during the Crimean War; • the opening of the Suez Canal transforming Malta into an important station on the British Imperial seaway to India, • the introduction of steam ships and Malta's role as a coaling station; • brief reference to major developments in the naval dockyard (First dock built at the head of Galley Creek, Somerset Dock opened in 1871, Hamilton Dock in 1892, two more docks in French Creek, rapid increase in workforce at these docks); • the building of the Breakwater.
c. The structure of the fortress economy. Rundowns. Emigration.	how the Maltese economy was based on the exigencies of the British.	The main points are: • economy based on British military spending eg. Docks, work in the services; • various industries eg. cotton, cigars; • the attempted boost to agriculture; • the effects of rundowns; • resorting to emigration – various incentives provided, emigration to Mediterranean countries in the 19th century, other continents in the 20th century).
d. The development of Public Health.	the advances made in the health sector throughout the years.	The main points are: • **Health** – brief reference to poor conditions prevailing in 19th century, the prevalence of epidemics and deceases, improvements in health services, various hospitals and their functions eg. Bighi, Mtarfa, Lazzaretto, St. Vincent de Paul, St. Luke's, Mater Dei, specialised services today;

	how the water supply was gradually provided to our homes.	• **Water supply** – brief reference to aqueduct from Fawwara to Mqabba (1845), construction of pumping stations and tunnels to raise water to the surface, introduction of domestic water supply in 1890, public taps placed in streets, various projects to improve water supply;
	how an efficient drainage system took a long time to be developed.	• **Drainage** – brief reference to system in the early 19th century, remodeling of system in cities started in 1878 by Royal Engineers, problems arising in Council of Government, project completed in 1885, extension of system to countryside after 1897, many large villages remained undrained until modern times.
e. The new economic structure (agriculture, industry, tourism, the services industry).	how the new economic structure is being sustained. why Malta had to conform to the economic needs of today.	The main points are: • the importance of the industries of agriculture, fishing and building throughout the last two centuries; • the importance of the Drydocks, its continual development and its contribution to Malta's history; • work with the British sevices (army, navy and Air Force); • employment problems after World War II and the 'rundowns'; • various Development Plans aimed at changing the economic structure of Malta; • the development of secondary industries; • the modern trend of developing industries catering to provide services; • the development of tourism as a major services industry.

Industrialisation and the Industrial Revolution (1750-1914)

Breakdown of Theme	Desired Outcomes	Notes
a. The Industrial revolution in Britain	Students should have the necessary knowledge and understand	

	what the Industrial revolution was.	The main points are:
		• definition: the change from man-made craftsmanship in the home to machine-made work in the factories;
		• reference to the various machinery invented (early cotton-spinning inventions powered by water, James Watt's steam-engine and the introduction of steam to drive heavy machinery, the need for more coal, introduction of iron instead of wood machinery which could survive longer, George Stephenson's steam locomotive);
		• infrastructural changes:
		  ❖ the advent of railways
		  ❖ improvement in roads
		  ❖ canals
		  ❖ steamships.

	the various factors which encouraged fast industrial development in Britain.	The main factors are: • good geographical position of Britain for world-wide trade; • rich in coal and iron resources; • already a considerable commercial country e.g. slave

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trade;
- had capital needed to invest in other enterprises;
- had well developed systems of banking and insurance;
- had a ready market - large empire with many colonies;
- had a good merchant marine and a powerful navy to protect her trade routes;
- had a comparatively stable government and had enjoyed long years of internal peace (in contrast to the instability on the continent due to French Revolution);
- had no internal customs barriers that restricted trade;
- The Agrarian revolution was at its height (better agrarian methods and organisation increased the food supply and helped to sustain a larger population, landless agricultural labourers had to seek labour in the factories, resulting large population could sustain a good supply of labour).

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The main points are:
- older towns became overcrowded – alcoholism;
- slum areas appeared;
- blackening by prevailing smoke of industrial areas;
- poor sanitation;
- disease and crime;
- harsh and dangerous factory conditions:
  - ❖ Unhealthy environment
  - ❖ Long hours of work
  - ❖ Female and child labour
  - ❖ Dangerous machinery
  - ❖ Falls and flooding in mines.

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	the far-reaching results of industrialisation.	• the increase in the power and wealth of Britain; • example to other European countries.

b. The process of industrialisation in other countries	how some countries took up the process of industrialisation and prospered.	The main points are:
		• **Belgium**
		  ❖ good geographical position near the northern routes of France and Germany and close to Britain;
		  ❖ fine tradition in cloth-making and iron-work;
		  ❖ availability of coal mines;
		  ❖ 1833 - Government encouraged commercial and industrial growth sponsoring railways;
		  ❖ free trade policy;
		  ❖ canals.
		
		• **France**
		  ❖ railway development in 1845;
		  ❖ coal and Iron production;
		  ❖ the textile industry e.g. silk and linen;
		  ❖ building of canals;
		  ❖ great boost under Napoleon III – the Paris Exhibition of 1855, the Cobden-Chevalier Treaty of 1860, acquisition of colonies in Indo-China.
		
		• **Germany**
		  ❖ political disunity initially held up industrial development;
		  ❖ the extension of the Zollverein;
		  ❖ coal and iron mining;
		  ❖ extensive railway building;

		❖ acquisition of Alsace-Lorraine in 1871; ❖ rapid industrialization; ❖ chemical products; ❖ new electrical industry; ❖ greatest industrial producer in Europe by 1914.
	how other countries remained backward in this process.	• **Russia** ❖ late in industrialization; ❖ railways slow to develop due to extent of country; ❖ boost given after the 1890s; ❖ remarkable industrial growth started. • general reference to **slower growth in other states** for a variety of reasons e.g. Austria-Hungary and Italy, much slower in other areas e.g. Spain, Portugal and the Balkans.
c. The main results of the industrialisation process	the main demographic and economic results.	The main results are: • the increase in population; • increased food supply which helped to sustain a larger population; • better infrastructure in most countries; • a boost to inventions; • general exploitation of mineral resources; • a considerable increase in commerce; • the development of systems of banking and insurance; • the abolition of internal customs barriers that restricted trade; • urbanisation – migration of workers to cities.

	the political results of this process.	- rise of Trade Unions and workers' organisations to attend to poor social conditions; - boost to capitalism; - rise in liberal movements and the demand for parliamentary democracy; - birth of Socialism; - an increase in Imperialism - the dominance of Europe over less-developed continents; - increase in tension between rival industrial powers e.g. Germany and Britain.

Some Useful Websites

http://en.wikipedia.org/wiki/Industrial_revolution
http://en.wikipedia.org/wiki/Industrialisation
http://en.wikipedia.org/wiki/British_Agricultural_Revolution
http://en.wikipedia.org/wiki/Transport_during_the_Industrial_Revolution
http://www.fordham.edu/halsall/mod/modsbook14.html
http://encarta.msn.com/encyclopedia_761577952/Industrial_Revolution.html
http://www.wsu.edu./~dee/ENLIGHT/INDUSTRY.HTM
http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html
http://inventors.about.com/od/indrevolution/Industrial_Revolution.htm
http://www.bartleby.com/65/in/IndustR.html

Revolutions and Nationalism

Breakdown of Theme	Desired Outcomes	Notes
a. The 1830 revolutions in Europe	Students should have the necessary knowledge and understand the 1830 revolution in France.	The main points are: • the restored Bourbon monarchy and the Constitutional Charter; • various factions existing in France e.g. the Ultra-Royalists, moderates, Republicans and Bonapartists; • the extreme policy of Charles X in contrast to the moderate policy of Louis XVIII; • the appointment of the extreme Ultra Polignac as chief minister; • Parliament dissolved. Issue of the Ordinances of St. Cloud. Popular insurrection; • Charles deposed and Louis Philippe was made king on condition he ruled as a constitutional monarch; • republican hopes dashed.
	the revolutionary movements in other countries.	The main points are: • Belgian revolt against the Dutch leading to independence (described more fully in part c of this theme under the title nationalist movement); • Polish revolt against the Russians. Crushed in 1831; • brief reference to unsuccessful revolts in Modena, Parma and the Papal States and the granting of liberal

		constitutions in German Confederation i.e. Brunswick, Hesse-Cassel, Saxony and Hanover.
b. The 1848 revolutions in Europe	(i) the 1848 revolution in France.	The main points are: • existing political factions. Increase in socialist and Bonapartist elements; • disturbances and repression throughout Louis Philippe's reign; • inconsistent foreign policy; • damaging home policy; • reform banquets; • demand for a Republic; • the King's abdication.

	(ii) the revolutions in the Austrian Empire
	
	The causes for the revolutionary movements
	
	the course of the revolutionary movements.
	
	the reasons for the failure of revolutions in the Austrian Empire.
		The main points are:
		• Metternich's ideas and his attempts to preserve European peace;
		• the Carlsbad Decrees of 1819;
		• the multi-racial population of the Austrian Empire;
		• the revolutionary movements and the subsequent reaction in
		  ❖ Lombardy and Venetia
		  ❖ Hungary and Croatia
		  ❖ Vienna
		  ❖ Bohemia;
		• reasons for the failure of these revolutions:
		  ❖ no common aim or action among different races
		  ❖ the help of the Russian Czar
		  ❖ the ability of the generals eg. Radetsky, Jellasic and Windischgratz

		❖ the loyalty of the army to the Emperor ❖ the attitude of the Magyars to minor races in Hungary ❖ well organised central direction from Innsbruck of the forces of reaction; • The results of these revolutions in the Austrian Empire.
	(iii) the revolutionary movements in Germany.	The main points are: • the German Confederation and the problems facing the quest for German unity; • the Zollverein; • the revival of liberalism under Frederick William IV; • disturbances leading to Constituent Assembly; • Landtag of two Chambers; • Frankfurt Parliament and the main problems facing it; • Frederick William IV's refusal of the Imperial Crown; • the failure of the movement for German Unity.

	(iv) the revolutionary movements in the Italy.	The main points are:
		• the political divisions in the Italian peninsula;
		• the main difficulties and opposition to Italian unity;
		• the Carbonari;
		• Mazzini;
		• earlier revolts in Naples, Piedmont and Central Italy;
		• the revolutionary movements and the subsequent reaction in
		    ❖ The Papal States.
		    ❖ Lombardy and Venetia (dealt with above);
		• Results of these movements.

	(v) the revolutionary movements in other countries.	A brief explanation of how revolution had spread nearly throughout Europe eg. Chartist movement in England, minor revolts in Ireland against Britain, riots in Belgium, revolutions in Moldavia and Wallachia, granting of a New Federal Constitution in Switzerland.
c. The main nationalist movements in Europe	(i) the nationalist movement in Greece.	The main points are: • the decline of the Ottoman Empire; • the Greek national movement; • war in the Morea; • european sympathy with Greece; • difficulties facing the powers; • Egyptian help to Turkey; • mediation by Great Powers; • invasion of Turkey by Russia and the Treaty of Adrianople; • full Greek independence acknowledged in 1832.
	(ii) the nationalist movement in Belgium.	The main points are: • annexation of Belgium by Holland in the Treaty of Vienna (1815) to form a strong state north-east of France; • main differences between Belgium and Holland; • main Belgian grievances; • Belgian revolt and the attitudes of the Great Powers; • the Treaty of London (1839) recognising Belgian independence and neutrality.
	(iii) the nationalist movement in Italy.	The main points are: • political background (main political divisions, main difficulties, failure of revolutionary movements);

		• the rise and reorganisation of Piedmont; • participation in Crimean War, • Plombieres agreement, • war against Austria helped by France and the subsequent acquisition of Lombardy in 1859; • annexation of duchies in Central Italy after plebisites; • Garibaldi's campaign and the annexation of Southern Italy in 1861; • annexation of Venetia in 1866 after Prussia's war against Austria; • acquisition of Rome in 1870.

	(iv) the nationalist movement in Germany.	The main points are:
		 • political background
		    ❖ main problems facing quest for German unity
		    ❖ earlier failure of revolutionary movements and lessons learnt;
		 • the rise of Bismarck and the modernisation of Prussia;
		 • the Danish War and the subsequent Treaty of Vienna;
		 • the Seven Weeks' War against Austria and the subsequent Treaty of Prague;
		 • the establishment of the North German Confederation in 1867;
		 • military alliance with South German states;
		 • war against France and the creation of the German Empire in 1871.

	(v) the nationalist movement in Poland up to 1871.	The main points are: • partitions of Poland at the end of the 18th century;

		- by the Treaty of Vienna Russia retained her Polish lands; - Alexander I's granting of a liberal constitution to the Poles and the opening of the first Polish Diet; - abandonment of liberal policy by Alexander I eg. violation of constitution, introduction of censorship; - strict suppression by Nicholas I; - rising against Russia in November 1830 crushed; - Polish constitution withdrawn; - second Polish revolt and the end of the Kingdom of Poland; - many Polish exiles particularly in France still looked forward to an independent Poland.

Some Useful Websites

http://en.wikipedia.org/wiki/Revolutions_of_1848_in_France
http://en.wikipedia.org/wiki/Greek_War_of_Independence
http://en.wikipedia.org/wiki/Belgian_revolution
http://en.wikipedia.org/wiki/History_of_Poland
http://en.wikipedia.org/wiki/Italian_unification
http://www.fordham.edu/halsall/mod/modsbook23.html
http://history.hanover.edu/texts/fr1848.html
http://www.mlahonas.de/Greece/History/GreekWarOfIndependence.html
http://www.lib.msu.edu/sowards/balkan/lecture6.html
http://www.poland.gov.pl/The,19th,century
http://www.answers.com/topic/belgian-revolution
http://www.answers.com/topic/revolutions-of-1848
http://www.answers.com/topic/german-empire
http://www.answers.com/topic/risorgimento

The Two World Wars

Breakdown of Theme	Desired Outcomes	Notes
a. European alliances and alignments leading to the First World War	Students should have the necessary knowledge and understand the various alliances among the great powers which created an air of uncertainty. various conflicts and crises which created tension among the great powers.	The main points are: • Bismark's policy of isolating France and attaching other powers to Germany as allies; • the various alliances among the great powers (1872 League of the Three Emperors, Austrio-German Alliance of 1879, Triple Alliance of 1882, Dual Alliance between France and Russis in 1895, Triple Entente of 1907); • the arms race; • colonial conflicts. Morocco as a case study; • the effects of the Balkan Wars.
b. The outbreak of the war and the resulting peace treaties	the reasons for World War I.	The main causes were: • tension created by formation of alliances; • military and naval competition; • competition among nations for trade and spheres of influence; • growth of German power; • expansion of German industry created the need for colonies. Germany had been late in the scramble for colonies; • difficulties in the multi-national Austro-Hungarian state; • disagreements over the Balkan area; • immediate causes (murder of Archduke Francis

		Ferdinand at Sarajevo led to war between Austria and Serbia, German invasion of neutral Belgium led to war between Germany and Great Britain).
	the treaties signed at the end of the war.	Post-war settlements. (i) Versailles Treaty as a case study. Provisions: • Germany accepted total blame for causing the war; • reduction in German armed forces; • loss of German colonies; • Alsace-Lorraine returned to France; • Rhineland demilitarised; • Saar handed over to League of Nations for fifteen years; • Germany guaranteed independence of Czechoslovakia, Poland and Austria and union with Austria forbidden; • Hefty reparations scheme to be paid by Germany. (ii) Brief reference to the Saint-Germain Treaty with Austria, the Neuilly Treaty with Bulgaria, the Trianon Treaty with Hungary and the Sevres Treaty with Turkey.
c. The League of Nations	(i) the aims and working of the League of Nations.	• Brief reference to aims and working of League of Nations (primary aim - prevention of war, covenant and organization, mandatory system so as not to exploit backward regions, Kellogg Pact renouncing war as an instrument of national policy).
	(ii) the League's initial success.	• Prevention of war between Finland and Sweden in 1920-1, Poland and Lithuania 1920-3, Italy and Greece 1923 and Greece and Bulgaria in 1925. Disarmament conferences.

	(iii) the reasons for the League's ultimate failure.	• Reasons for decline in prestige (spirit of nationalism undiminished, non-adhesion or withdrawal of important powers eg. USA, Germany, Italy and Japan, absence of satisfactory means of modifying the 1919 settlement, member states unwilling to fulfill obligations eg. sanctions, tendency of strong states to disregard treaty obligations. and the failure of the League to control great powers eg. Japanese invasion of Manchuria, Italian attack on Abyssinia).
d. The economic crisis	the wide ranging social effects of the economic collapse.	The main points are: • collapse of the mark in 1923 and uncontrolled inflation; • the 'Great Crash' in America; • drying up of American foreign loans; • economic depression in almost all countries. Britain went off the gold standard in 1931; • effects felt in Europe (industry slackened, unemployment, declining trade, bankruptcies, collapse of banks, absence of liquid capital, high protective tariffs, cutting of government expenditure, poverty increased); • brief reference to effects on governments (most of governing parties lost elections, National government in Britain, general discontent, increase in social unrest, disappointment with democratic governments); • rise of extremism eg. Hitler.
e.　　　Authoritarian Governments between the wars (Italy and Germany)	how strong and aggressive authoritarian governments clamouring for efficiency and prosperity replaced the weak democracies in Germany and Italy.	The main points are: • Authoritarian government in Germany 　❖ the Nazi aims; 　❖ causes for the rise of the Nazis under Hitler; 　❖ characteristics of Nazi rule;

		❖ Hitler's internal policy; ❖ Hitler's foreign policy and the pre-war events. • Authoritarian government in Italy ❖ disagreements following Peace Conferences; ❖ the rise of the Fascists; ❖ the Concordat with the Catholic Church; ❖ Mussolini's internal policy; ❖ Italy's foreign policy up to the Second World War.
f. The causes and results of the Second World War	the causes for the Second World War.	The main causes were: • the harsh Peace Treaties of 1919-20 which could only sow the seed of discontent and revenge; • the weakening of the League of Nations and its inability to take effective action against the great powers eg. Germany, Italy and Japan; • the rise of dictatorial and nationalistic governments in Germany and Italy; • the German rearmament and the arms race; • the weak policy of appeasement; • the aggressive foreign policy of Hitler (occupation of Rhineland, annexation of Austria, occupation of Czechoslovakia, invasion of Poland).
	the results of the Second World War.	The main results were: • territorial arrangements resulting from the peace treaty; • occupation of Germany and its division into four zones; • trial of the leaders of the German Government as war criminals due to their responsibility for the Holocaust; • the advent of nuclear weapons with the dropping of the first atom bomb;

		- the founding of the United Nations for the preservation of world peace; - western suspicions of Soviet intentions. The beginning of the division between the democratic, capitalist West and the autocratic, communist East; - the Truman Doctrine and the Marshall Plan; - the rise of the two superpowers, the USA and the USSR and the advent of the Cold War.

Some Useful Websites

http://en.wikipedia.org/wiki/World_War_I#Causes
http://en.wikipedia.org/wiki/World_War_II#Causes
http://en.wikipedia.org/wiki/Causes_of_World_War_I
http://encarta.msn.com/encyclopedia_761563737/World_War_II.html
http://www.historyonthenet.com/WWI/causes.htm
http://www.pvhs.chico.K12.ca.us/~bsilva/projects/great_war/causes.htm
http://www.threeworldwars.com/world-war-I/wwl.htm
http://www.rpfuller.com/gese/history/6.html
http://www.schoolhistory.co.uk/gcselinks/wars/wwwii.html
http://www.fff.org/freedom/1291b.asp
http://www.fff.org/freedom/1191b.asp
http://www.fff.org/freedom/0192b.asp
http://www.activehistory.co.uk.Miscellaneous/menus/world_war_one.htm

Form 5

Malta at War

a. The First World War	Students should have the necessary knowledge and understand	
	the importance of Malta as a naval base	The main points are: • Eastern Mediterranean the most important theatre of operations due to Turkey's alliance with Central Powers, German base in Constantinople; • war in the East enhanced Malta's position on the lines of communication, Malta as a centre for the transport of troops and supplies; • feverish activity in Dockyard, work around the clock, rapid repairs to torpedoed or mined naval and merchant ships; • British and French navies in and out of Malta; • economic boom and full employment., over 10000 Maltese employed at Dockyard.
	how Malta served as the Nurse of the Mediterranean	• early enquiry re. hospital accomodation in Malta (February 1915), hospitals sprang up in barracks and schools, existing ones expanded, over 25000 beds equipped; • convoys of wounded started arriving in March 1915; • by September 1915 10000 cases were being treated in Malta; • contribution of whole population in caring for the wounded; • malaria cases sent to Malta from Salonika Campaign;

	Malta's contribution to the armed forces of the Empire	• enlistment in Royal Air Force (778 Maltese) and in Royal Naval Reserve; • 1000 Maltese labourers (Maltese Labour Battalion) were sent to the Dardanelles; • Royal Malta Artillery and Maltese Militia officers together with two Malta Labour Corps sent to Salonika; • over 31000 Maltese engaged on war-work; • minesweeping re. submarine warfare entrusted to Maltese crews; • prisoners of war kept in Malta at Salvatore Fort and Verdala Barracks; • training of personnel in Malta (500 Maoris); • loss of Maltese lives in war (500 names recorded on Malta's War Memorial).
	the effects of the war on the Maltese	• economic revival during war followed by stagnation; • inflation of prices; • difficulty of reemploying demobilised soldiers and discharged civilians; • hopes of constitutional reforms aroused; • dockyard workers acquired self-consciousness, beginning of trade unionism; • Sette Giugno Riots culminating in the granting of 1921 constitution.
b. The Second World War	Malta's condition at the start of the war	The main points are: • strategic importance of Malta not fully appreciated by British.; • island's anti-aircraft defences inadequate;

		• limited aircraft servicing facilities; • lack of reconnaissance aircraft, fighters and bombers; • no air raid shelters; • coastal defences weak, could not resist seabourne attack; • limited stock of food and other supplies; • belated efforts to build up island's striking power.
	Malta's use as a naval and air base	• Malta as a bastion against the Axis forces, contribution to their defeat in the Mediterranean and North Africa; • Malta dominated seaway of Central Mediterranean, naval force continually threatened German and Italian operations in North Africa, attacks on Axis shipping and ports; • most important base for the Mediterranean fleet, new base in Marsamxett Creek to coordinate submarines operations; • various movements of surface craft detected from Malta; • Malta as the operational headquarters in the first days of allied assault upon Sicily; fighter base to give air cover to the main body of the attack; • contribution of Maltese as sailors in the British navy, many died when their ships were sunk.
	Malta's condition during the war	Brief reference to what happened in Malta during the war: • strategic importance of the islands; • proximity of Sicily (only half an hour flying time away) made in depth air defence practically impossible; • German air force started operating from Sicily; • incessant air raids. Heavy and prolonged bombing; • mass exodus from bombarded areas;

			• attacks on airfields, the dockyard, the harbours and other military objectives;
			• excessive concentration of Maltese targets a disadvantage;
			• repair facilities (dockyard) could not be moved elsewhere;
			• sinking of merchant ships and convoys,
			• threat of a seaborne assault;
			• terrible living conditions of Maltese e.g. hunger, poverty, sleepless nights, rationing;
			• disruption of commercial life;
			• construction of highly effective shelters;
			• opening of Victory Kitchens;
			• granting of the George Cross;
			• R.A.F. bombers from Malta attacked enemy ports and convoys;
			• good use of photo-reconnaissance techniques against Axis shipping, enemy forces in North Africa under-supplied;
			• Santa Marija Convoy, lifting of the siege;
			• italian fleet surrendered at Malta (8th September, 1943).
	the economic and social effects of this war		• need for reconstruction, over 29,000 buildings destroyed;
			• severe damage especially in dockyard and harbour towns;
			• British Government financed the needed reconstruction;
			• in the short term war had been beneficial economically to Malta;
			• fortress economy of the island further emphasised, need for diversification of island's economy;
			• resort to emigration.

Malta's Foreign policy 1964-2004

a. From Defence Agreements to a non-aligned policy.	Students should have the necessary knowledge and understand these landmarks. (i) The 1964 Defence Agreement	The main points are: • ten-year agreement giving Britain the right to station armed forces and associated personnel in Malta; • facilities to be used for mutual defence, fulfilling international obligations, assisting other nations in maintaining independence and stability, protecting British citizens and colonies and defending Malta; • financial agreement providing British help of 50 million sterling; • Maltese Government responsible for Maltese Armed Forces; • no provisions for consultation in case Britain used Malta as a base to attack other places in the Mediterranean.
	(ii) The revision of the Defence Agreement in 1972	• Britain to retain its base in Malta until the 31st March, 1979; • financial aid increased to a yearly 14 million sterling, provided by Britain and NATO together; • Maltese Government agreed not to allow naval forces of the Warsaw Pact to enter Maltese harbours; • USA and NATO had to negotiate with the Maltese Government if they needed to use Malta's military facilities; • UK and NATO agreed not to use Malta to attack Arab countries.

	(iii) The closure of the British base (1979) and the adoption of a non-aligned policy	- Malta becomes a Republic (1974); - Government's attempts to reach economic viability by 1979; - gradual withdrawal of British military forces; complete withdrawal in March 1979; - policy of neutrality and non-alignment, equidistance from superpowers; - Malta's relations with the USA and USSR.
b. Membership in the European Union	Malta's earlier relations with the EEC	Brief reference to these main points: - upon gaining independence Malta established trade relations with the then European Economic Community; - association agreement with EEC in 1970; - first EEC-Malta financial protocol (1978-1983) to finance projects and schemes related to technical assistance and training, development in industry, agriculture, tourism and scientific cooperation; - second EEC-Malta financial protocol (1983-1988), aimed mainly for the construction of the new air terminal.
	Malta's preparation for membership	- after 1987 Malta wanted to deepen relations with the EC; - Third Financial Protocol (1988-1993) to further infrastructure projects eg. the urban environment, health facilities, and telecommunications; - EC Directorate set up to prepare Malta for membership.
	Malta's formal application and early negotiations	- Malta formally applied to join the EC (16th July, 1990); - EC-Malta Joint Parliamentary Committee set up (1992); - European Commission Avis (opinion) on Malta's application (June, 1993), pointed out economic and institutional

		reforms needed to prepare the island for accession; • EU and Malta agree on a programme and timetable for implementing economic reforms (1994); • European Parliament's resolution (1995) in which it took a stance in favour of accession by Malta in the EU; • Fourth Financial Protocol (1995-1998) promoting development and liberalization of the Maltese economy.
	how the application put on hold but reactivated within two years	• newly elected government (October 1996) put Malta's application for EU membership on hold. Favoured an industrial free trade area with the EU that did not rule out membership in the future; • EC-Malta Association Council (1998) adopted a joint declaration that covered a wide range of areas including the establishment of a Free Trade Area; • newly elected government (September 1998) immediately reactivated Malta's application to join the EU.
	the final negotiations leading to accession	• 1999 Commission report recommended opening accession negotiations with Malta, endorsed by EU leaders, 38 million euros as pre-accession funds to Malta; • accession negotiations (2000-2003), tough negotiations over various sectors, seventy-six special arrangements to suit Malta's circumstances included in final package; • proposal of accession put to the electorate in a referendum (March 2003), proposal was accepted and confirmed in the subsequent general election (April 2003); • Treaty of Accession signed at Athens in April 2003; • Malta became a full member of the EU (May 2004).

The Cold War

a. The Iron Curtain. NATO and the Warsaw Pact	Students should have the necessary knowledge and understand	
		The main points are:
	why the alliance between the USA and the USSR began to break down in 1945.	• emergence of superpowers (USSR and the USA) after the Second World War; • mutual mistrust (Yalta Conference). Churchill worried that the USSR would take control of Eastern Europe; • disagreement over compensation to be given to the USSR and over the government of Poland;
	how different ideologies about government had developed.	• different ideas about how society should be run. Stalin had established a harsh dictatorship while Roosevelt believed in democracy and capitalism; • tougher approach by Truman in handling Stalin after Roosevelt's death.
	how the Cold War started.	• secret development of atomic bomb by the USA increased mistrust of the USSR; • Soviets speed up their own atomic programme; • West feared sheer size of the Soviet Union's Red Army; • communist-dominated governments in Eastern European countries. Buffer zone separating the USSR from the West;
	how an Iron Curtain had been drawn across Europe.	• Iron Curtain had descended right across Europe–Churchill; • Truman Doctrine. American-Soviet relations a struggle between good and evil. American-funded aid programme to prevent communism taking over in Greece and Turkey; • American propaganda films Illustrated capitalist prosperity

		compared to communist misery;
	how the Marshall Aid Plan was the cause of further division between the two political blocks.	• Marshall Aid Plan offering economic help to Europe. Helped West Germany from sliding into economic chaos and prevented a communism takeover of power; • USSR and Eastern Europe refused to accept American aid. Fear of the USA using its wealth to build political control. Marshall Aid deepened division between the superpowers.
	how NATO and the Warsaw Pact alignments were formed.	• increase in tension – the Berlin Blockade; • Berlin Blockade led to formation of NATO (1949). US fully committed to ensure security of Western Europe; • West Germany joined NATO (1954). Warsaw Pact signed by the USSR, Albania, Bulgaria, Hungary, East Germany, Poland, Romania and Czechoslovakia (1955).
b. Various episodes from the Cold War	(i) the problem of Germany and the ensuing Berlin Crisis.	The main points are: • Postdam Conference: both Germany and Berlin (though in Eastern Germany) divided in four occupation zones; • agreement that the USSR would provide food and coal from the Soviet zone in Germany in return for a quarter of the industrial goods manufactured in the western zone; • big difference between Berlin's prosperous west and poor east. • Berlin Blockade. Road and rail traffic to Western Berlin stopped by Soviets. West Berlin faced with starvation; • West determined to hold on to its part of Berlin its only foothold in Eastern Europe; • Berlin Airlift. West Berlin supplied from the air. Direct military confrontation avoided. Triumph for US policy of containment of the USSR;

		• no war ensued because USSR was afraid of the US military power.
	(ii) the Hungarian unrest of 1956.	• Khruschev's condemnation of Stalin's brutal ways as a dictator encouraged Hungarians to seek a more liberal type of Communism; • demonstrations by students and workers (October 1956) demanding free elections, greater independence from Moscow and the return of the popular leader Imre Nagy; • Nagy took office. Asked for the withdrawal of Soviet troops and the cancellation of Hungary's obligations under the Warsaw Pact; • Soviet forces occupy Hungary. Nagy arrested and executed. Replaced by USSR sympathiser Janos Kadar.
	(iii) the setting up of the Berlin Wall.	• Berlin an increasing cause of concern to the USSR. Massive Western aid had made West Berlin a wealthy city contrasting sharply with the poor East Berlin; • flight of many East German refugees to West Germany in search of a better life. Caused a serious shortage of essential manpower in East Germany; • East Germany, backed by the USSR, closed all the crossing points into East Berlin and built the Berlin Wall (August 1961); • daring escapes by East Germans Many killed by East German security troops. Allies protested; • American tanks faced Soviet counterparts across the wall. Nothing could be done; • Allied determination to remain in Berlin strengthened.

	(iv) the escalation of political tension during the Cuban Crisis.	• seizure of power in Cuba by Fidel Castro from American-backed dictator Batista. Anti-American policy adopted. Treaty with the USSR;
		• failure of the Bay of Pigs invasion. Castro made Cuba communist. US trade with Cuba banned;
		• Khrushchev determined to help Cuba and turn it into a Soviet nuclear missile base. Soviet nuclear missiles shipped to Cuba. American reconnaissance planes revealed missile sites in Cuba;
		• Kennedy announced naval blockade of Cuba until the Soviet Union removed its missiles. Armed forces on the alert. US spy plane shot over Cuba;
		• confrontation avoided. US promised not to invade Cuba. Withdrawal of Soviet missiles from Cuba. Secret bargaining for the removal of US. missiles in Turkey;
		• the effects of this crisis:
		   ❖ Khrushchev lost face at home. Downfall in two years' time
		   ❖ popularity of Kennedy increased
		   ❖ telephone hotline between Kremlin and White House established
		   ❖ American promise not to invade Cuba kept. Cuba remained communist and dependent on Soviet aid.
		   ❖ USSR still continued to influence countries in the Caribbean and South America.

	(v) the 'Prague Spring' and the Soviet invasion of Czechoslovakia.	• Czechs unhappy with communism. Wanted more freedom of speech and a freer press; • Dubcek's proposal of *'Socialism with a human face'.*

		Censorship eased. Attacks on T.V. and radio against communist Government ministers. Emergence of new ideas. The *'Prague Spring'*;
		• Soviet Union suspicious and worried. Czechoslovakia was centrally placed and had a very strong industry. Fear that new ideas might spread to other Warsaw Pact countries;
		• Soviet, Polish and East German troops train on Czech borders to frighten Czechs. Conference of Warsaw Pact countries;
		• August 1968: Soviet tanks moved into Czechoslovakia. Dubcek removed from power. Policy unacceptable to other Communist countries;
		• invasion justified as conforming to Brezhnev Doctrine – the right to prevent any member to leave the Warsaw Pact. Censorship of media reimposed. Dubcek's reforms abandoned. One-party system restored.
c. The fall of Communist regimes in Eastern Europe	(i) the Polish unrest leading to the fall of the communist leaders.	The main points are: • strikes in shipyards. Emergence of an independent trade union, Solidarity led by Lech Walesa (1980). Popular support to movement; • demand for extreme reforms. Soviet invasion of Poland feared. General Jawzelcki sets up military dictatorship backed by USSR. Arrest and detention of Walesa. Solidarity declared illegal; • 1988 Warsaw visit by Gorbachev. Agreement to lift ban on Solidarity, allow opposition political parties and hold free elections; • Mazowiecki, a non-communist member of Solidarity, became Prime Minister in August 1989. First non-

		communist to lead an Iron Curtain country; • Walesa elected President of Poland by a huge majority. • Crisis in the Soviet Union when Gorbachev became leader in 1985. Brief reference to these reasons: ❖ weak economy; ❖ too much money spent on arms race; ❖ locked in a costly and lost war in Afghanistan; ❖ existing system gave Soviet workers no incentive to work harder or better; ❖ low work standards; ❖ general cynicism among population about success of communism; ❖ high alcoholism among population; ❖ life expectancy had gone down; ❖ general standards very low. • Gorbachev believed Soviet Union needed a complete rethinking; • Adoption of two key ideas: *glasnost* (openness) and *perestroika* (restructuring): ❖ market forces to be introduced gradually; ❖ cuts on defence spending; ❖ treaty with USA to remove missiles from Europe; ❖ withdrawal of troops from Afghanistan; ❖ new policy on Eastern Europe; ❖ new relations with outside world; ❖ release of dissidents from prison; ❖ refused to intervene in other Eastern European countries;

(ii) the dismantlement of the USSR.

how the USSR was facing a crisis.

how Gorbachev wanted to reform the USSR.

	how these reforms ironically led to the dismantlement of the Soviet Union itself.	❖ allowed German reunification. • Communist Party gave up leading role in Soviet society. Allowed other political parties to contest elections; • Gorbachev wanted reform of Communist Party from within; • opposition from various factions especially from hard-liners; • blamed for food shortages and economic difficulties; • Boris Yeltsin, leader of the Russian Republic became more powerful than Gorbachev; • Gorbachev wanted to hold the Union of Socialist Soviet Republics together. August 1991 Coup. End to Soviet Treaty; • Baltic Republics and Georgia were independent. Old Soviet Union dead. Gorbachev's position as Soviet President disappeared.
	(iii) the dismantlement of the communist regime in Hungary.	• opposition parties allowed to be formed (January 1989); • demonstrations for freedom. Remains of Imre Nagy given state funeral; • barbed wire on Austrian border removed. Thousands of Germans fled to the West; • free elections agreed to. Communist Party changes its name to Social Democrats. Non-communist republic is declared.
	(iv) the fall of the Berlin Wall and the introduction of democracy in East Germany.	• flight of many Germans to the West through Hungary; • massive protest demonstrations broken down by police; • huge protest meetings after Gorbachev's visit; • Honecker replaced by Krenz who orders the dismantling of the Berlin Wall;

		• Communist Party leadership resigns and free elections are held.
	(v) the fall of the communist regime in Czechoslovakia.	• various protest demonstrations broken by police; • Communist Party officials resign; • general strike brought country to a standstill; • non-communists in the majority in new government; • Havel, a former dissident, elected President.
	(vi) the demonstrations leading to democracy in Bulgaria.	• free trade union formed; • massive demonstrations for freedom in Sofia; • communist hardliner Zhivkov forced out of office; • reforms including the formation of opposition parties and free elections approved.
	(vii) the end of dictatorship in Romania.	• riots in Timisoara. Ceaucescu orders use of force. Many killed; • riots in Bucharest. Government falls; • Ceaucescu and wife attempt flight. Arrested, tried and summarily executed.
d. The re-unification of Germany		The main points are:
	how events led to the reunification of Germany.	• pressure on both West and East German governments. Both peoples were German by tradition, birth and language. Migration of skilled workers from the east. Growing demand for German unity; • free elections in East Germany gave the Alliance for Germany Party an easy victory (March 1990); • lingering doubts about German unification expressed by

		Britain, East Germans and Gorbachev;
		• four Allied Powers (UK, USA, USSR, and France) signed a treaty bringing to an end the post-war occupation of Germany (September, 1990);
		• reunification sanctioned (October, 1990).

Some Useful Websites

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The Post Communist Era

a. The division of former Yugoslavia	Students should have the necessary knowledge and understand	
	the background to the problems in Yugoslavia.	Brief reference to the prevailing situation of Yugoslavia under Tito: • composition of the Yugoslav state - six Socialist Republics (Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, Slovenia and Serbia) and two autonomous provinces (Kosovo and Vojvodina); • ethnic and religious differences - a multinational state; • separatist and nationalist movements; • breakaway from the Soviet sphere; • political concept of "Brotherhood and Unity", to prevent ethnic tensions.
	how the fall of communism and ethnic differences accelerated the dissolution of the Yugoslav state.	The main points are: • growth of ethnic tensions after Tito's death; • revival of the idea of a Great Serbia; • better relations with the United States and attempt to change to a market economy under Ante Marković; • fall of communism in Eastern Europe and the dissolution of the all-Yugoslav Communist party in 1990. Multi-party systems adopted in all republics; • nationalist platforms adopted by elected governments; • greater autonomy of the republics; • strikes.
	the events leading to the	• Brief outline of the events leading to independence of the

	independence of the various new countries.	individual states and various wars ❖ Kosovo Albanians demand status of a constituent republic ❖ Election of pro-independence governments in Bosnia and Herzegovina, Croatia, Macedonia and Slovenia ❖ Referenda in Slovenia and Croatia favouring independence. Declaration of independence. ❖ Short period of violence in Slovenia. Yugoslavia accepts Slovenian independence ❖ War between Croatia and Yugoslavia ❖ Referendum on independence in Bosnia and Herzegovina (1992). • NATO's contribution • Milosevic's arrest on charges of genocide.
	the current situation.	• New relations with E.U. • Outstanding problems • Remaining cultural and ethnic ties
b. European integration. Major steps leading to the European Union of today	the political and economic motives for European union.	The main points are: • Idea that European nations had to speak with one voice if they were to exercise a dominant role in world affairs (Jean Monnet). • Determination among European politicians to prevent future violent conflicts in Europe after World War II. • Aim of tying countries together by forging closer industrial and economic cooperation. • Economic idea that larger markets would promote

		competition and thus lead to greater productivity and higher standards of living.
	the early steps leading to the formation of the EEC.	• Early example of multinational economic organisation - Benelux Customs Union (Belgium, Netherlands and Luxembourg) • Treaty of Paris (1951) created the European Coal and Steel Community (ECSC). Proposed by French Foreign Minister Robert Schuman. Common management for heavy industries. Six members (France, West Germany, Italy, Belgium, Netherlands and Luxembourg). • Treaty of Rome (1957) creating the European Economic Community (EEC) and the European Atomic Energy Community (EURATOM) – removal of trade barriers and creation of a 'common market'.
	the early scepticism by UK.	• Refusal by the U.K. to join in. • Creation of European Free Trade Association (EFTA). Much weaker union than the Common Market (elimination of tariffs on industrial products, did not extend to agricultural products, no common external tariff) • U.K. changed its views after the EEC's apparent economic success but membership was vetoed by De Gaulle.
	Enlargement and the creation of the EU.	• Merging of institutions in the European Commission, European Council and European Parliament (1967) • Enlargement: Denmark, Ireland and the U.K. (1973), Greece (1981), Portugal and Spain (1986). • Single European Act providing for the creation of a single

		market. Free movement of people, goods, capital and services. Adoption of common policies and standards on matters ranging from taxes and employment to health and the environment. • Creation of the European Union (E.U.) by the Treaty of Maastricht (1992). New forms of cooperation e.g. defence, justice and home affairs issues. Agreement on a single currency managed by a European Central Bank. Economic and Monetary Union (EMU). Strict criteria set for member states to join EMU.
	the various treaties leading to the present day's EU.	• Enlargement: Austria, Finland and Sweden (1995) • Amstredam Treaty (1997) - called on member nations to create jobs, protect the environment, improve public health and safeguard consumer rights. • Treaty of Nice (2001) outlining a series of staged reforms to prepare the EU. for enlargement. • Adoption of a common currency, the euro by 12 countries (2002) Concern by the UK., Sweden and Denmark that a shared European currency would threaten their national identity and governmental authority. • Enlargement of E.U. by 10 countries including eight from eastern and central Europe (2004) • Various attempts to ratify Constitutional Treaty introducing changes in the way the E.U. works (2005 to date)
	the major objectives of the EU.	• Promotion and expansion of cooperation among member states in trade, social issues, security and defence, foreign policy and judicial matters.

		• Granting of European citizenship to citizens of every member state. • Relaxation of border controls • Greater freedom to live, work and study in any member state. • A single currency – Economic and Monetary Union (EMU)
	some important policies of the EU.	Brief reference to: • Common Agricultural Policy (CAP) to stabilise agricultural markets, improve productivity and ensure a fair deal for farmers and consumers. • Common Fisheries Policy (CFP) to impose control on access to fish stocks, fixed prices and allocate each country strict quotas on the amount of each fish species that can be caught. • European Regional Development Policy to help infrastructure developments of regions with weak economies, severe industrial decline or problems of rural development. • Cohesion Fund to help poorer EU states to meet the criteria for Economic and Monetary Union. • European Investment Bank to funding projects that promote European integration focusing mainly on industry, energy and infrastructure • European Monetary System (EMS) to stabilise exchange rates among members.
c. Current international scene (i) The Palestinian	how the state of Israel was formed.	The main points are: • Very brief general background of the situation after World

Question		
	how conflict characterised this area throughout the years.	War II (1947 UN. Partition Plan, the 1948 Arab-Israeli War, the end of the British mandate, the establishment of the State of Israel, the 1949 Armistice agreement between Israel and neighbouring Arab states) • The Six Day War in 1967 and its aftermath (Israeli occupation of West Bank and Gaza Strip, massive population movements and Israeli settlements in occupied territories, dispute over occupied territories).

	how the big powers tried to find a solution to this problem.	• Brief reference to
		  ❖ the various negotiations by the United Nations and the big powers
		  ❖ the Camp David agreement and its implications
		  ❖ various UN. Resolutions.

	what the current situation is.	• Different factions and internal trouble within the Palestinian movement (Hamas against the Palestinian National Authority). • Peace negotiations • The 2005 withdrawal from Gaza Strip • The rise of terrorism
(ii) Terrorism	what terrorism really entails.	The main points are: • Definition: violence against civilians to achieve political or ideological objectives by creating fear. Psychological warfare.
	the general factors contributing to terrorism.	• Brief reference to: ethnic conflict, nationalism vs separatism, lack of democracy, political disenfranchisement, opposition to a domestic government or occupying army, economic deprivation, unemployment, lagging economy, disaffected intelligentsia, extremism,

	the general characteristics associated with terrorism.	religious conflict and globalisation, • Violent, disguised, unlawful, illegitimate, psychological impact and fear, deliberate targeting of non-combatants, perpetrated for a goal.
	the various types of terrorism.	• Brief reference to terrorist groups or state sponsored terrorism
	how governments respond to terrorism.	• Brief reference to: targeted laws, criminal procedures, deportations, enhanced police powers, pre-emptive or reactive military action, increased intelligence and surveillance activities, more permissive interrogation and detention policies and war on terrorism.
	the main effects of terrorism.	• Brief reference to these factors: fear, uncertainty, slowdown of economy, decline in tourism, rise in oil prices, drop in stock market index, peace movements act as pressure groups.
	the main aims of some terrorist groups.	• Brief reference to these main points **a) Al-Qaeda** ❖ An international Islamic movement founded in 1988 ❖ Attacks civilian and military targets in various countries, the most notable being the September 11 attacks in 2001 ❖ Faces War on Terror launched by US. Government ❖ Characteristic techniques include suicide attacks and simultaneous bombings of different targets ❖ Members pledge loyalty to Osama bin Laden ❖ Aim to end foreign influence in Muslim countries ❖ Members believe that a Christian-Jewish alliance is conspiring to destroy Islam ❖ Killing of bystanders and civilians is justified in *jihad*.

		b) Hamas ❖ A Palestinian Islamist organisation created in 1987 ❖ Notorious for its numerous suicide bombings and other attacks on Israeli civilians and security forces ❖ Calls for the destruction of the State of Israel and its replacement with a Palestinian Islamic state ❖ Describes its conflict with Israel as political and not religious or antisemitic. However public statements reflect antisemitism. **c) ETA** ❖ illegal armed nationalist organisation founded in 1959 which advocates Basque separation from Spain; ❖ evolved from a group advocating traditional cultural ways to an armed group. **d) IRA** ❖ left-wing Irish republican organisation which wants to bring about a united Ireland by force of arms; ❖ stated aim: the overthrow of Northern Ireland and the Republic of Ireland and their replacement by a sovereign socialist all-island Irish state.
(iii) Globalisation	what globalisation involves.	Brief reference to these main points: - People unified into a single society and functioning together - A combination of economic, technological, sociocultural and political forces - The integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology - Industrial, financial, economic, political, informational,

	the various aspects of the globalisation process.
	
	the general characteristics of globalisation.
	
	the main results of globalisation.
		cultural, ecological, social, transportation, international cultural exchange, technical, legal.
		• Brief reference to:
		  ❖ The promotion of free trade
		  ❖ The reduction or elimination of tariffs
		  ❖ The construction of free trade zones
		  ❖ Reduced transportation costs
		  ❖ The reduction or elimination of subsidies for local businesses
		• Advantages
		  ❖ Increased democracy
		  ❖ More rights to women
		  ❖ Per-capita food supplies increased
		  ❖ Global literacy increased
		  ❖ Decline in percentage of children in the labour force
		  ❖ Increase in technology
		  ❖ Increased trends toward electric power, cars, radios, and telephones per capita
		  ❖ Access to a healthier life.
		• Disadvantages:
		  ❖ Poorer countries are sometimes at a disadvantage
		  ❖ Exploitation of foreign impoverished workers
		  ❖ Increased promotion of corporatist interests - corporations move production to foreign countries
		  ❖ Weaker labour unions
		  ❖ Increase in income inequality, both between and within nations.

Some Useful Websites

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