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SUBJECT: **History**  
DATE: 7<sup>th</sup> September 2020  
TIME: 9:00 a.m. to 12:05 p.m.

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Answer **ALL FOUR** questions, the **TWO** in Section A and the **TWO** in Section B.  
All questions carry equal marks.

### SECTION A

#### Question 1

Answer **EITHER part (a), OR part (b), OR part (c).**

- [Either]** (a) To what extent did Britain satisfy Maltese constitutional demands in the nineteenth century, and why?
- [Or]** (b) Why did the 'Language Question' become one of the main divisive issues of early Maltese party politics?
- [Or]** (c) 'In the period from 1914 to 1918, war was a blessing in disguise for Malta.' Discuss.

#### Question 2

Answer **EITHER part (a), OR part (b), OR part (c).**

- [Either]** (a) What was the 'Concert of Europe', and to what extent did it achieve its aims?
- [Or]** (b) How and why was Germany united 'by blood and iron' rather than political idealism?
- [Or]** (c) What were the principal causes of World War I?

***Please turn the page.***

**SECTION B****Question 3**

Answer **EITHER** part (a), **OR** part (b).

**[Either]** (a) A debate in the House of Commons, 1869

Mr R. Torrens rose to call the attention of the House to the Petition of certain Inhabitants of Malta, praying for amendment of anomalies in the Constitution of that Island ... The Hon. Member said it was not his wish to diminish our military power in that island ... The policy of this country had for some years been to encourage self-government and independence in her colonies; but so long as Malta was above the level of the Mediterranean it must continue to be a British fortress, and have a special claim on the consideration of Parliament. The number of inhabitants was about 150,000, and the restoration of good-will and loyalty amongst them would be equivalent to a reserve force of 10,000 men. When, in 1798, they drove out the French, and placed themselves under the protection of England, a distinct pledge was given, but it had not been fulfilled, that their ancient institutions should be preserved, and that they should possess all the advantages accruing under the British Constitution. ... The people of Malta had petitioned against the grievances under which they laboured, alleging that while their neighbours enjoyed full political privileges and liberty, they had put up with a sham Constitution.

- (i) Describe the constitutional situation of Malta in this period. (5)
- (ii) Explain on the implications of the description of Malta as a 'British fortress'. (5)
- (iii) What principal 'grievances' had the Maltese petitioned to the British authorities? (5)
- (iv) Explain the reference to 'the protection of England'. (5)
- (v) To what extent did the Maltese achieve their objectives later on in the nineteenth century? (5)

**(Total: 25 marks)**

**[Or]** (b) Sir Patrick Keenan, 1880

...the most important and difficult question which the Commissioners [Austin and Lewis] undertook to decide, had reference to the Language or Languages to be taught in the elementary schools of the Government. For various reasons the Commissioners came to the conclusion that the Italian language would be far more useful to a Maltese than any other excepting his native tongue; and they therefore recommended that as soon as a child attending a Government school had learned to read the Maltese, he should be taught to read and write the Italian, through the medium of the former language. They further recommended that as soon as the child could read and write the Italian, he should learn to read and speak the English, if the time allotted to his schooling would enable him to do so; and they even recommended that the Arabic should be taught to the children of the Government Elementary Schools.

- (i) Explain Keenan's reference to Commissioners Austin and Lewis. (5)
- (ii) Why was 'reference to the Language or Languages to be taught in the elementary schools' considered to be a very important subject in Malta? (5)
- (iii) What did Keenan propose? (5)
- (iv) What were the political reactions to Keenan's proposals in Malta? (5)
- (v) Explain the continued significance of this subject in Maltese history up to 1921. (5)

**(Total: 25 marks)**

**Question 4**

**Answer EITHER part (a), or part (b).**

**[Either]** (a) An American diplomat describes events in Vienna in 1848

The first intelligence of the new revolutionary movement in France came upon Vienna like a thunderbolt from a clear sky, and caused a shock which vibrated through every nerve of her political system. The public funds, the unfailing barometer of the public weal, immediately fell thirty per cent. The imperial family, panic-stricken by the tempest which threatened, were closeted in deep consultation; while the people, collected in groups throughout the streets, in the cafes, and reading rooms, expressed themselves with a freedom and an earnestness altogether foreign to the habits of the calm and phlegmatic Germans. In the most public manner the people of Vienna sympathized with the revolutionists of Paris, loudly complaining of their own oppressions, and even, against their own interests, sustaining these opinions by acts, as in the case of the unanimous refusal of the medical students of the university to accept the situations of surgeons in the Austrian army, which, under other circumstances, they would have been so anxious to obtain. The authors and publishers had previously addressed a petition to the government for a modification of the censorship. This petition was unanswered and disregarded, and the petitioners felt themselves aggrieved by such an exhibition of ministerial haughtiness, as it was known that the emperor, from his kindness of heart, always felt inclined to gratify the wishes of his people. At the same time, among the trading and working classes, the demand for a more liberal government had become daily more vehement. At the meeting of the royal family and imperial cabinet alluded to, it was reported that all its members, with the exception of the Archduke Louis and Prince Metternich, were in favor of making immediate concessions to the people, as the only means of retaining the provinces, if not of preserving the throne.

- (i) Mention **TWO** of the reasons behind 'the new revolutionary movement in France' in 1848. (4)
- (ii) Give a brief account of the events of 1848 in the Austrian empire. (5)
- (iii) Explain the reference to 'Prince Metternich'. (5)
- (iv) Why was there concern about 'preserving the throne'? (5)
- (v) What were the principal consequences of the events of 1848 in the Austrian empire? (6)

**(Total: 25 marks)**

***Please turn the page.***

**[Or]** (b) Otto von Bismarck to the people of Holstein, 1867

I am rejoiced that you thus salute me as a fellow countryman, and I thank you for the honour you do me. I see in it a proof that the feeling of solidarity has grown stronger and stronger with you; and of this I shall joyfully inform the King. We have always belonged to each other as Germans – we have ever been brothers – but we were unconscious of it. In this country, too, there were different races: Schleswigers, Holsteiners, and Lauenburgers; as, also, Mecklenburgers, Hanoverians, Lubeckers, and Hamburgers exist, and they are all free to remain what they are, in the knowledge that they are Germans – that they are brothers. And here in the north we should be doubly aware of it with our Platt Deutsch language, which stretches from Holland to the Polish frontier: we were also conscious of it, but have not proclaimed it until now. But that we have again so joyfully and vividly been able to recognize our German descent and solidarity – for that we must thank the man whose wisdom and energy have rendered this consciousness a truth and a fact, in bringing our King and Lord, a hearty cheer. Long live his Majesty, our most gracious King and Sovereign, William the First!

- (i) What is the historical significance of 'Holstein' in 1867? (5)
- (ii) Which characteristics made up Bismarck's definition of German identity? (5)
- (iii) Explain the reference to 'the King and Sovereign'. (5)
- (iv) How did Bismarck achieve German unity? (5)
- (v) Explain the historical significance of Bismarck's leadership. (5)

**(Total: 25 marks)**