



SUBJECT:	History
PAPER NUMBER:	I
DATE:	3 rd May 2018
TIME:	9:00 a.m. to 11:05 a.m.

This examination paper consists of two Sections: **Section A** (Maltese History) and **Section B** (European and International History).

Answer ALL the questions in each Section.

Each Section carries 50 marks, with a total of 100 marks for the paper. Marks are indicated in brackets.

- **You may answer either in English or in Maltese. No change of language is permitted within the same paper.**
- **Write all your answers in the booklet provided.**
- **Start a new page for each section.**
- **Indicate clearly the section and the number of the questions in the left-hand margin of the booklet provided.**

Please turn the page.

SECTION A: MALTESE HISTORY

1. Read the following sources about the Rising of the Priests of 1775 and the Conspiracy of the Slaves of 1749 and then answer the questions below.

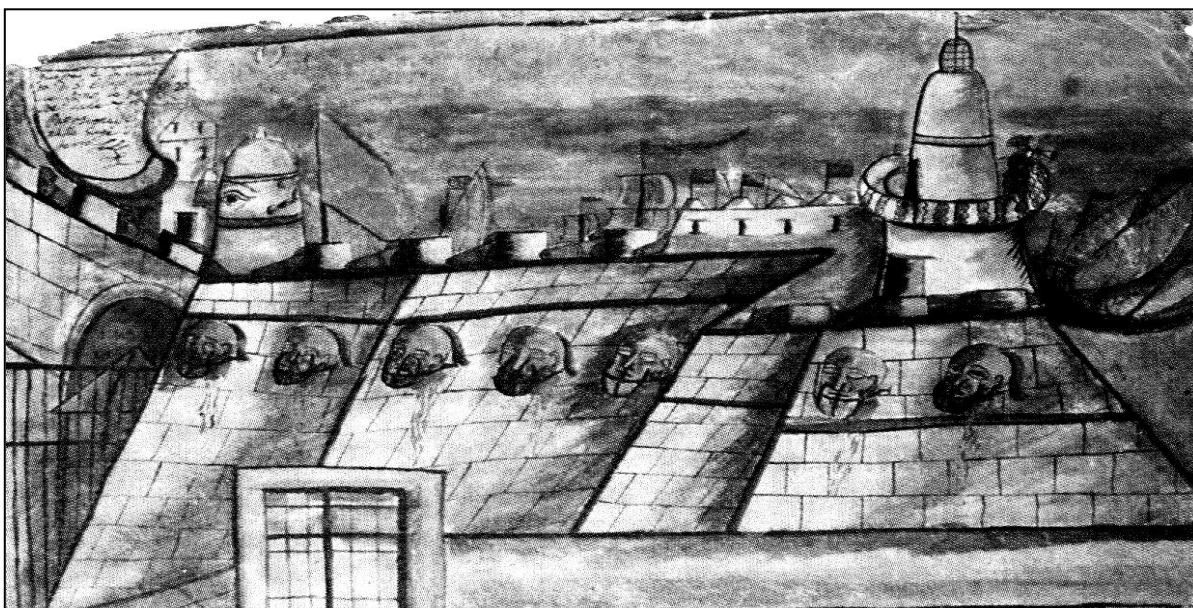
Source A

Revolt was in the air, especially when the price of grain was raised from 20 to 25 scudi. Don Giovanni Battista Borg, the former chaplain of Bishop Pellerano, now residing at Syracuse, predicted that a rebellion would soon start in Malta and that it would be more serious than Palermo's. On being interrogated, he claimed that his opinion was based on the grievances suffered by the Maltese. He was right. On 9 September 1775 there occurred the so-called 'Rising of the Priests', when a handful of clergymen and laymen, under the leadership of Don Gaetano Mannarino, revolted against the Order. They hoisted the flag of the Consiglio Popolare and demanded the 'rights of the Maltese nation'.

(Frans Ciappara, Enlightenment and Reform in Malta 1740-1798, Mireva Press, Sta. Venera, 2006, p. 31)

Source B

A view of Fort St Elmo in 1749 with the heads of the seven ring leaders of the Conspiracy of the Slaves stuck to iron stakes. Unknown date and artist.



(Godfrey Wettinger, Slavery in the Islands of Malta and Gozo ca.1000-1812, PEG Ltd, San Gwann, 2002, p. 171)

- Who revolted in 1775? (2)
- What evidence is there in Source A to show that rebellion, in that period, was not limited to Malta? (2)
- Identify **ONE** cause from Source A and name **ONE** other cause that led to the revolt of 1775. (3)
- How did the Grand Master and the Order deal with those who revolted in 1775? (2)
- Why did the people who revolted raise the flag of the Consiglio Popolare? (2)
- In 1749, a group of slaves in Malta planned an uprising which failed. Name **ONE** similarity and **ONE** difference between the Conspiracy of the Slaves of 1749 and this revolt in 1775. (4)

- g. How do historians react to a source, such as Source B, that has no date or name of who produced it? (2)

(Total: 17 marks)

2. Read the following sources about the Language Question and then answer the questions below.

Source C

The Language Question remains the main cause of division The upper classes can perhaps afford to waste time and energy over idle questions of this sort, but with the lower classes generally, and with the workers in particular, the Language Question is one of bread and butter. Even the present Government realises that English, and English alone, is necessary for the working classes which constitute the backbone of the nation.

(The Daily Malta Chronicle, 4 January 1922)

Source D

Knowledge of English or Italian in the Maltese Islands.

Year	Italian	% of population	English	% of population
1871	15,591		9,690	
1891	18,052	11%	13,604	8.2%
1901	21,027	11.38%	18,922	10.2%
1911	24,247		27,811	
1921	25,329		36,774	
1931	32,416	13.4%	54,700	22.6%

(Joseph M. Brincat, 'The Language Questions and Education: A Political Controversy on a Linguistic Topic,' in Ronald G. Sultana (ed.), Yesterday's schools: Readings in Maltese Educational History, PEG Ltd., San Gwann, 2001, p. 155)

- Name **ONE** profession that generally formed part of the upper classes in Malta at the time that Source C was written. (1)
- Which language did the upper classes generally support? (1)
- Which language did the newspaper *The Daily Malta Chronicle* support? What evidence is there in Source C to support your conclusion? (4)
- What conclusion can you make from Source D on the importance of Italian and English between the years 1871 and 1933? Explain your answer by giving examples from the source. (3)
- Why was it more beneficial for the working classes to choose English over Italian? (2)
- Use the following **THREE** terms to briefly explain how the Language Question in Malta gave rise to the formation of political parties in Malta?
 - Keenan Report,
 - Reform Party,
 - Partito Anti-Riformista
 (3)
- How did the Language Question come to an end? (2)

(Total: 16 marks)

Please turn the page.

3. Read the sources below about Church-State relations in the 1930s and then answer the questions.

Source E

The Archbishop of Malta, on Thursday, May 1st, issued a pastoral letter, the effect of which, was to pronounce it a mortal sin for anyone to vote for the Government party in the forthcoming elections. This week he has banned in the same way two newspapers, which support Lord Strickland and the Government. This is the sequel to an incident when Lord Strickland, who is himself a Roman Catholic, quashed [reversed] an order of the head of the Franciscan community in Malta, transferring a friar of that community to Sicily. The order was contrary to the priest's will and rights as a British citizen. Subsequently, the Pope refused, on overtures being made by the Imperial Government, to consider a concordat while Lord Strickland remained in office. The Foreign Office and the Vatican are, therefore, at a deadlock. The elections in Malta have been wisely suspended. It is difficult to imagine what the Vatican hopes to gain by this return to the methods of the Dark Ages ...

(‘News of the Week’, in The Spectator, 10 May 1930. This was a weekly British magazine)

Source F

Result of the 1932 Elections for the Legislative Assembly.

Party	Votes	%	Seats	+/-
Nationalist Party	28,777	59.6	21	+8
Constitutional Party	15,023	31.1	10	-5
Labour Party	4,138	8.6	1	-2
Independent Labour Party	238	0.5	0	New
Independents	129	0.3	0	-1
Invalid/blank votes	353	-	-	-
Total	48,658	100	32	0
Registered voters/turnout	52,610	92.5	-	-

(Dieter Nohlen & Philip Stöver (eds.), Elections in Europe: A Data Handbook, Nomos, Baden-Baden, 2010)

- a. According to Source E, how did the Archbishop of Malta try to stop people from voting for the Constitutional and Labour Parties in the 1930 elections? (2)
- b. Why were Pastoral Letters so effective at that time? (2)
- c. Over what issue did the politico-religious struggle of the 1930s originally arise? (2)
- d. State whether each of the following statements from Source E is a **fact** or an **opinion**.
 - i. The Archbishop of Malta, on Thursday, May 1st, issued a pastoral letter. (1)
 - ii. It is difficult to imagine what the Vatican hopes to gain by this return to the methods of the Dark Ages. (1)
- e. Find evidence in Source E that shows that the newspaper *The Spectator* was biased in favour of Strickland and against the Church. (3)
- f. Why did the British Government decide to suspend the elections in 1930? (2)
- g. Describe how this deadlock was resolved and elections held in 1932. (2)
- h. Use Source F to determine:
 - i. which party won the elections of 1932: (1)
 - ii. which party made the greatest loss from the previous elections. (1)

(Total: 17 marks)

b. Look at Source H:

- i. What, according to the Marquis de Bouille, was the main trouble in France in 1789? (1)
- ii. Name **ONE** cause that, according to Marquis de Bouille, led to this problem. (1)
- iii. Give **ONE** other cause, not mentioned in this source, that led to the outbreak of the French Revolution in 1789. (1)

c. Would you consider Marquis de Bouille to have been in favour or against the plan designed by the Minister of Finance, Monsieur de Calonne? Support your opinion by using evidence from Source H. (3)

d. Did Calonne's financial plan have the desired outcome? What happened? (2)

(Total: 16 marks)

5. Look at the sources below about the 1830 and 1848 revolutions in Europe and then answer the questions on the following page.

Source I

About a quarter past ten, while on my way, by another route, to the boulevards, I suddenly, with others, was startled by the aspect of a gentleman who, without his hat, ran madly into the middle of the street, and began to harangue [preach] passers-by. "To arms!" he cried, "we are betrayed. The soldiers have slaughtered a hundred unarmed citizens by the Hôtel des Capucines. Vengeance!" and having given the details of the affair, he hurried to carry the intelligence to other quarters...

As this tragic event sealed the fate of the Orleans dynasty, I have been at some pains to collect a correct version of it ... I went immediately as near to the spot as possible, I conversed to numerous parties who saw it, and myself saw many of the immediate consequences.

(Percy B. St. John, French Revolution in 1848: The Three Days of February 1848, G. P. Putnam, New York, 1848, p. 108)

Source J

The serpent hereunder has 'Liberty' written on its cap and the boat is named 'L'Ancien Regime'. Louis-Philippe of France is placed to the right, while Ferdinand I of Austria is shown to the centre-right; Ludwig I of Bavaria occupies the centre while other rulers, among them Ferdinand V of Hungary and Charles II of Parma, complete the group.



(Richard Doyle, 'The Great Sea Serpent of 1848', Cartoon from 'Punch 15', London, 1848, pp. 195-196)

- a. Would you consider Source I to be a primary or a secondary source? Explain your answer. (3)
- b. Give **ONE** immediate effect of the events described in the first paragraph of the source. (2)
- c. Give **ONE** long term effect of the 1848 revolution in France. (2)
- d. Give **ONE** cause why the French people revolted in February 1848. (2)
- e. What does the sea serpent in Source J represent? (2)
- f. Describe the general political situation of the countries and states whose leaders are in the boat at the time the cartoon was drawn. (3)
- g. Would you consider Source J to be a biased or an objective cartoon in view of what was happening in Europe in 1848? Support your answer by using evidence from the source. (3)

(Total: 17 marks)

6. Look at the sources below about the fall of Communist regimes in Eastern Europe and then answer the questions in the following page.

Source K

I can say that the end result of perestroika is clear to us. It is a thorough renewal of every aspect of Soviet life; it is giving Socialism the most progressive forms of social organization; it is the fullest exposure of the humanist nature of our social system in its crucial aspects - economic, social, political and moral.

(Mikhail Gorbachev, Perestroika: New Thinking for Our Country and the World, Harper & Row, New York, 1987)

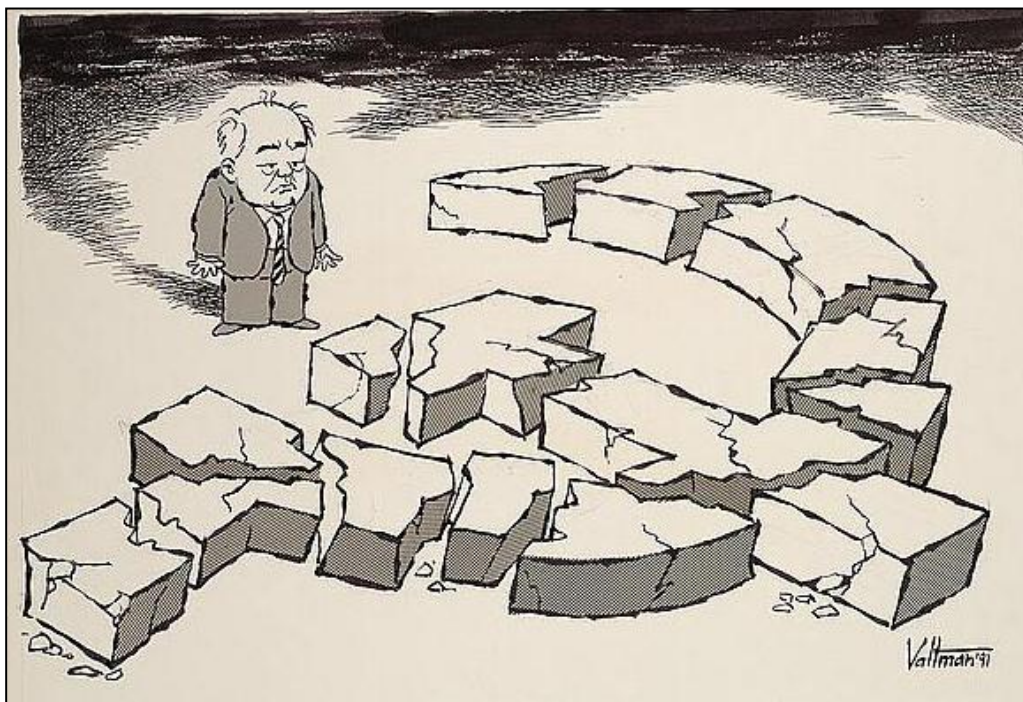
Source L

Only eleven days after 17 November 1989, when riot police had beaten peaceful student demonstrators in Prague, the Communist Party of Czechoslovakia relinquished [gave up] its power and allowed the single-party state to collapse.

(Lester R. Kurtz, Czechoslovakia's Velvet Revolution: 1989, International Center on Nonviolent Conflict, 2008)

Source M

Gorbachev beholds a crushed hammer and sickle.



(Jyri Kork et al. (eds.), The Editorial Cartoons of Edmund S. Valtman, 1961-1991, Esto Inc., Baltimore, 1991, p. 13)

This question continues on next page.

- a. According to Mikhail Gorbachev, writing in Source K, what end results were his reforms supposed to have on Socialism? (3)
- b. List **FOUR** problems faced by the USSR in 1985 when Gorbachev came to power. (4)
- c. Briefly explain the terms:
 - i. *perestroika* mentioned in Source K. (2)
 - ii. *glasnost*. (2)
- d. How did Communist hard-liners at the time view Gorbachev's reforms? (2)
- e. Use Sources L and M, to explain how Gorbachev's reforms did not achieve the intended outcomes as mentioned in Source K. (4)

(Total: 17 marks)



SUBJECT:	History
PAPER NUMBER:	IIA
DATE:	7 th May 2018
TIME:	9:00 a.m. to 11:05 a.m.

This Examination Paper consists of two Sections: **Section A** (Maltese History) and **Section B** (European and International History).

Answer **FOUR** essay questions in total, **TWO** from **EACH** Section. Questions carry 25 marks each.

- **You may answer either in English or in Maltese. No change of language is permitted within the same paper.**
- **Write all your answers on the booklet provided.**
- **Start a new page for each essay.**
- **Indicate clearly the section and the number of the questions you choose to answer in the left-hand margin of the booklet provided.**

Please turn the page.

SECTION A: MALTESE HISTORY

Choose any **TWO** questions from this section.

1. The navy of the Order of St. John in Malta became a very important seafaring force in the Mediterranean. Discuss with reference to its main naval exploits at Lepanto, Candia and Morea, till the end of the 17th century.
2. Explain how the French under Napoleon Bonaparte took Malta, what reforms they introduced to govern Malta, and how the Maltese reacted to these reforms.
3. How successful were the Maltese, under British Colonial rule, in gaining constitutional rights and have a say in the running of their country between 1813 and 1903? Discuss.
4. During the 19th century, the plague and other epidemics, as well as economic depressions, brought havoc to the Maltese Islands. Do you agree? Discuss.
5. Though Malta was not directly attacked during the First World War, it still played an important role and the war had significant economic, social and political repercussions on the Maltese population. Discuss.
6. Malta became an independent state in 1964 and subsequently a republic in 1974. Explain how this affected its relations with Britain and the European Economic Community between 1964 and 1979.

SECTION B: EUROPEAN AND INTERNATIONAL HISTORY

Choose any **TWO** questions from this section.

7. What were the main factors that motivated Europeans to engage in voyages of exploration and discovery in the late fifteenth and early sixteenth century and what were the immediate effects of these discoveries?
8. What led to Napoleon's downfall? How was the aftermath of his downfall dealt with by the European Great Powers?
9. How did the Industrial Revolution spread to France, Germany and Russia during the nineteenth century? Elaborate.
10. How were the two rival European Alliances formed between 1879 and 1907 and what were their main aims? Why can one say that they actually precipitated a general European war instead of preventing one from happening?
11. How did the Cold War divide Europe in two opposing blocs? How did this division affect the lives of the Europeans who lived behind the Iron Curtain?
12. Account for some of the main developments in the post-Communist era in International Relations of (a) European Integration; (b) International Terrorism.



SUBJECT:	History
PAPER NUMBER:	IIB
DATE:	7 th May 2018
TIME:	9:00 a.m. to 11:05 a.m.

This Examination Paper consists of two Sections: **Section A** (Maltese History) and **Section B** (European and International History).

Answer **FOUR** essay questions in total, **TWO** from **EACH** Section. Questions carry 25 marks each.

- **You may answer either in English or in Maltese. No change of language is permitted within the same paper.**
- **Write all your answers on the booklet provided.**
- **Start a new page for each essay.**
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Please turn the page.

SECTION A: MALTESE HISTORY

Choose any **TWO** questions from this Section.

1. The navy of the Order of St. John in Malta was always ready to join Christian forces against their Ottoman enemies.
 - a. Define the term 'slaves'. (1)
 - b. How was corsairing organized in Malta? (4)
 - c. Who was Mathurin Romegas? (5)
 - d. Describe the capture of the Gran Sultana in 1644. (5)
 - e. Explain briefly the involvement of the Order's navy in the War of Candia and the War of Morea. (10)

(Total: 25 marks)

2. In 1798, the French Republic sent Napoleon Bonaparte to seize the Maltese islands.
 - a. From which French port did the French Fleet leave for Malta in 1798? (1)
 - b. Who was the Grand Master of the Order of St. John when the French came to Malta? (1)
 - c. How did Napoleon organise the invasion of the Maltese Islands on 9th June 1798? (5)
 - d. What constitutional changes did Napoleon introduce during his stay in Malta? (8)
 - e. Indicate the reforms affecting citizenship, education, the Church and taxation that Napoleon introduced in Malta. (10)

(Total: 25 marks)

3. Between 1813 and 1903, a number of constitutional reforms were introduced in Malta by the British Colonial Government.
 - a. Who was appointed Governor of the Maltese Islands in 1813? (1)
 - b. What does the term 'Crown Colony' mean? (2)
 - c. Briefly describe the Constitution given to Malta when Richard More O'Ferrall was Governor in 1849. (6)
 - d. What was the Cardwell Principle? (6)
 - e. What were the main features of the Knutsford Constitution of 1887 and why was it revoked by Joseph Chamberlain in 1903? (10)

(Total: 25 marks)

4. During the 19th century, plague and other epidemics as well as economic depressions brought havoc to the Maltese Islands.
 - a. What epidemic ravaged the Maltese Islands in 1813? (1)
 - b. What does the term 'quarantine' mean? (2)
 - c. What did the government do to check the spread of the epidemic of 1813? (6)
 - d. Account for the spread of cholera throughout the 19th century. (6)
 - e. Explain briefly what widespread social and economic upheavals followed in the wake of these epidemics. (10)

(Total: 25 marks)

5. Although not directly attacked, Malta played an important role during the First World War.
- a. Who was Governor of Malta (1915-1919) during the First World War? (1)
 - b. Indicate briefly how Maltese servicemen participated in this War abroad. (4)
 - c. Explain why Malta became an important naval base during this War. (5)
 - d. Why did Malta become known as the Nurse of the Mediterranean? (5)
 - e. What were the effects of this War on the Maltese? (10)
- (Total: 25 marks)**
6. When Malta became an independent state, and eventually a Republic, its government developed new relations with Britain and the European Economic Community.
- a. Who was Prime Minister of Malta when it was granted independence? (1)
 - b. Explain how Malta became a Republic. (4)
 - c. How was the Defence Agreement with Britain of 1964 revised in 1972? (5)
 - d. How did Dom Mintoff seek to follow a policy of neutrality? (5)
 - e. What relations did Malta develop with the European Economic Community between 1964 and 1978? (10)
- (Total: 25 marks)**

SECTION B: EUROPEAN AND INTERNATIONAL HISTORY

Choose any **TWO** questions from this Section.

7. During the 15th and 16th centuries, several European explorers embarked on several voyages of exploration around the globe.
- a. Explain the terms 'Age of Exploration' and 'Age of Colonisation'. (4)
 - b. Identify and explain **THREE** causes that motivated Europeans to engage in voyages of exploration and discovery in the late fifteenth and early sixteenth centuries. (9)
 - c. Explain **FOUR** effects these discoveries had on subsequent European History. (12)
- (Total: 25 marks)**
8. Napoleon's Empire collapsed by 1814-5 and this was followed by the Congress of Vienna that redrew the political map of Europe.
- a. Explain the impact which the following had on Napoleon's Empire:
 - i. The Continental System; (5)
 - ii. The Spanish Revolt; (4)
 - iii. The Russian Campaign. (4)
 - b. Explain the meaning of the following terms in the context of the Congress of Vienna and the Congress System:
 - i. The principle of balance of power; (4)
 - ii. The principle of legitimacy; (4)
 - iii. The Holy Alliance. (4)
- (Total: 25 marks)**

Please turn the page.

9. Account for the spread of the Industrial Revolution during the 19th and early 20th century in the following countries:

- a. Belgium;
- b. France;
- c. Germany;
- d. Russia.

(Total: 25 marks)

10. In the thirty years leading to the First World War, the Great Powers of Europe joined opposing Alliances. These helped to quicken the outbreak of the First World War.

- a. Name the **TWO** rival Great Power blocs and the Great Powers that composed the two blocs prior to the outbreak of the First World War of 1914. (8)
- b. Explain why and how these two opposing alliances were formed. (10)
- c. How did the Sarajevo assassination in June 1914 lead to the outbreak of the First World War? (7)

(Total: 25 marks)

11. In the decades after the Second World War, Europe was divided into two opposing blocs.

- a. Explain how the following contributed to the division of Europe between East and West during the Cold War:
 - i. The Iron Curtain; (6)
 - ii. NATO and the Warsaw Pact. (6)
- b. Mention the **FIVE** Eastern European states that were behind the Iron Curtain during the Cold War. (5)
- c. Explain briefly **FOUR** differences in the daily life of Europeans living in Western and Eastern Europe during the Cold War. (8)

(Total: 25 marks)

12. Write briefly under the following headings about the post-Communist era in International Relations:

- a. The break-up of the USSR; (7)
- b. The break-up of Yugoslavia; (6)
- c. The enlargement of the European Union after 1990; (6)
- d. The threat of Al Qaeda. (6)

(Total: 25 marks)