



SUBJECT:	History
PAPER NUMBER:	I
DATE:	2 nd May 2019
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 carefully the following three sources about the Great Siege of 1565 and then answer the questions that follow.

Source A

Anton Quintano, *The Great Siege 1565, Separating Fact from Fiction*, 2005, p.35.

'The Turks were only prepared to stay in Malta for six months at the most. They brought over just enough victuals to last them that much. Although some provisions could be brought over from North Africa, convoys could not really sustain such a large army of about 35,000 for long. They hoped of course to overwhelm the defence in a few weeks ...'

Source B

Joseph Muscat, *The Great Siege 1565, Separating Fact from Fiction*, 2005, p.99.

'...The Turks brought to Malta enough sea and land forces sufficiently strong to sweep away the forces of any other Christian country, let alone those of Malta. They thought they could take this island in a few days. But this was not to happen.'

Source C

George Cassar, *The Great Siege 1565, Separating Fact from Fiction*, 2005, p.96.

'...Nothing would remain the same after 1565. The Maltese inhabitants were without knowing it, passing from Malta's medieval to its renaissance phase. Again, what was to happen would affect the inhabitants as much as it would the occupiers ...'

- State whether the above **THREE** sources are primary or secondary and give a reason for your answer. (2)
- How can one conclude from Source A that the Turks underestimated the resistance of the Knights and the Maltese defenders? (2)
- Mention **TWO** problems which the Turks would have to overcome if the siege of Malta took longer than what they expected. (2)
- On what grounds, from Source B, did the Turks conclude that the siege of Malta would be a short one? (2)
- What does the author of Source C want to imply with the phrase 'nothing would remain the same after 1565'? (2)
- Mention **THREE** ways in which the victory of 1565 over the Turks had a far-reaching effect on the Maltese and the Knights. (3)
- Do you agree with the author of Source C that the victory of 1565 signalled Malta's passing from its medieval to its renaissance phase? Give **TWO** examples from history that prove your point. (3)

(Total: 16 marks)

2. Read carefully the following two sources about the French in Malta and then answer the questions that follow.

Source D

Napoleon Bonaparte writing to Talleyrand, French Foreign Minister, 13th September 1797.

'Why should we not take possession of Malta? Admiral Brueys might easily anchor there and capture it; 400 Knights, and at the most a regiment of 500 men, are the only defence of Valletta. The inhabitants, more than 100,000 ... are all for us, and are very disgusted with their Knights, who are dying of hunger. I have purposely confiscated all their property in Italy. With the Islands of St Pierre (ceded to us by Sardinia), Malta and Corfu, we shall be masters of the Mediterranean ...'

Source E

Canon Francesco Saverio Caruana, Emmanuele Vitale, Count Salvatore Manduca, Marquis Vincenzo De Piro, Count Ferdinando Teuma writing to the King of the Two Sicilies, 5th September 1798.

'Animated by a sudden and natural impulse, we have risen in revolt, for the purpose of shaking off this unbearable yoke, and in the short space of seventeen hours have succeeded in capturing from them the ancient city of *Notabile*, and all the outlying towers in the country ... Whilst the besieged are obstinate, and disinclined to surrender the capital and leave Malta, there is every probability of a siege lasting a long time, with the consequent result that provisions for the inhabitants of the country will constantly decrease, whilst the granaries in the besieged cities are abundantly provided'

- a. On what grounds does Napoleon Bonaparte advocate the invasion of Malta in Source D? (2)
- b. Describe briefly how Napoleon took possession of the Maltese Islands in June 1798. (3)
- c. To what extent would Napoleon's confiscation of the Order's property in Italy affect the Order? (2)
- d. How was Napoleon able to obtain information in Source D about the state of the Maltese Islands in 1797? (2)
- e. What event had just taken place in Malta a few days before the issuing of Source E? (2)
- f. Mention **THREE** reasons from Source E which describe the French occupation of Malta as an 'unbearable yoke'. (3)
- g. To which city is Source E referring with the name of *Notabile*? (1)
- h. State **TWO** reasons why the Maltese leaders informed the King of the Two Sicilies about the recent events in Malta described in Source E. (2)

(Total: 17 marks)

Please turn the page.

3. Read the following two sources about the 1921 and 1947 Constitutions and then answer the questions that follow.

Source F:

'The Secretary of State, following discussions with the Governor, announced that a new constitution was to be granted to Malta, entrusting the Maltese representatives with the control of local affairs. The Legislature was to consist of two houses: the Senate and the Legislative AssemblyThe Constitution of 1921 was very considerably formulated on the recommendations made by the Maltese National Assembly.

Hilda I. Lee, *Malta 1813-1914, A Study in Constitutional and Strategic Development*, 1972, p.271.

Source G:

'The MacMichael Constitution ... followed the pattern of that of 1921, being a diarchy in nature, setting up a unicameral Legislative Body ... Its term of office was extended to four years, while the Ministers were raised from seven to eight. The Police, the Judiciary and foreign trade no longer remained reserved matters. The principle of universal suffrage was admitted and plural voting abolished.'

Joseph M. Pirotta, *Fortress Colony, The Final Act 1945-1964*, Vol.1, p.87.

- a. Give the names of the Secretary of State and the Governor referred to in Source F. (2)
- b. Elaborate on the phrase from Source F 'entrusting the Maltese representative with the control of local affairs.' (3)
- c. Which was the 'Upper House' and which was the 'Lower House' under the 1921 Constitution? (2)
- d. Why was a National Assembly, mentioned in Source F, summoned by the Maltese political leaders in 1919? (2)
- e. From the options given in the brackets, indicate the year when Malta was granted the MacMichael Constitution: (1939, 1943, 1947, 1950) (1)
- f. Explain the following terms in the context of Maltese constitutional history after 1921:
- i. Diarchy (Source G) (2)
- ii. Reserved Matters (Source G) (2)
- g. Was the Constitution, referred to in Source G, a unicameral one? (1)
- h. Identify **ONE** similarity and **ONE** difference between the Constitution referred to in Source F and the Constitution referred to in Source G. (2)

(Total: 17 marks)

SECTION B: EUROPEAN AND INTERNATIONAL HISTORY

4. Look at these pictures representing various aspects of the Age of Discovery and Exploration. Answer the questions that follow.



Source H: An illustration of a naval battle



Source I: Human trafficking



Source J: Map showing the Spanish colonies in the New World in c.1550

- a. Identify the consequence of the Age of Discovery and Exploration shown in Source H and Source I. (2)
- b. Which **TWO** European powers were the first to engage in voyages of exploration in the 15th century? (2)
- c. Mention **TWO** motives for Europeans to engage in voyages of exploration. (2)
- d. In what way did the Age of Exploration affect the construction of ships during that period? (2)
- e. What type of human trafficking took place between the African and the American Continents between the 15th and 19th centuries? (1)
- f. Mention **TWO** causes and **TWO** consequences of this 'human trafficking'. (4)
- g. 'The foundation of the Spanish colonial empire shown in Source J was laid in the fateful voyage of three caravels from Palos in Spain in 1492.' In a paragraph of about 50 words, elaborate on this statement. (4)

(Total: 17 marks)

Please turn the page.

5. Note these two sources about the Industrial Revolution and then answer the questions that follow.

Source K:

To the Merchants, Clothiers and all such as wish well to the Staple Manufactory of this Nation.

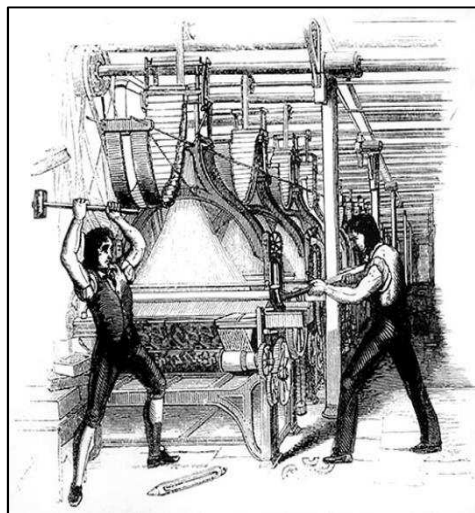
The Humble ADDRESS and PETITION of Thousands, who labour in the Cloth Manufactory.

'The number of Scribbling-Machines extending about 17 miles south-west of LEEDS, exceed all belief, being no less than *one hundred and seventy!* and each machine will do as much work in 12 hours, as 10 men can in that time do by hand ... and they working night-and-day, one machine will do as much work in one day as would otherwise employ 20 men ...

Men of common sense know, that so many machines in use, take the work from the hands employed in Scribbling – and who did that business before machines were invented ... How are those men, thus thrown out of employ to provide for their families – and what are they to put their children apprentice to ... in order that they may not be like vagabonds strolling in idleness? ... bringing children up to industry, and keeping them employed, is the way to keep them from falling into those crimes, which an idle habit naturally leads to.'

Extract from the *Leeds Woollen Workers Petition*, 1786.

Source L:



Engraving published in *Penny Magazine*, 1844, England.

- a. What economic transformation was taking place in Britain when Source K was written? (1)
- b. i. What is the main concern of the petitioners in Source K? (2)
- ii. How did this affect their lives and the life of their children? (2)
- c. Explain the phrase 'bringing children up to industry' (Source K) in the context of the time. (2)
- d. Mention **TWO** industries in Britain that were directly affected by this economic transformation. (2)
- e. Who were the Luddites, depicted in Source L? (2)

- f. Give **ONE** reason for which the movement depicted in Source L was formed. (2)
- g. Mention **THREE** unfavourable working conditions which the working classes experienced during the early phases of this economic transformation. (3)

(Total: 16 marks)

6. Note carefully the following sources on authoritarian governments between the wars and then answer the questions that follow.



Source M:
Photo of young people in an official group during a German Nazi rally



Source N: Poster 'Jugend dient dem Führer'
(English translation: 'The Youth serve the Führer')

Source O:

'The Party flag was everywhere in evidence. Huge posters and Nazi slogans screamed from windows and kiosks, blazoning messages about honour and duty, national solidarity and social justice, bread, liberty and the beauty of sacrifice.'

Extract from *I Knew Hitler*, by Kurt Ludecke. Hutchinson. 1938.

- a. Name the organization shown in Source M. (1)
- b. Why was this organization set up in Germany? (1)
- c. How did this organization serve the political aims of the German Nazi regime? (2)
- d. What message was Source N meant to convey? (2)
- e. What type of primary source is Source N? (2)
- f. Why are both persons in Source N looking in the same direction? (2)
- g. Mention **TWO** ways how the German youth would serve the Führer, as affirmed in Source N. (2)
- h. Which of the above sources is the most reliable about Nazi Germany? State why. (3)
- i. What did the phrase 'the beauty of sacrifice' in Source O mean in practical terms to the German Nazis of the 1920s and 1930s? (2)

(Total: 17 marks)



SUBJECT:	History
PAPER NUMBER:	IIA
DATE:	6 th May 2019
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. Two Grandmasters during the time of the Order were Manuel Pinto de Fonseca and Antonio Manoel de Vilhena. Describe important events that occurred during their respective reigns and write about their legacy to the Maltese Islands.
2. The Order of St. John was in decline by the end of the 18th century. Discuss the various factors that came together which ultimately ended the Order's rule in Malta.
3. There were two main politico-religious crises in the 20th century. Indicate who were the main characters in both cases and what caused these crises. Name any similarities between these two events.
4. In general during the period 1800-1900 Malta under British colonial rule did not do very well economically. Explain why this was the case.
5. How did the war in the Mediterranean between 1940 and 1943 affect Malta and the Maltese?
6. The period 1964 to 2004 was characterised by some interesting and distinct episodes in Malta's foreign policy. Discuss.

SECTION B: EUROPEAN AND INTERNATIONAL HISTORY

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

7. Explain how the Renaissance was an era of progress in Painting and Sculpture, Science and Engineering, and Literature. Include in your answer examples of new developments and of famous people for each area.
8. Compare the way France was ruled before the French Revolution with how it was administered during the Revolution until Napoleon's coup of 1799.
9. Elaborate on the ideas of equality and human freedom as developed by Enlightenment philosophers of the 18th century. Explain how enlightened despots adopted these ideas within their administration.
10. 'The 1830 and 1848 revolutions in Europe were a result of increased nationalism in Europe.' Discuss with reference to nationalist movements in Italy, Belgium and Greece in the 19th century.
11. Explain why the people of Hungary in 1956 and Czechoslovakia in 1968 opposed the Communist administration of that time. What were the results of these uprisings?
12. Write about the importance of the following personalities:
 - a. Slobodan Milosevic; (6)
 - b. Robert Schuman; (6)
 - c. Mikhail Gorbachev; (7)
 - d. Yasser Arafat. (6)

(Total: 25 marks)



SUBJECT:	History
PAPER NUMBER:	IIB
DATE:	6 th May 2019
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.**

SECTION A: MALTESE HISTORY

Choose **TWO** questions from this section.

1. Two important Grandmasters during the Order's rule were Manoel Pinto de Fonseca and Antonio Manoel de Vilhena.
 - a. The Slave Revolt occurred during Grandmaster Pinto's reign. Describe briefly what happened and how it ended. (5)
 - b. Which religious order was expelled from Malta during Pinto's time? Why? (3)
 - c. Pinto accumulated large debts. Why would this be a problem after his reign? (4)
 - d. De Vilhena built the Manoel Theatre and Fort Manoel. Why are these important legacies? (6)
 - e. De Vilhena built a suburb outside Valletta. What is it called today? (2)
 - f. Why do you think De Vilhena felt the need to build this suburb? (5)

(Total: 25 marks)

2. The Order of the Knights of St. John was in great decline by the end of the 18th century.
 - a. A big part of the Knights' income came from the lands they owned abroad particularly in France. What happened to these lands in France that affected the Order's decline towards the end of the 18th century? (5)
 - b. The main purpose of the Order was to keep back the Ottoman Turks and protect Europe from them. Why was this no longer important in the late 18th century? How did this affect the importance of the Order? (5)
 - c. There were accusations of immoral behaviour amongst the Knights. Why would this further contribute to the decline of the Order? (5)
 - d. Why did the Order's attempt to ask for help from the Russian Czar come too late? (2)
 - e. What effect did the French Revolutionary ideas have on the Order? (8)

(Total: 25 marks)

3. During the 20th century there were two main politico-religious crises.
 - a. In the first crisis, how did two priests as elected representatives in the Government led by Strickland bring down the government? (5)
 - b. The second politico-religious crisis occurred in the 1950s and early 1960s. Why did the Church oppose Mintoff's proposal of Integration? (2)
 - c. What did the Labour government do in 1958? (1)
 - d. The Church issued a directive on voting against the Malta Labour Party. What did the main part of this directive say? (2)
 - e. How do you think that the Cold War, which was going on internationally at the time, contributed to further create tension during the second politico-religious crisis? (5)
 - f. The Church proved to be too powerful in both of the two politico-religious crises. What were the consequences of these quarrels on the two political leaders, Strickland and Mintoff? (10)

(Total: 25 marks)

4. In general during the 19th century, under British rule (1800-1900) Malta did not do very well economically.
- The British were only interested in Malta's military use. Why did this not help the Maltese economy? (5)
 - The British had a 'laissez-faire' attitude in the local economy. Why did this keep the economy backward? (5)
 - Two diseases were constantly breaking out. What were they? How did these affect the economy negatively? (6)
 - From the 1830s onwards emigration became one of the solutions for the economic depression. Give **ONE** economic advantage and **ONE** economic disadvantage of emigration on Malta. (4)
 - The Crimean War helped the Maltese economy during this time. How? (5)
- (Total: 25 marks)**
5. During the Second World War, the Maltese people suffered a lot.
- During the War, Malta became the focus of Axis attacks. Mention **THREE** things the Axis wanted to disrupt by their bombings on Malta. (6)
 - How did the bombings affect Maltese life? (5)
 - In what ways was commercial life disrupted? (5)
 - During the War, the black market became rampant. What were the results of this? (2)
 - How did Britain try to support Malta during the Second World War? (5)
 - How did King George VI honour the Maltese for their bravery? (2)
- (Total: 25 marks)**
6. The period from 1964 to 2004 was characterised by some interesting and distinct episodes in Malta's foreign policy.
- In what year did Malta achieve independence from Britain? (1)
 - Mention **THREE** international organisations that Malta joined once it became an independent country. (3)
 - A Labour Government was elected in 1971. What reason did this Government give for not accepting the 1964 Defence Agreement? (1)
 - What important measures were taken by this Labour Government with regards to Britain's military base in Malta? (5)
 - Mention **TWO** non-Western countries with which the Labour Government established contacts and negotiations. Why did this worry the West at the time? (5)
 - The Labour Government also adopted a policy of non-alignment. Explain what this meant and why the collapse of the Soviet Union had a huge impact on this policy. (5)
 - Give **ONE** strong reason cited by the Nationalist Government elected in 1987 for its decision to apply for EU membership in 1990. (2)
 - There was a short-lived Labour Government between 1996 and 1998. What happened to Malta's application to join the EU during this time? (2)
 - When did Malta acquire full membership of the EU? (1)
- (Total: 25 marks)**

SECTION B: EUROPEAN AND INTERNATIONAL HISTORY

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

7. Write about the Renaissance Period by giving **THREE** examples of progress in each of the following areas:
- a. Painting and Sculpture; (9)
 - b. Science and Engineering; (9)
 - c. Literature. (7)

(Total: 25 marks)

8. The French Revolution was a major historical event in European History.
- a. What was the motto of the French Revolution of 1789? (3)
 - b. Briefly explain **THREE** causes of the French Revolution. (12)
 - c. Why was the storming of the Bastille of 1789 an important part of the Revolution? (5)
 - d. State what happened to the French King Louis XVI in 1793 and explain why. (5)

(Total: 25 marks)

9. Some ideas of the Enlightenment philosophers that emerged in the 18th Century were adopted by despotic rulers of the time.
- a. Name **TWO** Enlightenment philosophers of the 18th century. (2)
 - b. Write about **TWO** ideas developed by the philosophers of the Enlightenment. (10)
 - c. Name **THREE** Enlightened despots. (3)
 - d. Describe the reforms introduced by **ONE** Enlightened despot. (10)

(Total: 25 marks)

10. The 1830 and 1848 revolutions were partly a result of an increase of nationalism in Europe.
- a. Give a definition of the word 'revolution'. (3)
 - b. Narrate briefly what happened during the 1848 revolution in France. (9)
 - c. Explain briefly the term 'nationalism of the 19th century'. (3)
 - d. Outline the main historical events leading to:
 - i. Greek Independence (5)
 - ii. Belgian Independence (5)

(Total: 25 marks)

11. After the Second World War, Communism spread in Europe until 1990 when it came to an abrupt end.
- a. Describe the Communist system of government that governed Czechoslovakia and Hungary in the decades after the Second World War. (5)
 - b. Give an account of the main events of the Hungarian Uprising of 1956. (8)
 - c. Give an account of the Prague Spring of 1968 in Czechoslovakia. (8)
 - d. Name **TWO** consequences of the Prague Spring of 1968. (4)

(Total: 25 marks)

12. Write a short paragraph about **each** of the following personalities and their role in 20th century history:
- a. Slobodan Milosevic and the break-up of Yugoslavia. (6)
 - b. Robert Schuman and European integration. (6)
 - c. Yasser Arafat and the Palestinian Question. (6)
 - d. Mikhail Gorbachev and the break-up of the Soviet Union. (7)

(Total: 25 marks)