

# JUNIOR LYCEUM ANNUAL EXAMINATIONS 2007

Educational Assessment Unit - Education Division

**FORM 5**

**HISTORY (OPTION)**

**Time: 1h 45min**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Choose two Sections: one Section from A or B (Maltese History) and one Section from C or D (European and International History).**

## Section A - Maltese History (1775-1907)

### 1. Answer the following questions.

1.1 Explain the term 'fortress economy' in the context of 19<sup>th</sup> century Maltese history.

\_\_\_\_\_  
\_\_\_\_\_ (2)

1.2 Give two examples of British fortifications built in Malta in the 19<sup>th</sup> century.

\_\_\_\_\_ (2)

1.3 How did the British expand the dockyard?

\_\_\_\_\_  
\_\_\_\_\_ (2)

1.4 Why did the British build the breakwater at the Grand Harbour in 1903?

\_\_\_\_\_  
\_\_\_\_\_ (2)

1.5 What contribution did Grandmaster Pinto give to the development of education in Malta?

\_\_\_\_\_  
\_\_\_\_\_ (2)

1.6 (a) What did the Royal Commission of 1836 say about the state of education in Malta?

\_\_\_\_\_ (1)

(b) Name one suggestion put forward by this same Royal Commission.

\_\_\_\_\_ (2)

1.7 Why is Canon Paolo Pullicino considered one of the pioneers in Maltese educational development?

\_\_\_\_\_  
\_\_\_\_\_ (2)

1.8 Why did Keenan's report give rise to the Malta Language Question?

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(2)

1.9 Who was Sigismondo Savona's major rival in Maltese politics in the 1880s?

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(1)

1.10 Explain the term 'anglophile' as used in Malta in the 1880s.

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(2)

**(Total = 20 marks)**

**2. Read carefully the following source and then answer all the questions.**

'Keenan submitted his report...It is evident that he wanted to transform the education system stating that the two most useful languages for the Maltese were Arabic and English. Therefore the language of the schools should be English taught through Maltese, while the study of Italian should become an extra option in the higher classes of primary education. He proposed a similar reform in the Lyceum where all teaching should be carried out in English. Keenan even suggested the use of English in all the faculties at the University with the exception of theology. He proposed that Maltese school teachers had to improve their knowledge of English, and made special emphasis on pronunciation or else they would be sacked or forced to retire. Finally he suggested that the Education Department was to consist of the General Council of the University with control over the University, the Lyceum and the Primary Schools.'

[Source: *A Concise History of Malta* by Carmel Cassar, Malta 2002, pp. 170-71.]

2.1 Who was Keenan mentioned in the abstract?

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(1)

2.2 Identify **two** of his proposals from the abstract.

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(2)

2.3 What effect did these suggestions have upon some sectors of the Maltese educated classes?

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(2)

2.4 (a) Suggest one motive that may have made the British Government uphold Keenan's proposals.

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(2)

- (b) Name **two** ways in which the Language Question controversy intensified when Gerald Strickland was Chief Secretary to the Government between 1889 and 1902.

\_\_\_\_\_  
\_\_\_\_\_ (2)

- (c) Why did Strickland have to leave Malta in 1902?

\_\_\_\_\_ (1)

**(Total = 10 marks)**

**3. Answer in essay form any one of the following:**

- 3.1 Account for the development of British defences in Malta during the 19<sup>th</sup> century. What factors influenced the British to undertake these developments?
- 3.2 Trace the social and economic effects on the Maltese population brought about by the extension of the dockyard and the building of the breakwater?
- 3.3 Account for the state as well as the development of education in Malta from the last years of the Order's rule up to 1879.

**(Total = 20 marks)**

**Section B - Maltese History (1907 - 1999)**

**4. Answer the following questions.**

- 4.1 (a) Explain the meaning of the term 'politico-religious crisis'.

\_\_\_\_\_  
\_\_\_\_\_ (2)

- (b) Mention **two** instances of such a crisis that occurred in Malta during the 20<sup>th</sup> century.

\_\_\_\_\_  
\_\_\_\_\_ (2)

- (c) Name **one** leader of a Maltese political party involved in any such crisis.

\_\_\_\_\_ (1)

- 4.2 What stand did the Maltese Church take during the Integration issue and why did it take such a stand?

\_\_\_\_\_  
\_\_\_\_\_ (1, 2)

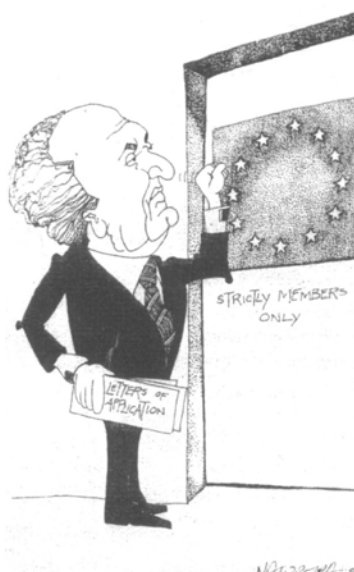
- 4.3 Name the head of the Maltese Church during the politico-religious crises of the 20<sup>th</sup> century.

\_\_\_\_\_ (1)

- 4.4 Who was Malta's Prime Minister:
- (a) when Malta became an independent state: \_\_\_\_\_ (1)
- (b) when Malta closed the British military base: \_\_\_\_\_ (1)
- (c) when Malta joined the E.U. \_\_\_\_\_ (1)
- 4.5 Why did Dom Mintoff change the defence and financial agreement of 1964 when he became Prime Minister in 1971?
- \_\_\_\_\_ (2)
- 4.6 Explain **one** feature of Malta's foreign policy during the Labour Governments between 1971-1987?
- \_\_\_\_\_ (2)
- 4.7 What effect did the Labour victory of 1996 have upon Malta and E.U. relations?
- \_\_\_\_\_ (2)
- 4.8 Name two instances where the local Catholic Church gave its contribution in Maltese society in the 19<sup>th</sup> and 20<sup>th</sup> century.
- \_\_\_\_\_ (2)

**(Total = 20 marks)**

**5. Look carefully at the following source and then answer all the questions.**



Source: *The Sunday Times of Malta* 22<sup>nd</sup> July 1990.

- 5.1 Who is the person in the cartoon?
- \_\_\_\_\_ (1)
- 5.2 What position did he occupy when the cartoon was issued?
- \_\_\_\_\_ (1)
- 5.3 What event in recent Maltese history is described in the cartoon?
- \_\_\_\_\_ (1)
- 5.4 Name one advantage put forward by the Government for EU membership during the 1990s.
- \_\_\_\_\_ (2)

5.5 Name one disadvantage put forward by those opposing EU membership during the 1990s.  
\_\_\_\_\_  
\_\_\_\_\_ (2)

5.6 How and when was the question for Malta's membership in the EU settled?  
\_\_\_\_\_  
\_\_\_\_\_ (1, 1)

5.7 What type of relationship did the Malta Labour Party propose instead of membership in the EU?  
\_\_\_\_\_ (1)

**(Total = 10 marks)**

**6. Answer in essay form any one of the following:**

6.1 Describe the role of the Catholic Church in Maltese society during the 19<sup>th</sup> and 20<sup>th</sup> centuries with regards to education, family life, village life and charitable institutions.

6.2 Account for Malta-EU relations between 1970 and 2004.

6.3 Assess the major changes that took place in Malta's foreign policy between the Nationalist Governments of 1964-71 and the Labour Governments of 1971-87.

**(Total = 20 marks)**

**Section C - European History (1789 – 1907)**

**7. Answer the following questions.**

7.1 Underline the Great Power that did not take part in the Crimean War:  
*Britain, France, Turkey, Sardinia-Piedmont, Prussia, Russia.* (1)

7.2 The River Danube was so important that it was 'internationalized' at the Treaty of Paris of 1856.  
Explain what this meant.

\_\_\_\_\_  
\_\_\_\_\_ (2)

7.3 (a) Mention **one** cause that brought about the meeting of the Congress of Berlin in 1878.  
\_\_\_\_\_ (2)

(b) Mention **one** clause agreed by the Great Powers at the Congress of Berlin.  
\_\_\_\_\_ (2)

7.4 How did Bismarck try to curb the rapid spread of socialism among the German working classes in the 1870s and 1880s? Mention **one** such measure.

\_\_\_\_\_ (2)

7.5 Why did Bismarck resign as German Chancellor in 1890?

\_\_\_\_\_  
\_\_\_\_\_ (2)

7.6 Which state was the greatest loser in the Balkan Wars of 1911-1912 and why?

\_\_\_\_\_  
\_\_\_\_\_ (1, 2)

7.7 Describe briefly the significance of these French statesmen in the history of the Third Republic:

(a) Adolph Thiers: \_\_\_\_\_  
\_\_\_\_\_ (2)

(b) Marshall MacMahon: \_\_\_\_\_  
\_\_\_\_\_ (2)

(c) General Boulanger: \_\_\_\_\_  
\_\_\_\_\_ (2)

**(Total = 20 marks)**

**8. Study carefully the following cartoon sources and then answer all the questions.**

These are two cartoons dealing with the internal history of the German Empire when Bismarck was Chancellor. Identify and explain the main characters, objects and captions of each cartoon.

8.1 **Source A:** A cartoon published in 1875 in a German magazine during the *Kulturkampf*, reproduced from Dennis Richards, p. 224.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (5)

8.2 **Source B:** A Punch cartoon by Tenniel published on 29<sup>th</sup> March 1890, reproduced from Dennis Richards, p. 229.




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(5)

**(Total = 10 marks)**

9. **Answer in essay form any one of the following:**

9.1 What were the main causes of the Crimean War? What were its effects on international relations? (10 x 2 = 20 marks)

9.2 Describe the domestic policies of Bismarck as Chancellor of the German Empire. Which of his domestic policies were the most successful?

9.3 Write a paragraph of about 10 lines each on two of the following:

- (a) The Treaty of San Stefano and the Congress of Berlin
- (b) The Balkan Wars of 1911-1912
- (c) The Dreyfus Case
- (d) The Paris Commune

(10 x 2 = 20 marks)

**(Total = 20 marks)**

### **Section D - International History (1907 – 1999)**

10. **Answer the following questions.**

10.1 Who was the leader of the *Solidarnosc* Movement in the 1980s? \_\_\_\_\_ (1)

10.2 What was the immediate result of the fall of the Berlin Wall:

- (a) in Germany: \_\_\_\_\_ (2)
- (b) in Europe: \_\_\_\_\_ (2)

10.3 Name three states that formed part of the Federal Republic of Yugoslavia before it broke up in the 1990s.

\_\_\_\_\_ (3)

10.4 What was Tito's greatest achievement as President of Yugoslavia between 1945 and 1980?

\_\_\_\_\_  
\_\_\_\_\_ (2)

10.5 Explain the meaning of the Russian terms *glasnost* and *perestroika*.

(a) *glasnost*: \_\_\_\_\_

(b) *perestroika*: \_\_\_\_\_ (2)

10.6 Why was the Warsaw Pact abolished in 1989?

\_\_\_\_\_  
\_\_\_\_\_ (2)

10.7 Give the full name of these West European institutions:

(a) E.C.S.C. \_\_\_\_\_

(b) E.E.C. \_\_\_\_\_

(c) E.F.T.A. \_\_\_\_\_ (3)

10.8 Mention one important decision taken at the Maastricht Treaty of 1992.

\_\_\_\_\_  
\_\_\_\_\_ (2)

10.9 Give the name of a European country that became member of the EU in 1995.

\_\_\_\_\_ (1)

**(Total = 20 marks)**

**11. Read carefully the following source and then answer all the questions.**

‘Whatever Gorbachev’s personal shortcomings, it is doubtful whether any other leader could have achieved more in such a short time. Over 70 years the system produced a ruling and administrative class – Party functionaries, state bureaucrats, ideologues, generals and secret policemen – whose main aim was self-preservation. Every step taken by Gorbachev produced a backlash from this conservative coalition. Anyone who tried to undermine its power faster, as Boris Yeltsin wanted to, would surely have provoked an even fiercer reaction.

But it was to leaders like Yeltsin that many Russians looked as they searched for a way out of the chaos.’

Source: *The Second Russian Revolution* by Angus Roxburgh



- 11.1 What position did Gorbachev hold in the USSR between 1985 and 1991?  
\_\_\_\_\_ (1)
- 11.2 Name the 'Party' that ruled the USSR at that time. \_\_\_\_\_ (1)
- 11.3 Name **two** factions or groups in the USSR that wanted this 'Party' to remain in power.  
\_\_\_\_\_ (2)
- 11.4 What do you know about Boris Yeltsin mentioned in the extract?  
\_\_\_\_\_  
\_\_\_\_\_ (2)
- 11.5 What made Yeltsin enjoy more popularity than Gorbachev with the Russian people?  
\_\_\_\_\_  
\_\_\_\_\_ (2)
- 11.6 Suggest a reason why the author entitled his book 'The Second Russian Revolution'.  
\_\_\_\_\_  
\_\_\_\_\_ (2)

**(Total = 10 marks)**

**12. Answer in essay form any one of the following:**

- 12.1 Write briefly on two personalities from the following and outline their activities as politicians and as makers of world affairs:  
(a) Josef Tito  
(b) Helmut Kohl  
(c) Slobodan Milosevic  
(d) Charles de Gaulle (10 x 2 = 20 marks)
- 12.2 Outline the major causes and developments that brought about the decline of the USSR as a superpower and the fall of Communism in Eastern Europe by 1989.
- 12.3 Explain how the gradual integration of Western Europe was one of the major consequences of the Second World War.

**(Total = 20 marks)**