

FORM 4

HISTORY (GENERAL)

TIME: 1h 30min

Name: _____

Class: _____

1. Underline the correct answer.

- 1.1 Between 1800 and 1964 Malta was ruled by the
(Order of St. John - French - British - Aragonese). (1)
- 1.2 A colony is a land that is
(protected - ruled - independent - neutral). (1)
- 1.3 The official person sent from London to govern the Maltese Islands was called
(an administrator - a grand master - a prime minister - a governor). (1)
- 1.4 In the first years of British rule, Maltese politicians sent requests to the British
Government to obtain more rights through
(dispatches - libels - petitions - vetos). (1)
- 1.5 Throughout the British period Malta was used as a
(tourist centre - industrial centre - fortress and a naval base - historic centre). (1)
- 1.6 A set of laws used to govern a country is called
(a constitution - administration - a petition - an election). (1)
- 1.7 In the Second World War Malta formed part of a group of countries called
(Axis - Allies - NATO - Warsaw Pact). (1)
- 1.8 Since Malta is in the middle of the Mediterranean and was used by the
great powers throughout the centuries, we say that Malta's position is
(tragic - strategic - comfortable - marginalised). (1)
- 1.9 Malta stopped being a British colony with the constitution of
(1903 - 1921 - 1947 - 1964). (1)
- 1.10 When Malta became a Republic in 1974 the Head of State became the
(Governor - President - Prime Minister - King). (1)

(Total: 10 marks)

2. Match the following phrases on the topic of education during the 19th century in Malta. The first answer is given as an example.

a.	At the beginning of the 19th century	meant that the children from both rich and poor families attended school and that as a result more students learnt to read and write.	
b.	Austin and Lewis in 1836	few boys from rich families attended school.	a
c.	Keenan's Report of 1878	found out that most people in Malta were illiterate. They also gave importance to the Italian language.	
d.	The Language Question 1880-1940	started as a result of the Language Question.	
e.	Political Parties in Malta	gave importance to the English language.	
f.	Secondary Schools for all	was a dispute on whether Italian or English was to be taught in schools.	

(Total: 1 x 5 = 5 marks)

3. Write whether these statements were a CAUSE or EFFECT of the Sette Giugno 1919.

- 3.1 The death of four Maltese men _____
- 3.2 The Constitution of 1921 _____
- 3.3 The high price of bread _____
- 3.4 The influence of newspapers _____
- 3.5 The difference between the salaries of Maltese and British workers _____
- 3.6 The subsidy on the price of bread _____
- 3.7 The beginning of the Labour Party _____
- 3.8 The Constitution of 1903 _____
- 3.9 Unemployment after the First World War _____
- 3.10 An increase in taxes _____

(Total: 1 x 10 = 10 marks)

4. Look at source A and then answer all questions.

4.1 What is happening in Source A?

(1)

4.2 How did this type of entertainment change under British rule?

(2)

4.3 Mention **one** activity held in Saqqajja or Buskett on the feast of Imnarja.

(1)

4.4 Mention **two** influences that changed the lifestyle of the Maltese from the British period until today.

(2)

Source A. Maltese musicians playing the *żaqq* and *tanbur* in the streets of Valletta.



(Total: 6 marks)

5. Read the following source about life in Malta and then answer all the questions.

Source B. "Water used in households was obtained from wells or from water springs ... During the 1840s another aqueduct was built to provide the cities of Cottonera and several other villages with water taken from the spring in Fawwara ... Besides some isolated lit up oil lamp ... as soon as night fell there was total darkness ... in those days, sewage could be seen flowing in the streets, a negative factor in hygiene and public health ..."
Adapted from *Storja ta' Malta. Żmien l-Ingliżi – Is-seklu dsatax*. H. Frendo, 2004, p.64.

5.1 From source B, mention **two** shortcomings the Maltese had to cope with during the 19th century. _____ (2)

5.2 From source B, give a reason why the British Government built the Fawwara Aqueduct. _____ (1)

5.3 Besides the Fawwara Aqueduct, what did the British Government build to collect rain water? _____ (1)

5.4 Which illness originated from drinking water mixed with sewage?
_____ (1)

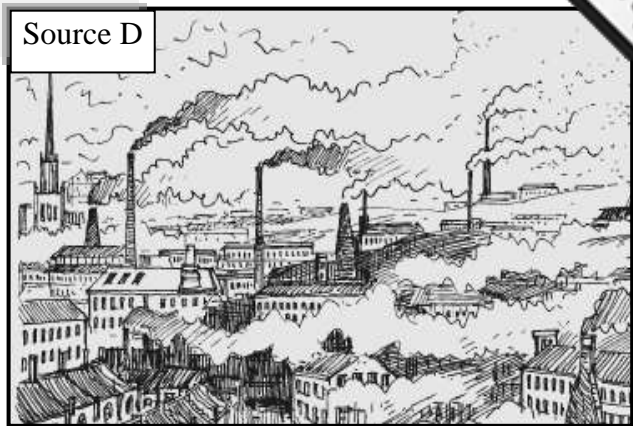
(Total: 5 marks)

6. Examine these sources and then fill in the sentences with words from table.

Source C



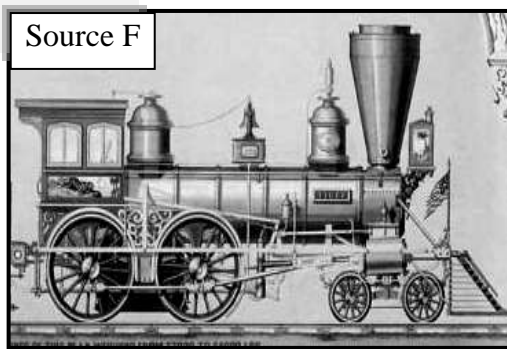
Source D



Source E



Source F



factories	sanitary	long	smoke	iron	sick	mine
transport	negative	houses	train	water	sewage	cities

- 6.1 During the Industrial Revolution many _____ were built.
- 6.2 This revolution brought with it several positive and _____ effects.
- 6.3 Source C shows a boy working in a _____ from where coal and _____ were extracted.
- 6.4 These children often had to work _____ hours and as a result most of them fell _____ or died at a young age.
- 6.5 Since many people went to live in the _____ to work in the factories (Source D) there was a need for more _____ to live in.
- 6.6 Most of these were built in a hurry with bad _____ conditions.
- 6.7 As we can see in source E, people queued to collect _____ which at times was contaminated with _____.

- 6.8 In Britain there was also the problem of pollution caused by _____ emitted from factories.
- 6.9 The Industrial Revolution also brought with it progress as there was an increase in manufactured goods, commerce and new inventions such as electricity and the _____ as shown in source F.
- 6.10 The invention of source F did not only improve _____ but it made sure that people who lived in villages in the outskirts of the cities went to work on time.

(Total: 1 x 14 = 14 marks)

7. Read the following source and answer all questions.

Source G. "Algeria, Tunisia, Egypt and Libia ... were the most popular countries for the Maltese to go and live in ... Whenever there was trouble, a plague epidemic or a revolt against Europeans or Christians, hundreds of those who had emigrated to a North African country ... used to return in a hurry to Malta."

Adapted from *Storja ta' Malta. Żmien l-Ingliżi – Is-seklu dsatax*. H. Frendo, 2004, p.197.

- 7.1 From source G mention **two** countries popular with Maltese emigrants.
_____ (2)
- 7.2 Why do you think that Maltese people preferred to emigrate to these countries?
_____ (1)
- 7.3 In which century did the Maltese emigrate to the countries mentioned in source G?
_____ (1)
- 7.4 Why did some Maltese leave the Maltese islands to go and live in other countries? Give **two** reasons.

_____ (2)
- 7.5 From source G mention **two** reasons why some Maltese returned to Malta.

_____ (2)
- 7.6 Underline the correct answer.
- 7.6.1 In the 19th century the Maltese emigrated with (ships - aeroplanes - railways).(1)
- 7.6.2 In the 20th century several Maltese emigrated to (Australia - Japan - Brazil). (1)

(Total: 10 marks)

8. Match the following. The first one is given as an example.

a.	Between 1800 and 1850	generated new work opportunities such as that of builders and in the quarries.	
b.	Fort Rinella and Fort Cambridge	were built so that any enemy landing in the North West of Malta would not proceed to attack the main harbours.	
c.	The building of new fortifications between 1870 and 1890	the British repaired and improved the fortifications built by the Knights.	a
d.	The 100 Tonne Gun	further improved the Victoria Lines.	
e.	The Victoria Lines	were built to defend the Grand Harbour and Marsamxett Harbour from an enemy attack.	
f.	Fort Madliena, Fort Bingemma and Fort Mosta	was built as a result of new cannons having improved range.	

(Total: 1 x 5 = 5 marks)

9. Fill in the sentences using the words below.

United States	economic	weapons
Cold War	Soviet Union	United Nations

At the end of the Second World War most countries were in a poor _____ situation as a result of the damages caused during the fighting. To maintain peace throughout the world the _____ was established. However, there was still tension amongst the two superpowers; the _____ and the _____. These two competed between themselves on several things such as who had the best _____ and the biggest army. This rivalry led to the beginning of the _____ which came to an end towards the end of the 20th century.

(Total: 1 x 6 = 6 marks)

10. Look at the source and then answer all questions.

Source H. The baby represents the United States of America which entered the war on the side of the Allies.

The giant represents the three countries forming the Axis.



10.1 Which war is source H referring to?

(The First World War - The Second World War - The Cold War)

(1)

10.2.1 Choose **two** persons represented by the giant in the source.

(Stalin - Mussolini - Hitler - Churchill)

(2)

10.2.2 Which **three** countries formed the Axis?

(France - Italy - Russia - Britain - Germany - Spain - Japan - China)

(3)

10.3 Use the source to name **two** examples of technological advances in weapons used during this war.

_____ (2)

10.4 Which group of countries, mentioned in the source, won this war?

_____ (1)

(Total: 9 marks)

11. Choose TWO of the following themes and write at least eight sentences on each.

- 11.1 The development of transport in Malta during the British period.
- 11.2 The life of the Maltese during the Second World War.
- 11.3 Infectious diseases in Malta during the 19th century.
- 11.4 British buildings in Malta.
- 11.5 How did Malta's economy change with Independence?
- 11.6 The dockyard in Malta during the British period.

- ## 11.2 The life of the Maltese during the Second World War.

- ### 11.3 Infectious diseases in Malta during the 19th century.

- #### 11.4 British buildings in Malta.

- ### 11.5 How did Malta's economy change with Independence?

- ## 11.6 The dockyard in Malta during the British period.

Theme 1

[illegible]

Theme 2

[illegible]

(Total: 10 x 2 = 20 marks)