

FORM 4

HISTORY (OPTION)

TIME: 1h 30min

Name: _____

Class: _____

N.B. You may answer questions in English or in Maltese.

MALTESE HISTORY SECTION

1. Read carefully the following sources and then answer all the questions.

Source A

'...the Maltese...during a period of universal excitement, have inspired confidence by their loyal, peaceful and confiding demeanour (behaviour) and asked for constitutional reforms with such temper and moderation as to have secured the favourable attention of the British Government'

(Letter of O'Ferrall to Earl Grey, 1st Feb.

Source B

'On behalf of the Government and People of the Island of Malta and its Dependencies, I have the honour to invoke for my country the right to be an independent state. I request you therefore to fix as a matter of urgency a date for the Maltese Islands' independence within the Commonwealth.'

(G. Borg Olivier to Duncan Sandys, 20th Aug. 1962)

1.1 To which occasion is source A referring? _____

(1)

1.2 Who are O'Ferrall and Earl Grey mentioned in the extract?

(2)

1.3 Which new political right did the Maltese acquire in 1849? _____

(1)

1.4 Who is the author of source B and what office did he occupy at the time of its writing?

(2)

1.5 Why is he writing this communication? _____

(1)

1.6 What do these two sources have in common? _____

(1)

1.7 Why is the 1921 Constitution an important milestone in Maltese constitutional development?

(2)

(Total 10 marks)

2. Study the following sources and then answer all the questions.



Source C

Source D

'Sunday January 24 was Bishop's Day. On his way to Birkirkara Basilica, the Parish Priest saw the **Catholic Action** notice board's glass broken. The board displayed notices on Bishop's Day...The incident was described as an act of wilful vilification of the Archbishop...At least, the unmistakable impression gained was that the culprit was a **Labourite**. AND THE PROVOST HAD NOT EVEN SEEN OR KNOWN THE 'CULPRIT!'

(Extract from *The Voice of Malta*, Sunday, Feb. 7, 1960)

2.1 Sources C and D are about the _____ question between the

Church authorities and the _____ Party.

(2)

2.2 The Archbishop shown in source C is _____

(1)

2.3 Why is source C sympathetic to the Archbishop? _____

(2)

2.4 What is the opinion of the author about the incident described in source D?

(1)

2.5 What was Catholic Action, mentioned in line 3 of source D?

(2)

2.6 The word 'Labourite' in Source D stands for _____

(1)

2.7 How did the dispute described in the above sources come to an end in 1969?

(1)

(Total 10 marks)

3. Study carefully the following sources and then answer all the questions.



Source E



Source F

- 3.1 Source E shows British (*scouts, sailors, policemen*) in a Maltese pub when Malta was still a British (*protectorate, colony, free port*). (2)
- 3.2 Which locality in Malta do you think the photo of source E was taken? State why. (2)
- 3.3 What sort of benefits did the Maltese get from their stay in Malta? (1)
- 3.4 Explain the subject matter of source F. (1)
- 3.5 Why was emigration a very important Maltese issue in the 19th and 20th century? (1)
- 3.6 To which region did the Maltese generally emigrate: (1)
- (a) in the 19th century? (1)
- (b) after World War II? (1)
- 3.7 Why did mass emigration from Malta decline after Independence? (1)

(Total 10 marks)

4. Choose ONE from the following themes and answer in essay form.

- 4.1 Malta's political rights were improved through the 1849 and 1887 Constitutions. Discuss..
- 4.2 Why did the development of, and reforms in education bring about a language dispute and the setting up of the first Maltese political parties?
- 4.3 How did the British try to develop Malta's economy during the 19th and 20th centuries?

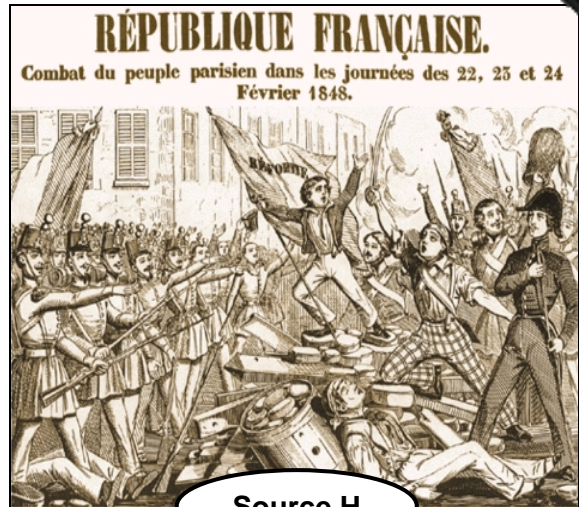
(Total 20 marks)

5. Study carefully the following sources and then answer all the questions.

Source G

'...I have never feared that the revolutions would be engendered by the universities, but that at them a whole generation of revolutionaries must be formed, unless the evil is restrained, seems to me certain....The greatest and consequently the most urgent evil now is the press. The measures referring to it which I intend to bring forward at the **Carlsbad Congress**...I wish you to give me your opinion on my ideas without reserve, and put yourself in a position to help me effectively in Carlsbad, where the business must begin without delay.'

Source: Metternich, *Memoirs III*, published, 1881.



Source H

*The French Republic, fighting by the people of Paris
On 22nd, 23rd and 24th of February, 1848.*

5.1.1 Who is the author of source G? _____ (1)

5.1.2 Why is source G a primary source? _____

_____ (1)

5.2 Why was the Carlsbad Congress mentioned in the extract being summoned?

_____ (2)

5.3 The extract refers to **two** agents that help to bring about a revolution. Identify them.

(a) _____ (b) _____ (2)

5.4.1 Which event is source H commemorating? _____ (1)

5.4.2 This event became famous in European history for the use of (*the barricades, the guillotine, the trenches*). (1)

5.5 Name **one** cause and **one** result of this revolution.

(i) Cause: _____ (1)

(ii) Result: _____ (1)

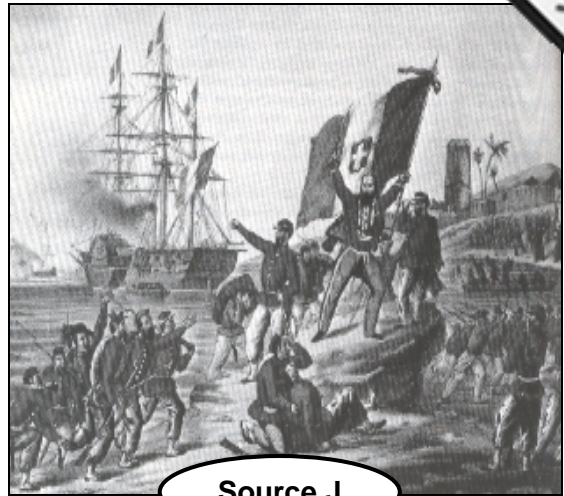
(Total 10 marks)

6. Study carefully the following sources and then answer all the questions.

Source I

'**Young Italy** is a brotherhood of Italians who believe in a law of progress and duty, and are convinced that Italy is destined to become one nation, convinced also that she possesses sufficient strength within herself to become one...They join this association with the firm intention of consecrating both thought and action to the great aim of reconstituting Italy as one independent sovereign nation of free men and equals...'

(Extract taken from Mazzini's Instructions to members of his Young Italy Movement, 1831)



Source J

6.1 The above two sources are about the history of the _____ (1)

6.2 Explain the meaning of the word *Risorgimento* which was very much used in this period.

_____ (1)

6.3 Who is Mazzini mentioned as the author of source I? _____

_____ (2)

6.4 What was the aim of 'Young Italy' mentioned in source I? _____

_____ (2)

6.5 Source J shows an expedition that took place at the Straits of Messina in 1860.

6.5.1 Who was the leader of this expedition? _____ (1)

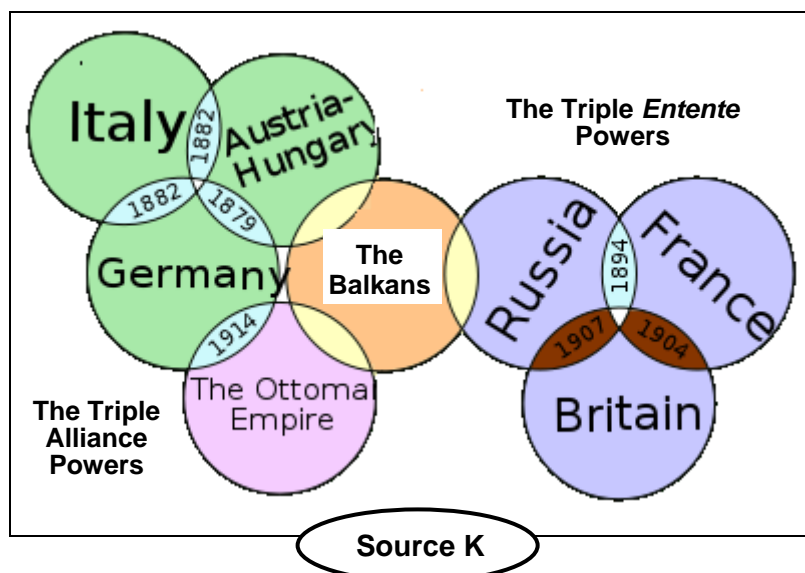
6.5.2 How were the members of this expedition called? _____ (1)

6.5.3 What was the aim of this expedition? _____

_____ (2)

(Total 10 marks)

7. Study carefully the following sources and then answer all the questions.



Source K shows the two main alliance system of pre-World War I Europe.

7.1.1 Name the statesman that is held to have started this system of alliances in 1879.

_____ (1)

7.1.2 Mention **one** aim for having negotiated various alliances.

_____ (1)

7.2. Name the Great Powers that formed part of the Triple Alliance.

_____ (1)

7.3 Name the Great Powers that formed part of the Triple *Entente*.

_____ (1)

7.4 The years shown between the circles in the diagram stand for _____

_____ (1)

7.5 Source L is a postcard issued to commemorate the _____ (1)

7.6.1 Why did Britain and France reach this agreement? _____

_____ (1)

7.6.2 Give the year when this agreement was reached. _____ (1)

7.7 Why do you think the Balkan region is included in the diagram of source K?

_____ (1)

7.8 What consequence did the alliance systems described in source K have upon Europe in general?

_____ (1)

(Total 10 marks)

