



SUBJECT: **History**
DATE: 1st September 2022
TIME: 4:00 p.m. to 7:05 p.m.

Answer **ALL FOUR** questions, the **TWO** in Section A and the **TWO** in Section B.
All questions carry equal marks.

SECTION A

Question 1

Answer **EITHER part (a), OR part (b), OR part (c), OR part (d).**

[Either] (a) What were the main Maltese political demands in the nineteenth century?

[Or] (b) How did Maltese political parties change local politics from 1880 to 1921?

[Or] (c) Discuss the impact of the Crimean War on Malta.

[Or] (d) 'Malta's strategic value was shown again in World War I.' Discuss.

Question 2

Answer **EITHER part (a), OR part (b), OR part (c), OR part (d).**

[Either] (a) What were the main consequences of the French Revolution of 1789 for European history?

[Or] (b) Why did revolutions break out in different European countries in 1830?

[Or] (c) How did the Kingdom of Sardinia-Piedmont succeed in uniting Italy?

[Or] (d) What were the main events marking the 'Great Eastern Crisis' (1875-78)?

SECTION B

Question 3

Answer EITHER part (a), OR part (b).

[Either] (a) Lieutenant-Colonel Amery, Under-Secretary of State for the Colonies, 19 November 1919.

His Majesty's Government have decided that the time has come to entrust the people of Malta with full responsible control of their purely local affairs, the control of the naval and military services, and of such other services and functions of government as are connected with the position of Malta as an Imperial fortress and harbour remaining vested in the Imperial authorities.

Some time will necessarily be involved in working out the details of the proposed Constitution and in clearing up some of the more urgent financial and administrative problems created by the War, and I shall, at a later date, have to come to the House for a measure of assistance to the finances of the island, which have been seriously embarrassed by circumstances arising out of the War and the subsequent reduction of the garrison and of the dockyard staff. I hope, however, that it may be possible to dispose of all these matters in the course of the next year, and to enable the new system of local self-government to come into force at the beginning of 1921.

- (i) What was the constitutional situation of Malta since 1903? (5)
- (ii) What kept the British from entrusting the Maltese with 'full responsible control of their purely local affairs' in the nineteenth century? (5)
- (iii) Which principal events led to this decision by the British government to give 'the people of Malta' responsible government? (5)
- (iv) What was the term used to describe the constitutional system outlined by Amery in the first paragraph above, and briefly explain this constitutional system. (5)
- (v) Briefly describe why the year 1921 was a turning point in Maltese constitutional and political history, when considering Malta's status under British rule since 1800. (5)

(Total: 25 marks)

[Or] (b) Sir Patrick Keenan, Report upon the educational system of Malta, 1880.

Summary of recommendations

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I. The education of the children frequenting Primary schools to be based on the principle of teaching them how to read their native Maltese language, as correctly as English children of the junior classes are taught how to read English in an English National School.

II. With a view to the carrying out of this object, lesson books in Maltese to be prepared; and the Maltese language itself to be purified by an assimilation, as far as may be practicable, of its vocabulary and grammar to its parent language, the Arabic.

III. The existing plan of requiring pupils to learn two foreign languages – Italian and English – to be abandoned.

IV. Only one of these languages to be henceforth employed as an ordinary branch of education in Primary schools.

V. English – and English only – taught through the medium of the Maltese, to be the future language of the schools. But the pupils to be at liberty, on reaching the third or fourth class, to take up, as an extra branch, before or after the ordinary school hours, the study of Italian.

- (i) Comment on the reasons for setting up the Royal Commission on the educational system of Malta. (5)
- (ii) Why did Keenan propose 'English – and English only – taught through the medium of the Maltese, to be the future language of the schools'? (5)
- (iii) What was the status of the Maltese language in this period (1800-1880)? (5)
- (iv) How did local Maltese politicians react to these proposals? (5)
- (v) Comment on the development of the Language Question in Malta. (5)

(Total: 25 marks)

Question 4

Answer EITHER part (a), OR part (b).

[Either] (a) Appeal of Alexander Ypsilantis, 1821.

Fight for Faith and Fatherland! The time has come, O Hellenes. Long ago the people of Europe, fighting for their own rights and liberties, invited us to imitation ... The enlightened peoples of Europe are occupied in restoring the same well-being, and, full of gratitude for the benefactions of our forefathers towards them, desire the liberation of Greece. We, seemingly worthy of ancestral virtue and of the present century, are hopeful that we will achieve their defense and help. Many of these freedom-lovers want to come and fight alongside us ... Who then hinders your manly arms? Our cowardly enemy is sick and weak. Our generals are experienced, and all our fellow countrymen are full of enthusiasm. Unite, then, O brave and magnanimous Greeks! Let national phalanxes be formed, let patriotic legions appear and you will see those old giants of despotism fall themselves, before our triumphant banners.

- (i) What was the situation of Greece in 1821? (5)
- (ii) Explain the reference to the support of 'the enlightened peoples of Europe' for the Greek cause. (5)
- (iii) Explain the statement that 'our cowardly enemy is sick and weak'. (5)
- (iv) How did the Greek struggle progress? (5)
- (v) Explain the significance of 'the liberation of Greece' in European history. (5)

(Total: 25 marks)

Please turn the page.

[Or] (b) Proclamation of the Second Republic in France, 1848.

Citizens: royalty, under whatever form, is abolished; no more legitimism, no more Bonapartism, no regency.

The provisional government has taken all the measures necessary to render impossible the return of the former dynasty or the advent of a new dynasty.

The republic is proclaimed.

The people are united.

All the forts which surround the capital are ours.

The brave garrison of Vincennes is a garrison of brothers.

Let us retain that old republican flag whose three colours made with our fathers the circuit of the globe.

Let us show that this symbol of equality, of liberty, and of fraternity is at the same time the symbol of order - of order the more real, the more durable, since justice is its foundation and the whole people its instrument.

- (i) How and why was the Second Republic proclaimed in France? (5)
- (ii) Comment on the reference to 'this symbol of equality, of liberty and of fraternity'. (5)
- (iii) Explain the reference to 'Bonapartism'. (5)
- (iv) Which events characterized the revolution in France in 1848? (5)
- (v) How far did the Republic succeed in preventing 'the return of the former dynasty or the advent of a new dynasty'? (5)

(Total: 25 marks)