



ST. BENEDICT'S COLLEGE

Secondary School, Hal Kirkop

HALF YEARLY MARKING SCHEME – 2015/2016

Level 5 to 8

FORM 4

HISTORY OPTIONS

Maltese History

1. 1.1 He is giving his resignation as the nominated members are obstructing matters of great importance from being solved. (1)
1. 1.2 He was Governor of Malta at the time. (1)
1. 1.3 He sent petitions asking the British Government for a better constitution in which the Maltese had a more members on the council. (1)
1. 2.1 1849 (1)
1. 2.2 18 Members, Elected Members 8 (1,1)
1. 3. The Governor could use the **veto** whenever he wanted to stop a law from being discussed or enacted. He could also compel the 10 official members to support the Government in the Council (called **official** majority). A definite break with the elected members took place in 1859 when the Governor was again given military powers. In the elections of 1860, the so called **Four Lawyers** were elected and these formed an organised opposition to the government. Henceforth, the Governor resorted to use the official majority more frequently. (1)
1. 4. The 1849 Constitution did not satisfy the majority of the Maltese because the powers of the Council were very limited and the Council was not really a representation of the Maltese population since the official members, that is, members who were nominated by the Government and not elected by the people, were in majority. (2)
1. 5. It was the official language used. (1)

(Total: 10 marks)

2.1 Secondary source. The author wrote this in 1975 and he is writing about 1880 events.

This shows that he did not live these events. (2)

2.2 Maltese (1)

2.3 In Court, in Council of Government, in administrative places.

2.4 Language Question (1)

2.5 (a) The Italian Language: For administration and to know what was being said in important matters and areas concerning them such as at Court (1)

(b) The English Language: If they wanted to work with the British, knowing English was an advantage. (1)

2.6 The Commissioners' Report of 1836 respected the Maltese position but felt that the Maltese should learn English especially since Malta became a naval base. He thought that English should be taught immediately whereas Italian should be introduced in the third year. (1)

2.7 Not everyone agreed with the suggestions Keenan had presented. (1)

2.8 Reformist, Anti-reformist, Sigismondo Savona, Fortunato Mizzi. (1)

(10 marki)

3.1. In 1930, the faithful were notified by the Bishops that it was mortal sin to vote in the forthcoming elections for the pro-British Prime Minister, Lord Strickland, his party, or his allies, the Labour Party. A conflict between Strickland and two secular priests appointed to the Senate by Bishop Caruana, arose because of the support of the Reverend Senators for the pro-Italian opposition. The conflict escalated and Strickland found almost the whole secular clergy serried against him. The Bishop was reluctant to act against Strickland, until the latter protected two Franciscan supporters of his party against the anger of the notorious Fascist Italian Visitor of the Order, Padre Carta. Padre Carta wanted to transfer Fr. Guido Micallef to Sicily because he was a sympathiser of Strickland. Strickland questioned whether an Italian could order a British subject to leave British territory because of his political opinions and his support for the Constitutional party. So Strickland opened criminal proceedings against Padre Carta, accusing him of being a Fascist. (2)

3.2. Prime Minister (1)

3.3. Labour Party (1)

3.4. The letter forbade the Maltese from voting for candidates harmful to the Roman Catholic

Church, but only for candidates who offered assurances to safeguard Catholic religious welfare. The effect of this letter was to limit electors to voting for the Nationalist party. Because of this Pastoral Letter, the British suspended the election and the constitution.

(2)

3.5. Public Meetings, newspapers

(2)

3.6. The Vatican conducted an independent enquiry and Mgr. Robinson was chosen to conduct the enquiry.

(1)

3.7. The Nationalist party.

(1)

(Total: 10 marks)

4. Essay Questions: Each essay carries a maximum of 20 marks. Marks should be given according to the relevance of information, ideas and arguments given, to the sequencing of events described and to the correctness of historical facts.

(Total: 20 marks)

European History

5.1 England

(1)

5.2 Coal and steel

(2)

5.3 transport

(1)

5.4 overcrowding, bad sanitary conditions, pollution

(2)

5.5 The factory owners were getting rich by exploiting the workers.

(2)

5.6 **The Poor Law of 1834** in Britain compelled the unemployed to work in bleak public factories known as **workhouses**. Workers exhausted themselves in the long hours trying to keep pace with the machines. Work in mines was dangerous for both men and children. For this reason the British Government set up a Commission to investigate abuses related to conditions in the factory and to women and child labour. The result was that the Ten-Hour Bill was passed in 1847 and the principle that Government could regulate industry was accepted by the industrialists

(1)

5.7 Belgium. (1)

(Total: 10 marki)

6.1.1 Metternich, Austrian Chancellor

(1)

6.1.2 Metternich is writing on events in which he participated in.

(1)

6.2 To decide how to suppress revolts and suppress liberal ideas from spreading.

(2)

6.3.1 universities, press

(2)

6.3.2 Both the press and universities spread their ideas through publications, meetings, and organisation of political groups. (2)

6.4 universities were to have a government supervisor, students' societies were to be abolished, any student expelled from one university for his political opinions was not allowed to study at any other, the press was also to come under strict censorship, a permanent committee was set up at Mainz whose duty it was to see that these rules were applied and to collect evidence against liberals and other revolutionaries. (2)
(Total: 10 marks)

7.1 corrupt and submitted to England. (2)

7.2 Louis Phillippe (1)

7.3 Revolutions, people were asking for more liberty (1)

7.4 He is represented as a candle that is being put off. (1)

7.5 That the king will soon be put out by liberty, liberal ideas. (2)

7.6 Republicans, Liberals, Bonapartists, Royalists (2)

7.7 France became a Republic. (1)

(Total: 10 marks)

8. Essay Questions: Each essay carries a maximum of 20 marks. Marks should be given according to the relevance of information, ideas and arguments given, to the sequencing of events described and to the correctness of historical facts.