

- 3.1 Dun Gaetano Mannarino (1)
- 3.2 Students could refer to - *The local population suffered hunger; had no money; the Order's rule over the Maltese became increasingly absolute, despotic and over-centralised; the high price of grain; Maltese were forbidden from hunting rabbits; the Grandmaster dismissed all foreign professors from University and reduced the number of courses; abolished certain government offices; reduced the salaries of many officials and tried to enforce economy in the administration.* Students should give **two** reasons. Accept other reasons as long as they are historically accurate. (1, 1)
- 3.3 That day was chosen because the Knights would be busy with the celebrations in remembrance of the Siege of 1565. (2)
- 3.4 Two groups of revolutionaries led by Dun Gaetano Mannarino and Dun Giuseppe Dimech had attacked Fort St Elmo and St James Cavalier and had captured it. (2)
- 3.5 Very few Maltese joined the rebels during the uprising. (2)
- 3.6 Students could refer to – *strangled; executed; life sentence on the galleys; exiled; imprisoned.* Students should give **one** method. Accept other methods as long as they are historically accurate. (1)
- 3.7.1 Fort St. Elmo (1)
- 3.7.2 He was released from prison. (1)
- (Total: 12 marks)**

4. Marks should be given according to the students' ability to expose, discuss and interpret facts. Spelling mistakes should not be penalised. (Total: 20 marks)

EUROPEAN HISTORY

5.1

		
The Printing Press	The book - The Prince	The Divine Comedy
Johannes Gutenberg	Niccolò Macchiavelli	Dante Alighieri

		
Moses	The painting - Mona Lisa	David
Michelangelo	Leonardo Da Vinci	Donatello

(6)

5.2 rebirth or revival

(1)

- 5.3 The location of Italy in relation to the Mediterranean Sea; the wealthy cities of trade (Naples, Genoa, and Venice); trade brought new ideas and Italy was a trading machine; Italy had bankers and merchants who used their money to help drive the arts and the start of the Renaissance; education was valued by the merchants who wanted to see their sons read, write, and do arithmetic. Students should give **one** reason. Accept other reasons as long as they are historically accurate. (1)

(Total: 8 marks)

- 6.1 Students should mention **two** philosophers from Adam Smith, John Locke and Montesquieu. (1,1)

- 6.2 freedom of the speech (1)

- 6.3 Students could refer to – *social obstacles; the lack of liberties; lack of education; absolute powers of their rulers*. Accept other reasons as long as they are historically accurate. (2)

- 6.4 Students could refer to - *they were trying to reform society using reason, challenge ideas grounded in tradition and faith, and advance knowledge through the scientific method. Through their arguments they opposed superstition and intolerance. They attacked Christianity for its rejection of science, otherworldliness, and belief in man's depravity (Deism)*. Accept other reasons as long as they are historically accurate. (1)

- 6.5 Enlightened despots were absolute monarchs of the 18th century who tried to apply the political principles of the philosophes. They believed that their own interests could best be served by reforms inspired by the philosophy of reason. (2)

- 6.6 Students could refer to - *she established the **Free Economic Society** (1765) to encourage the modernization of agriculture and industry; encouraged **foreign investment in economically underdeveloped areas**; Catherine **relaxed the censorship law** and **encouraged education** for the nobles and middle class; she founded the first Russian schools for girls and a medical college to provide health care for her subjects; She freed the nobles from compulsory military service and gave her supporters titles, offices, state lands, and serfs to work their fields*. Students should give **two** examples. Accept other reasons as long as they are historically accurate.

(1, 1)

(Total: 10 marks)

- 7.1 A: Priest, B: Peasant, C: Noble (3)
- 7.2 It is a primary source. This cartoon was produced in the 1780s. (1, 1)
- 7.3 The oppression of the peasants under the extravagances of the upper classes; the peasant is shown carrying the burden of maintaining the feudal lords and the clergy. Accept other reasons as long as they are historically accurate. (2)
- 7.4 The cartoonist is in favour of the revolution. The cartoonist is exposing the unjust society in which the peasants were living. Accept other reasons as long as they are historically accurate. (1) (2)
- 7.5 Students can refer to - *The Declaration of rights of men which stated that men are born and remain free and equal in rights; Feudalism was abolished, they did not have to pay too many taxes as they did before and they could finally appoint to high positions.* Students should give **two** benefits. Accept other answers as long as they are historically correct. (2)
- (Total: 12 marks)**
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8. Marks should be given according to the students' ability to expose, discuss and interpret facts. Spelling mistakes should not be penalised.

(Total: 20 marks)