



**Annual Examinations for Secondary Schools 2014**

<b>FORM 5</b>	<b>HISTORY (OPTION)</b>	<b>MARKING SCHEME</b>
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|-----|--|-----|
| 1.1 | It is a primary source because it is an extract from a speech read in the House of Commons.  | (2) |
| 1.2 | Lord Carrington, British Foreign Secretary of State  | (2) |
| 1.3 | Dom Mintoff  | (1) |
| 1.4 | Britain had the right to station its armed forces in Malta.  | (1) |
| 1.5 | Britain had the duty to defend Malta from attack and help her financially.   | (2) |
| 1.6 | The source states that Mintoff considered both agreements as no longer valid.  | (1) |
| 1.7 | The negotiations for the new agreement left Britain in doubt on certain issues, such as NATO's presence in Malta.                                | (2) |
| 1.8 | Malta received more financial aid; the agreement was to expire in seven years' time without renewal.   | (2) |
| 1.9 | These were months of tension and anxiety when the Maltese Government issued an ultimatum for the British forces to start withdrawing from Malta. | (2) |

**(Total: 15 marks)**

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|-------|---|-----|
| 2.1   | (a) shortage of housing due to war damage   | (1) |
|       | (b) rundown and redundancies of workers after the war   | (1) |
| 2.2   | Malta was granted self-government with reserved matters.  | (1) |
| 2.3   | Accept any two from the following: Canada, New Zealand, UK, USA.  | (2) |
| 2.4   | Accept any two from the following: these countries were connected to Britain since they were ex-British colonies; there were many job opportunities; the Maltese Government helped emigrants financially; most Maltese emigrants had some knowledge of English. | (2) |
| 2.5   | Accept any one from the following: reduction in unemployment; reduction in over-population; the problem of the shortage of housing was partially reduced.   | (1) |
| 2.6   | They caused a brain drain of the skilled workers.   | (1) |
| 2.7.1 | The agreement made by the Maltese and Austrian Governments to assist Maltese emigrants.   | (2) |
| 2.7.2 | Accept any two from the following: the teaching of English in schools; adult evening classes for prospective emigrants; subsidise the sea passage ticket to Australia.  | (2) |
| 2.8   | Students can mention any one of the following: opening up and expansion of manufacturing and services industries; diversification from a fortress-based economy; decline in job opportunities in the receiving countries.                                       | (2) |

**(Total: 15 marks)**

3. Students should show knowledge of historical facts and concepts. They should be able to interpret facts in relation to the question and show a sense of empathy. They should also demonstrate good constructive and analytical skills. Whilst a correct use of language is expected, spelling mistakes are not to be penalized.

**(Total: 20 marks)**

- 4.1 Source E (1)
- 4.2 *two* (1)
- 4.3 The Soviet authorities had stopped all rail traffic between Berlin and the Western Zones and all electricity supplied from the eastern to the western sectors of Berlin. (2)
- 4.4 The Soviet Union wanted to force the Western Powers to withdraw from Berlin. (2)
- 4.5 The Western Powers used cargo planes to deliver food, fuel and other provisions to the people of West Berlin as all road and rail communication between West Berlin and West Germany had been interrupted. (2)
- 4.6 They are celebrating because the Soviet Government had stopped the blockade. (1)
- 4.7.1 *communist* (1)
- 4.7.2 People were searching for better living conditions in the West. Once in West Berlin they could live a freer life in a democratic society. (2)
- 4.8 Ulbricht built a wall around to separate West Berlin from East Berlin. (1)
- 4.9 Accept any two from the following: people were no longer allowed to cross between the Soviet Zone and West Berlin to go to work or visit their family; families were separated by the building of the wall; people caught trying to cross the wall were killed; communists living in the Eastern zone looked at the wall as a defence against western influence; the West saw the wall as a prison wall to those living in the Eastern Bloc. (2)

**(Total: 15 marks)**

- 5.1 the Arab-Israeli Conflict (1)
- 5.2 He sides with the Israelis. (1)
- 5.3 Because he states that Israel has to arm itself to defend its very existence as a state. (2)
- 5.4.1 as terrorist organizations (1)
- 5.4.2 Accept any two from the following: ETA, IRA, Al-Qaeda, PLO (2)
- 5.5 One example of interpretation could be that Israel gave land to the Arabs to obtain peace, but the Arabs wanted to take back all the land given to Israel by the UN partition of 1947. (2)
- 5.6 Accept any two from the following: Israel defeated its Arab neighbours; Israel occupied land formerly held by the Palestinian Arabs; the PLO increased its terrorist attacks against Israel and against its Western Allies; some Arab states became close allies with the USSR. (2)
- 5.7 Accept any two from the following: Camp David brought peace between Israel and Egypt; Egypt received back the Sinai peninsula occupied by Israel in the Seven Days' War; it confirmed the US role as an important peace mediator in the Middle East; it divided and weakened the Arab world against a common stand against Israel. (2)
- 5.8 Students are expected to give an opinion based on the relevant historical facts. (2)

**(Total: 15 marks)**

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**(Total: 20 marks)**