

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2013

SUBJECT: HISTORY
PAPER NUMBER: I – MALTESE HISTORY
DATE: 21st May 2013
TIME: 9.00 a.m. to 12.00 noon

This paper carries 33% of the total marks of the examination.

Answer FOUR (4) questions in total.

From Section A, answer question 1 and ANY OTHER question. From Section B, answer Question 6 and ANY OTHER question.

SECTION A

1. **[EITHER]** (a) What were the political demands of the Maltese between 1800 and 1900, and to what extent did the British fulfil those demands?

[Or] (b) Describe the political background and the main issues which resulted in the British government's withdrawal of the 1887 constitution.
2. 'In the nineteenth century, the British managed to assert their authority over the Maltese Church, without antagonising the latter'. Do you consider this a fair statement on Church-State relations or would you describe it in a different way?
3. How did the British use of Malta as a fortress and naval base between 1800 and 1921 influence the political, economic and social development of the Island?
4. In 1836, education in Malta was described as being 'small in quantity and bad in quality'. Discuss what you consider to have been the main obstacles for the spread of education in Malta during the nineteenth century.
5. 'The Language Question in Malta was directly related to political developments in Europe and its timing, between the 1870s and the 1930s confirms this'. Discuss.

Please turn the page.

SECTION B

6. **[EITHER]** (a) What were the objections raised by some Maltese political representatives to the prospect of independence from Britain?
- [OR]** (b) How did the relationship between the Malta Labour Party and Britain evolve during the period 1949-1979?
7. Which were the main social issues faced by Maltese governments between 1921 and 1933, and in what ways were they addressed?
8. Discuss the role played by Church leaders in the major politico-religious disputes which took place in Malta between 1921 and 1984.
9. 'In the decades after the Second World War, emigration was the only option for the Maltese'. Discuss this statement with reference to Malta's demographic history from 1945 onwards.
10. To what extent, and in what ways, did the development of political parties in Malta in the period from 1921 to 1987 reflect the development of social classes?

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SUBJECT: HISTORY
PAPER NUMBER: II – INTERNATIONAL HISTORY
DATE: 22nd May 2013
TIME: 9.00 a.m. to 12.00 noon

This paper carries 33% of the total marks of the examination.

Answer FOUR (4) questions in total.

From Section A, answer question 1 and ANY OTHER question. From Section B, answer Question 6 and ANY OTHER question.

SECTION A

1. **[EITHER]** (a) Discuss the main reasons why France experienced major upheavals in the period between 1789 and 1870.

[OR] (b) ‘Germany’s unity “by blood and iron” rather than by popular action was to have serious consequences for the development of democracy in Germany, and eventually for peace in Europe.’ Discuss.
2. What kept Southern and Eastern Europe relatively backward in industrial development during the second half of the nineteenth century, while North-Western Europe made remarkable advances?
3. To what extent was the Ottoman Empire’s failure to reform itself the main cause of the Eastern Question?
4. Explain the role played by territorial and colonial rivalries between the great European powers in the formation of alliances and alignments in Europe between 1871 and 1914.
5. ‘The German Nazi government was remarkably successful both in its internal as well as its external policies prior to the outbreak of World War II in September 1939.’ Do you agree, and why?

Please turn the page.

SECTION B

6. **[EITHER]** (a) To what extent is it correct to state that the origins of the Cold War were located in Europe, and why?
- [OR]** (b) 'The 'Iron Curtain' dividing Cold War Europe was the result of ideological differences'. How far is this statement correct, and why?
7. Discuss the circumstances which made the process of decolonisation after 1945 a predominant feature of Mediterranean history.
8. 'The question of Palestine was always at the heart of the Arab-Israeli conflict as it developed between 1945 and 1987'. Discuss.
9. The treaty of Maastricht signed in 1992 was described as 'a new stage in the process of creating an even closer union among the peoples of Europe.' How far and why did European developments since 1952 lead to this bold step?
10. What were the major crises in East-West relations between 1962 and 1989?

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SUBJECT:	HISTORY
PAPER NUMBER:	III – SOURCE, ANALYSIS AND INTERPRETATION
DATE:	23 rd May 2013
TIME:	4.00 p.m. to 7.00 p.m.

**This paper carries 33% of the total marks of the examination.
Answer TWO questions in total, ONE from Section A and ONE from Section B.
The marks allocated for the parts of the questions are indicated in brackets.
Study the documentation carefully and answer the questions that follow.**

SECTION A: Answer EITHER Question 1 OR Question 2.

Question 1

Political Development, 1800-1921

First paragraph of *Royal Instructions and Letters Patent* issued on 16 July 1813

With these Our Instructions You will receive Our Commission under Our Great Seal of Our United Kingdom of Great Britain and Ireland constituting You Our Governor and Commander in Chief in and over the Island of Malta and its Dependencies. In the execution therefore of Our said Commission You are to take upon you the Administration of the Government of the said Island and to do and execute all things belonging to Your Command according to the several Powers and Authorities of Our said Commission under Our Great Seal of Our United Kingdom of Great Britain and Ireland and of these Our Instructions to You and according to such further Powers, Instructions and Authorities as You shall at any time hereafter receive from Us under Our Signet and Sign Manual or by Our Order in Our Privy Council or by Us through One of Our Principal Secretaries of State.

- (i) Describe briefly Britain's position in Malta at the time this document was written, commenting on the international background. (10 marks)
- (ii) What were the Maltese political demands during the period 1800 to 1813, and who were the major exponents of the Maltese political cause during the period? (10 marks)
- (iii) The *Royal Instructions* make reference to the *Administration* of Malta. What sort of administration did Malta have from the arrival of the British until the arrival of a governor in 1813? (10 marks)
- (iv) How did the Maltese react to these *Royal Instructions* of 1813? (10 marks)
- (v) What were the main changes brought about by the first British governor to be appointed under the *Royal Instructions* of 1813, in the years which followed? (10 marks)

Question 2

Anglo-Maltese Relations, 1945-1979

Extract from the speech by Dr George Borg Olivier, Lancaster House Round Table Conference, September 1955.

We comprehend, we understand the difficulties that exist, that are in the way of Malta's obtaining full Membership of the Commonwealth. We see them, because they are real difficulties, and we quite understand them. On the other hand, we expect Britain to help us, to keep helping us on the way to full responsible government, on to full responsible government without encroaching on the full Membership of the completely independent components of the Commonwealth. We are not after a full sovereign status. The suggestion has already been made in the House of Commons – and I am again referring to the very interesting debate that was held on the question of Cyprus on the 5th May of this year – the suggestion was made that we should try to create some form of status intermediate between that of a Dominion and that of a Colony. We have no word for such a status, it was said; could we not in some way devise this intermediate stage which would not be a humiliating status, but which would confer that full self-government in the sense in which Australia and New Zealand possess it, which carries with it the right to secede from the Commonwealth? We are not interested in either secession or the right to secede. We claim to have made that perfectly clear to H.M. Government during the talks held in London last June, and we feel that by asking for integration the Labour Party itself seems to have lost any interest in secession as well. The Malta Prime Minister left no doubt, during his statement before this Conference and whilst answering questions by Honourable Members of this Conference, the Malta Prime Minister left no doubt that he was not against self-government for Malta. He acknowledged a strong Maltese desire for self-government, for obtaining as much as possible of self-government in Malta, so we both want self-government. All the people of Malta want self-government. And when we think of the flexibility of constitutional evolution we must come to the conclusion that there is nothing really insurmountable, that there is no difficulty which cannot be solved in regard to Malta's claim for participation in the Commonwealth membership and for inclusion of her affairs under the Commonwealth Relations Office.

- (i) Describe briefly the political situation in Malta at the time when this conference took place. (10 marks)
- (ii) The speaker refers to '*the right to secede*'. Was this a realistic possibility for Malta, from the point of view of the time it was written, and why? (10 marks)
- (iii) Explain the reference to: '*full Membership of the Commonwealth*'; '*All the people of Malta want self-government*'. (10 marks)
- (iv) The speaker here emphasises the common ground between him, as leader of the opposition, and the Maltese prime minister. Would you agree that there was much common ground in what the two main political parties wanted Malta's relation with Britain to become? (10 marks)
- (v) For how long were the different positions on Malta's future ties with Britain, referred to in the passage, kept by the political leaders, and why? (10 marks)

SECTION B: Answer EITHER question 3 OR question 4.

Question 3

Socialism, Liberalism, Nationalism (in France, Italy, Germany and Russia), 1789-1917

Giuseppe Garibaldi, *Report on the Conquest of Naples*, 1860.

Having reached the strait, it became necessary to cross it. To have reinstated Sicily in the great Italian family was certainly a glorious achievement. But what then were we, in compliance with diplomacy, to leave our country incomplete and maimed? What of the two Calabrias, and Naples, awaiting us with open arms? And the rest of Italy still enslaved by the foreigner and the priest? We were clearly bound to pass the strait, despite the utmost vigilance of the Bourbons and their adherents. ... I entered Naples with the whole of the southern army as yet a long way off in the direction of the Straits of Messina, the King of Naples having, on the previous day, quitted his palace to retire to Capua.

- (i) Why does Garibaldi describe Italy as ‘*incomplete and maimed*’? (10 marks)
- (ii) Who were ‘*the foreigner and the priest*’ mentioned by Garibaldi? (10 marks)
- (iii) What sort of political movement and ideology did Garibaldi represent, and what vision of a future Italy did he hold? (10 marks)
- (iv) Eventually Garibaldi handed over his conquests to the King of Piedmont. How did this come about? (10 marks)
- (v) Italian Unification was not complete in 1861. Describe the events leading to full unification in 1870. (10 marks)

Please turn the page.

Question 4

The Cold War, 1949-1989

Nikita Krushchev, Address to the UN General Assembly, 23 September 1960.

Our century is the century of the struggle for freedom, the century in which nations are liberating themselves from foreign domination. The peoples desire a worthwhile life and are fighting to secure it. Victory has already been won in many countries and lands. But we cannot rest on our laurels, for we know that tens of millions of human beings are still languishing in colonial slavery and are suffering grave hardships. ... Every intelligent individual gives some thought to what scientific progress, what this great twentieth century, is bringing mankind. Some rightly say that the world has been given new horizons, unlimited opportunities for the creation of abundant material wealth and for the ample satisfaction of human needs. With no less justification, others point to the great danger of scientific and technical achievements being used, not for these beneficial purposes, but primarily for the production of appalling means of destruction. These means of destruction are not being used at the present time. But, in the last analysis, they are produced to be used. This argument between optimists and pessimists reflects the facts of our times. The most important of these facts is the conflict between two trends or lines of policy in international relations. I am not, of course, referring here to differences in social systems, since this is a domestic issue, which can and must be settled only by nations and States themselves. . . . These two lines of policy in international relations have long been in opposition. Although parallel lines never meet in elementary geometry they may come into collision in international affairs. That would be a fearful moment indeed. Only ten or fifteen years ago, few could predict the outcome of the struggle between these two lines of international policy. In the year 1960, however, only the blind can fail to see how the majority of peoples are becoming more and more positively and plainly convinced of the need to maintain peace.

- (i) Krushchev refers to the twentieth century as ‘*the century of the struggle for freedom, the century in which nations are liberating themselves from foreign domination*’. Give an interpretation to this statement. (10 marks)
- (ii) What is Krushchev referring to when he mentioned the ‘*great danger of scientific and technical achievements being used*’? (10 marks)
- (iii) Krushchev mentions ‘*the conflict between two trends or lines of policy in international relations.*’ What is he referring to, and how did this come about? (10 marks)
- (iv) The adoption of ‘*social systems*’ is according to Krushchev a ‘*domestic issue.*’ How far had the Soviet Union respected this principle in the period between the end of World War II and this speech? (10 marks)
- (v) Two years after this speech ‘*the need to maintain peace*’ mentioned by Krushchev came under severe threat. When was this occasion, and how was it resolved? (10 marks)