

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION  
ADVANCED LEVEL  
SEPTEMBER 2014

---

<b>SUBJECT:</b>	HISTORY
<b>PAPER NUMBER:</b>	I – MALTESE HISTORY
<b>DATE:</b>	2 <sup>nd</sup> September 2014
<b>TIME:</b>	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 main constitutional gains made by the Maltese in the nineteenth century, and why were the British reluctant to make greater concessions?  
  
    **[Or]** (b) Discuss the significance of the granting of press freedom by the British in nineteenth-century Maltese political development.
2. What were the main issues affecting Maltese Church-State relations in the nineteenth century?
3. ‘British use of Malta as a military and naval base had positive as well as negative consequences for the Maltese.’ Discuss this statement.
4. Discuss the educational system and its shortcomings in Malta between 1870 and 1921. What were the main issues limiting the system?
5. ‘Between 1921 and 1936 the Language Question entered a new and dramatic phase’. Discuss.

**SECTION B**

6. **[EITHER]** (a) ‘Anglo-Maltese relations between 1945 and 1964 were conditioned by the character of Maltese political leaders’. Discuss.  
  
    **[OR]** (b) To what extent did military and defence aspects dominate Anglo-Maltese relations between 1964 and 1979, and why?
7. What were the main social and economic gains made by the Maltese under Self-Government in the interwar period?
8. How and why did the Maltese politico-religious crisis of the 1960s develop?
9. ‘The Maltese islands have experienced dramatic demographic changes since 1945’. Discuss.
10. To what extent, and in what ways, did Maltese political parties change between the 1920s and the 1960s?

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION  
ADVANCED LEVEL  
SEPTEMBER 2014

---

<b>SUBJECT:</b>	HISTORY
<b>PAPER NUMBER:</b>	II – INTERNATIONAL HISTORY
<b>DATE:</b>	3 <sup>rd</sup> September 2014
<b>TIME:</b>	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 main effects of liberal thought on political developments in France between 1789 and 1870?  
  
**[OR]** (b) Why did socialism fail in Germany but succeed in Russia in the period between 1870 and 1917?
2. Discuss the social consequences of the rapid process of industrialisation in Europe during the second half on the nineteenth century.
3. What foreign and internal political realities enabled ‘the Sick Man of Europe’ to survive between 1821 and 1923?
4. ‘By 1914 it was only a matter of time that Britain and Germany would face each other in a global conflict.’ Discuss.
5. How far and in what way was Nazism responsible for a change in German foreign policy after 1933?

**SECTION B**

6. **[EITHER]** (a) ‘The year 1962 marked a high point of Cold War tensions.’ How far is this statement correct, and why?  
  
**[OR]** (b) ‘The main reason for the Cold War was Soviet expansionism after 1945.’ Discuss.
7. ‘Neither France nor Britain could hope to retain for long their Mediterranean colonies after 1945.’ Do you agree with this statement, and why?
8. What were the main reasons behind the Arab-Israeli wars of 1967 and 1973, and how did they affect the course of Arab-Israeli relations?
9. ‘Economic interests have always been at the basis of European integration’. Discuss.
10. Trace the development of détente in East-West relations during the Cold War era.

## MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION  
ADVANCED LEVEL  
SEPTEMBER 2014

---

<b>SUBJECT:</b>	HISTORY
<b>PAPER NUMBER:</b>	III – SOURCE, ANALYSIS AND INTERPRETATION
<b>DATE:</b>	4 <sup>th</sup> September 2014
<b>TIME:</b>	9.00 a.m. to 12.00 noon

---

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

**Answer TWO (2) questions in total, ONE (1) from Section A and ONE (1) 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**

Extract from the declaration of resignation of the Elected members of the Council of Government, 9 May 1907

*‘The Constitution of the 3<sup>rd</sup> June, 1903, was forced on the Maltese people, in substitution for what remained of the Constitution of 1887, as a punishment to the Elected Members, who were denounced by Mr Chamberlain ... for having “refused absolutely necessary votes of money for purposes from which their constituents would derive the very greatest benefit, in order to defeat the decision of the Government in regard to some other question.” As a matter of fact, however, the Elected Members had done nothing of the kind. They refused the Education Votes and other votes connected with that Department, because all classes of the population were opposed to the system of education imposed upon them by the Government. Other votes quite unconnected with the Education Department were refused or reduced in the ordinary way and on their own merits. In doing so, the Elected Members were only exercising their: “right to criticise the proposals of the Government and to oppose them as a last resort,” which in his said speech Mr Chamberlain declared he did not deny them for one moment. But even if the Elected Members had really done what they thus erroneously were charged with, Mr Chamberlain said they did not represent the majority of the Maltese population. If Mr Chamberlain is correct, the franchise should have been extended and not restricted, as by revoking the Constitution he punished not the Elected Members held by him guilty, but the whole Maltese population...*

*Such a measure, besides being contrary to the historic rights of the Maltese people, is also a breach of the promises of Great Britain.’*

- (i) Explain the reference to ‘*what remained of the Constitution of 1887*’, referring to the local political situation between 1887 and 1903. (10 marks)
- (ii) Comment upon the Elected members’ claim that ‘all classes of the local population were opposed to the system of education imposed upon them by the Government’. (10 marks)
- (iii) Which factors led the British to revoke the 1887 constitution? (10 marks)
- (iv) In what ways was the 1903 constitution different from that of 1887? (10 marks)
- (v) Elaborate on the closing phrase of the passage: ‘*Such a measure, besides being contrary to the historic rights of the Maltese people, is also a breach of the promises of Great Britain.*’ (10 marks)

**Question 2**

**Anglo-Maltese Relations, 1945-1979**

Extract from a statement by Toni Pellegrini, Leader of the Christian Workers Party, regarding Malta's request for Independence

*'The Christian Workers Party is concentrating its energies to avoid a national catastrophe through the granting of immediate independence to Malta. This must not be misinterpreted: we are not against independence. We are against immediate independence because Malta is not prepared for such a fundamental change in the Constitution. Independence is meaningless unless it enables Malta to continue to exist under conditions of free democratic institutions and traditions, as gradually developed during a century and a half of British rule; unless it enables Malta to keep and improve the standard of living and cultural values so far attained.'*

*'We are positively certain that Dr Borg Olivier's strategy of rushing helter-skelter into independence ... leads directly and almost immediately into political and economic chaos. Within three or four years it would deprive the Maltese of all advantages and benefits accrued under the British and it would not remove the restrictions and the limitations which our people have had to accept under a colonial rule; it would simply multiply and accentuate them under some other power. We look facts squarely in the face and harbour no sentimental illusions. The Maltese people are European in culture and traditions. They are in these respects immeasurably ahead of most emergent nations that have recently fumbled and stumbled into independence. But judged by the political standards of maturity of European countries we are still in our infancy – quite apart from the other unpalatable fact that planning for economic viability has yet to make a start in earnest.'*

- (i) Discuss that following statement: *'Dr Borg Olivier's strategy of rushing helter-skelter into independence ... leads directly and almost immediately into political and economic chaos'*. (10 marks)
- (ii) Why were certain Maltese political leaders like Pellegrini opposing the prospect of independence from Britain? (10 marks)
- (iii) What had Malta's biggest political parties been proposing before they began asking for independence? (10 marks)
- (iv) The Christian Workers Party was one among a number of minor political parties in Malta in this period. Briefly state what these minor parties stood for. (10 marks)
- (v) To what extent were these fears about Maltese independence borne out? (10 marks)

**SECTION B: Answer EITHER question 3 OR question 4.**

**Question 3**

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

Otto von Bismarck in a speech to the *Landtag* on 6 September 1862

*‘The position of Prussia in Germany will not be determined by its liberalism but by its power ... Prussia must concentrate its strength and hold it for the favourable moment, which has already come and gone several times. Since the treaties of Vienna, our frontiers have been ill-designed for a healthy body politic. Not through speeches and majority decisions will the great questions of the day be decided – that was the great mistake of 1848 and 1849 – but by iron and blood.’*

- (i) How far were the events of 1848-9 a missed opportunity or ‘*favourable moment*’ for German unification, and why? (10 marks)
- (ii) Explain Bismarck’s statement that ‘*Since the treaties of Vienna, our frontiers have been ill-designed for a healthy body politic.*’ (10 marks)
- (iii) What steps did Bismarck take to arrange the ‘*ill-designed frontiers*’ between 1862 and 1870? (10 marks)
- (iv) Which countries lost out most with the strengthening of ‘*the position of Prussia in Germany*’, and why? (10 marks)
- (v) How did Bismarck ensure that Prussia’s achievements ‘*by blood and iron*’ would be maintained? (10 marks)

*Please turn the page.*

**Question 4**  
**The Cold War, 1949-1989**

Resolution of the Central Committee of the Soviet Communist Party, 20 January 1953

*'Top Secret*  
*CPSU CC Resolution*

*On the proposals of the governments of GDR and the SCC [Soviet Control Commission] in Germany regarding the deployment of guards along the border of the Eastern sector of Berlin. Instruct the SCC in Germany ... to inform Ulbricht that there are no objections to the measures planned by the SED [Socialist Unity Party] CC [Central Committee] Politburo to deploy guards from the forces of the GDR national police along the border between East and West Berlin and to end uncontrolled access to East Berlin from Western sectors.'*

- (i) Give the background to the division of Berlin following the end of the Second World War. (10 marks)
- (ii) Comment on the way the Cold War division of the German capital reflected the wider division of Germany. (10 marks)
- (iii) Why did the USSR instruct the GDR '*to end uncontrolled access to East Berlin from Western sectors*'? (10 marks)
- (iv) Were the measures which were put in place in 1953 enough to control future movement of individuals between East and West Berlin, and why? (10 marks)
- (v) Why was so much importance given to a divided Germany by both Cold War superpowers? (10 marks)