

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	HISTORY
PAPER NUMBER:	I – MALTESE HISTORY
DATE:	20 th May 2015
TIME:	9.00 a.m. to 12.00 noon

**This paper carries 33% of the total marks of the examination.
Answer ALL THREE (3) Questions.**

1. Answer EITHER part (a), OR part (b), OR part (c).

[EITHER] (a) 'British reluctance to make significant constitutional concessions to the Maltese characterised the political history of much of nineteenth century Malta'. Discuss.

[Or] (b) How far, and in what way, did relations between the British authorities and the Maltese Catholic Church develop in the interests of both sides up to 1921?

[Or] (c) 'The interest of the British authorities in Maltese educational development up to 1921 was only aimed at safeguarding their political priorities.' Discuss.

2. Answer EITHER part (a), OR part (b), OR part (c).

[EITHER] (a) What were the main concerns of the British with regard to Maltese political developments between the two World Wars?

[Or] (b) 'Maltese politico-religious relations in the twentieth century are far too often characterised more by occasional clashes, than by long periods of collaboration.' Discuss.

[Or] (c) 'The periods of Maltese Self-Government between 1921 and 1958 witnessed significant initiatives in social and economic legislation.' Discuss.

3. Answer EITHER part (a), OR part (b).

[EITHER] (a) Report of a speech by the Earl De La Warr, House of Lords, 29 July 1887

Great uneasiness, great friction, and, [Earl De La Warr] might add, great discontent had for a considerable time prevailed among all classes of the population of Malta with regard to the existing form of government. He believed he should be borne out in this assertion by noble Lords who had held the Office of Colonial Secretary, and the question which had been for years agitated had now come to a crisis which could not be set at rest by a simple negative. He did not in any way desire to call in question the manner in which many able and distinguished men had discharged the important duties of Governor. From his own knowledge he could bear testimony to the interest which they had taken in the welfare of the population, which had most deservedly gained for them the highest esteem and respect. But it was the form of government which was called in question. It was briefly this—that Malta had been governed as a Crown colony, as though it were a conquered or uncivilized country, and not as being a people who voluntarily placed themselves under British protection, believing that their ancient rights and privileges would be confirmed to them as British subjects. He could not express his views more clearly than in the words of the noble Earl below him (the Earl of Onslow) who represented the Colonial Office. The noble Earl said recently in his place— That, inasmuch as the island of Malta was not acquired by this country in the course of conquest, and inasmuch as the Maltese people of their own free will asked to be placed under the protection of the British Crown, this was a reason why they (the Imperial Government) should feel all the more bound to consider their reasonable and legitimate aspirations. He entirely agreed with the noble Earl; but He would ask, had those reasonable and legitimate aspirations been considered? It was more than 80 years since the Maltese became British subjects, yet they had been British subjects little more than in name; and now in this year of rejoicing, when the progress, the liberties, and the just rights of the people were being celebrated as the result of Her Majesty's illustrious reign, it was proposed again to place 150,000 British subjects under a military Government, with a shadow of a Constitution, and with a Council of Government of which a man of education and independence might well decline to form apart.

- (i) Why is it stated that 'the island of Malta was not acquired by this country in the course of conquest'? (10 marks)
- (ii) Explain the statement that ' Malta had been governed as a Crown colony, as though it were a conquered or uncivilized country....under British protection'. (10 marks)
- (iii) What were the 'reasonable and legitimate aspirations' of the Maltese in 1887? (10 marks)
- (iv) '...to place 150,000 British subjects under a military Government, with a shadow of a Constitution': is this what happened in 1887? Explain. (10 marks)
- (v) Describe briefly the significance of the measures taken in 1887 in Maltese constitutional history. (10 marks)

[Or] (b) British Parliamentary Debates, Committee for Supply – Navy Estimates, 5 March 1863

Mr ADDINGTON wished to know whether the dockyard at Malta was capable of admitting vessels of the Warrior class.

Lord HENRY LENNOX said, he had just returned from Malta, and he could take it upon himself to assure the Committee that they might safely grant the sum required for that dock. Up to that time Malta possessed no dock capable of containing any ship but of the smallest possible class and when lightened of her burden. During the Crimean War there were no means of repairing their first-class ships at Malta, but they had to be brought home. The scheme of the Governor, which had been adopted by the Admiralty, would give a dock for one ship of the Warrior class, with a suitable fitting basin attached to it; and it would, at the same time, restore the best part of Malta harbour, which would be large and deep enough for the Mediterranean fleet, on an emergency, to rendezvous in.

Captain TALBOT said, he had been informed that officers on the spot were dissatisfied with that work, and that they complained in particular that it was not less than two miles from the Government dockyard at Malta. He was glad, however, that a large dock was being constructed at Malta, because he had heard that the French were building at Marseilles one of a very extensive character, capable of taking in the largest ships in all states of the tide.

Lord CLARENCE PAGET said, there certainly was some difference of opinion amongst officers at Malta with respect to the site of the Dock. The colonial Government had agreed to give up for the accommodation of men-of-war a part of the harbour called the French Creek, which was surrounded with houses, at considerable expense, while the creek itself was so shallow that it would require to be deepened considerably before a man-of-war could enter it. It was, however, convenient to the dockyard, and a dock made there would be very convenient for the purposes of the navy. The construction of such a dock would at the same time, for the reasons which he had just indicated, occasion great delay and expense, and the Government of Malta had under the circumstances proposed to contribute a certain sum towards the construction of a large dock, capable of containing vessels of the Warrior class, at the head of the grand harbour, which was not two miles, but only half a mile, from the dockyard. It had, therefore, been deemed the wiser course to proceed at once with the building of a dock at the head of the grand harbour, but afterwards the French Creek would no doubt be found available for the purpose, if it were deemed expedient to make it so. There would be no difficulty, he might add, in rendering the site at present chosen capable of admitting ships of the largest class.

- (i) Describe briefly the measures taken by the British to expand the Maltese dockyard to their needs in the first half of the nineteenth century. (10 marks)
- (ii) Which circumstances led the British to expand the facilities in Malta? (10 marks)
- (iii) Explain the significance of the reference to the French in this passage. (10 marks)
- (iv) The passage refers to the Crimean War. Describe briefly Malta's role during the Crimean War. (10 marks)
- (v) What was the role played by the dockyard in the Maltese economy in the later nineteenth century? (10 marks)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2015

SUBJECT:	HISTORY
PAPER NUMBER:	II – EUROPEAN AND INTERNATIONAL HISTORY
DATE:	21 st May 2015
TIME:	9.00 a.m. to 12.00 noon

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

Answer ALL THREE (3) Questions.

1. Answer EITHER part (a), OR part (b), OR part (c).

[EITHER] (a) What was the Concert of Europe meant to achieve, and how far did it succeed?

[Or] (b) To what extent, and in what way, did Bismarck's international system of alliances achieve its objectives after German unification?

[Or] (c) Discuss the reasons which led Germany to become the greatest industrial power on the European continent by 1914.

2. Answer EITHER part (a), OR part (b), OR part (c).

[EITHER] (a) Explain the rise of Fascism in Italy.

[Or] (b) 'Between 1945 and 1968, a number of incidents challenged Soviet control across Eastern Europe.' Discuss.

[Or] (c) 'Common economic interests lay at the basis of European integration between 1952 and 2004.' Discuss.

3. Answer EITHER part (a), OR part (b).

[EITHER] (a) Johann Gustav Droysen, Memorandum to the Constitutional Committee of the Frankfurt Assembly, 6 April 1848

We cannot conceal the fact that the whole German question is a simple alternative between Prussia and Austria. In these states German life has its positive and negative poles – in the former, all the interests which are national and reformatory, in the latter, all that are dynastic and destructive. The German question is not a constitutional question, but a question of power; and the Prussian monarchy is now wholly German, while that of Austria cannot be... We need a powerful ruling house. Austria's power meant lack of power for us, whereas Prussia desired German unity in order to supply the deficiencies of her own power... Already Prussia is Germany in embryo. She will “merge” with Germany; that is to say, rather than cut herself off constitutionally as an individual state, she will, by means of the development of the constitution of her provincial estates, make possible her articulation with Germany and the mutual organization of the German states...

- (i) What was the background to the *Frankfurt Assembly* of 1848? (10 marks)
- (ii) Explain the statement that '*the whole German question is a simple alternative between Prussia and Austria*' (10 marks)
- (iii) Why does the author claim that '*the Prussian monarchy is now wholly German, while that of Austria cannot be*'? (10 marks)
- (iv) How did Austria and Prussia react to the events of 1848? (10 marks)
- (v) The author states that '*already Prussia is Germany in embryo*'. How did later events prove his point on Prussian leadership? (10 marks)

[Or] (b) Census of Great Britain, 1851

The increase of people after 1751 supplied colonists to the British possessions in America... Another great result of the increase of well-constituted families was the increase of the industry of Great Britain. The manufacture of iron by wood charcoal in England rapidly declined, until at length, in the year 1740, the produce fell to 17,350 tons. Coal was tried, and after that time was successfully used for smelting; so that in the year 1788 the produce was seventy thousand tons, in the year 1800 a hundred and eighty thousand tons, and in 1851 two million five hundred thousand tons. Iron and steel tools have thus been placed in the hands of the workmen and labourers of the country; arms in the hands of the Army and Navy.

Agriculture, the old secular occupation of the English people, advanced rapidly after 1751. Lord Townshend...ardently prosecuted agriculture in Norfolk, and introduced the turnip culture, which was followed by so many important results, from Germany. Many of the landed proprietors who were neither ignorant squires nor Jacobites...after 1751...devoted intelligence and capital to the improvement of their estates. They encouraged societies of agriculture. The farmers adopted new processes. The increased produce of the farm was improved in quality; commons were enclosed, marshes were drained; machinery was introduced. The breeds of cattle, sheep, and horse were sensibly improved; and an impulse was thus given to the cultivation of the finest part of agricultural science, which is intimately related to the science of population and will in the end throw much light on its principles.

Canals were required for the transport of fuel, goods, and produce; and were carried out in a patriotic as well as a commercial spirit by the Duke of Bridgwater; who, with the aid of Brindley's genius, triumphed over engineering difficulties that had been insuperable. The roads were subsequently improved. [...]

But the whole of the new population could not be employed in the mines, in canals, or in agriculture – in the production of fuel or of food for mankind. Other wants existed; other occupations had to be created. And it happened, as it always will happen in this nation, that as the millions of additional people grew up to manhood, inventors were found, in the lowest as well as the highest ranks, to discover new machines for their use in new employments; and also men, in all classes of life, of perhaps still rarer qualities, who could organize the people, lead them out to new enterprises, and employ them profitably in the Old as well as the New World.

- (i) The first paragraph in this passage highlights the increase in coal production and iron smelting in Britain. Explain the significance of this development. (10 marks)
- (ii) Explain the statement: '*Iron and steel tools have thus been placed in the hands of the workmen and labourers of the country; arms in the hands of the Army and Navy.*' (10 marks)
- (iii) The passage refers to '*the increase of people after 1751*'. What role did this have in the rise of Britain as an industrial power? (10 marks)
- (iv) Explain the significance of improvements in agriculture. (10 marks)
- (v) What were the principal technological innovations referred to in the final part of the passage? (10 marks)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	HISTORY
PAPER NUMBER:	III – MEDITERRANEAN HISTORY
DATE:	22 nd May 2015
TIME:	9.00 a.m. to 12.00 noon

**This paper carries 33% of the total marks of the examination.
Answer ALL THREE (3) Questions.**

1. Answer EITHER part (a), OR part (b), OR part (c).

[EITHER] (a) What was the 'Eastern Question', and why was it so important in Mediterranean history?

[Or] (b) 'The opening of the Suez Canal had a significant impact in Mediterranean history, not least where Malta was concerned.' Discuss.

[Or] (c) 'In the nineteenth century, the Mediterranean became a focus of Anglo-French relations.' Discuss with specific reference to any two of the following dates: 1882, 1905, 1911.

2. Answer EITHER part (a), OR part (b), OR part (c).

[EITHER] (a) What were the main objectives of the policy of Fascist Italy in the Mediterranean?

[Or] (b) What were the milestones that finally led to Malta's independence in 1964?

[Or] (c) Account for Israeli military success against Arab states between 1948 and 1973.

3. Answer EITHER part (a), OR part (b).

[EITHER] (a) An extract from *A Representation by the Maltese to the Royal Commissioner Charles Cameron, 1801.*

They feel the great political importance of Malta to those who possess it; they know that in the hands of the French that nation can reconquer Egypt, and advance upon India with greater strength and experience. They know that Russia at this moment is anxious to see the Order of St John in Malta, which means France being mistress of the island; that Russia (notwithstanding her projects against Turkey, which may be dormant for a reign) will be re-awakened, and that whosoever possesses Malta has the certain means of uniting with Russia, and that France, if she will but abandon the Turks, may rely on the cooperation of Russia in the annihilation of the British power in the Mediterranean.

- (i) Write about the circumstances which led to this *Representation by the Maltese* in 1801. (10 marks)
- (ii) The passage refers to *British power in the Mediterranean*. What was the position of Britain in the Mediterranean in this period? (10 marks)
- (iii) Explain the statement: '*they know that in the hands of the French that nation can reconquer Egypt, and advance upon India with greater strength and experience*'. (10 marks)
- (iv) Explain the reference to Russia's *projects against Turkey*, in the light of nineteenth century developments. (10 marks)
- (v) Briefly describe how '*the great political importance of Malta to those who possess it*' was borne out by later developments in the nineteenth century. (10 marks)

[Or] (b) Earl Granville to the British ambassador to Constantinople, 1 July 1882.

The position of Egypt is a peculiar one. Although it is a province of the Ottoman Empire, its relations with the Porte are the subject of international agreement. They are defined in the Treaty of 15th July, 1840, which further provides that the administration of the country shall devolve on the descendants of Mehemet Ali in the direct line. Successive Firmans [royal decrees] of the Sultans have granted to the Khedive a considerable measure of administrative independence, and on the accession of Tewfik Pasha in 1879 the Firman of investiture, which recapitulated the privileges thus granted, was previously communicated by the Porte to the British and French Ambassadors, with explanations as to its terms, which were accepted as satisfactory.

The situation of Egypt on the most direct maritime route between England and her Indian possessions and the Australian colonies give to this country a special interest in Egyptian affairs. In addition to this, British capital and industry have been largely employed in the introduction into Egypt of the great works of modern improvement, and a large British community is resident in the country. Its prosperity cannot be affected without involving the material welfare of many British subjects.

AM 17/III.15m

- (i) Write briefly the background to international interest in the Ottoman empire in the decade prior to 1882. (10 marks)
- (ii) What was the relation of Egypt to the Ottoman empire? (10 marks)
- (iii) Why do you think there is a reference to events of over forty years before, in this passage? (10 marks)
- (iv) How and why did the British intervene in Egypt in 1882? (10 marks)
- (v) Explain the significance of the '*maritime route between England and her Indian possessions and the Australian colonies*'. (10 marks)