

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
SEPTEMBER 2015

SUBJECT:	HISTORY
PAPER NUMBER:	I – MALTESE HISTORY
DATE:	1 st September 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) To what extent, and in what way, did the introduction of freedom of the press contribute to Maltese political development?
- [Or]** (b) 'The British relationship with the Catholic Church in Malta was seriously tested by occasional issues such as that of legislation on mixed marriages, but generally realism prevailed on both sides throughout the period to 1921.' Discuss.
- [Or]** (c) 'Maltese emigration up to 1921 helped postpone, rather than solve, Malta's economic problems.' Discuss.

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

- [EITHER]** (a) To what extent, and in what way, was Maltese Self-Government from 1921 to 1933 a success, and why did it come to an end?
- [Or]** (b) To what extent, and in what way, were Maltese politico-religious clashes of the twentieth century a reflection of the power of the Church in Maltese society?
- [Or]** (c) Discuss the role played by Britain in the Maltese economy in the period from 1945 to independence.

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

[EITHER] (a) Extract from Sir Penrose Julyan, *Report on the Civil Establishments of Malta, 1879* 307. In earlier pages of this Report I have frequently had to touch upon a question of great importance, and one which, in Mr Herbert's letter, I was requested to pay special attention; viz. "how far it will be desirable to promote the use of English as the official language of the colony."

308. On every ground it is to be regretted that throughout the period of nearly eighty years during which Malta has been a British dependency, so little effort has been made in this direction. It is neither to be expected nor desired that the Maltese language should be eradicated, and any attempts to interfere with its colloquial use would certainly be injudicious and productive of nothing but dissatisfaction among the people to whom it is endeared, and to the expression of those thoughts in familiar conversation it is well adapted; nor, I need hardly say, do I suggest that the use of Italian, which is now common among the educated classes, should be in any way forcibly restrained. The persistent encouragement which, until recent times, and in some respects to the present day, has been given to Italian in preference to English as the official language of the Island and an auxiliary to the vernacular is, however, not more strange as an exhibition of mistaken tolerance than deplorable in its effects on the condition and prospects of the people of the Island.

- (i) Write the background to Sir Penrose Julyan's Report. (10 marks)
- (ii) Why does the author refer to 'the persistent encouragement which ... has been given to Italian in preference to English' as 'an exhibition of mistaken tolerance'? (10 marks)
- (iii) Briefly discuss the situation of education in Malta in 'the period of nearly eighty years' up to the time of writing. (10 marks)
- (iv) Explain the significance of the reference to 'the condition and prospects of the people.' (10 marks)
- (v) How did Maltese politicians react to the proposed reform? (10 marks)

[Or] Canon Ignazio Panzavecchia at a public meeting organized by the *Partito Nazionale*, 1901, as reported to the Colonial Office.

Canon Panzavecchia, who was received with loud cheers, said that he had come to listen, and not to speak. But, having been invited to say a few words, he would willingly do so, as he was anxious to show that, although the priests had been driven out of the Council of Government, they were not going to abandon the people [loud applause]; and although he was no longer allowed to sit in the Council, he would nevertheless always be found with the people. [Applause.] He would always be found at his post, prepared to assist the people, to defend the people, and, to the best of his ability, to forward the interests of the people. [Applause.] In this respect, the Clergy of Malta were really admirable; when he spoke of the Clergy he alluded to the great majority of the Clergy, and not to a few unfortunate exceptions; and that was the reason why the Clergy of Malta had always been beloved by the people. [Applause.] He desired to say this in order that Strickland, and those who had brought about the exclusion of ecclesiastics from the Council of Government, might know that the Clergy were still to be reckoned with. [Applause.]

- (i) What was the *Partito Nazionale* and what were its demands? (10 marks)
- (ii) Explain the statement that '*the priests had been driven out of the Council of Government*'. (10 marks)
- (iii) Explain the significance of the reference to *Strickland*. (10 marks)
- (iv) Which major issues had involved the *Clergy of Malta* in Maltese political life in the nineteenth century? (10 marks)
- (v) How and why was the *Council of Government* transformed later on? (10 marks)

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MATRICULATION EXAMINATION

ADVANCED LEVEL

SEPTEMBER 2015

SUBJECT:	HISTORY
PAPER NUMBER:	II – EUROPEAN AND INTERNATIONAL HISTORY
DATE:	2 nd September 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) 'Napoleon's internal and foreign policies did much to discredit the achievements of the French Revolution and turn all of Europe against France'. Discuss.

[Or] (b) 'The Germans did the impossible: by 1907 they managed to unite the French, the British and the Russians against them.' Discuss.

[Or] (c) What enabled Britain to become the world's first industrial power?

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

[EITHER] (a) Explain the main causes of World War II.

[Or] (b) How did the international division into two rival blocs led by the Cold War superpowers come about?

[Or] (c) What caused the Great Depression from 1929 to 1933?

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

[EITHER] (a) Coronation Oath of Napoleon I, Notre Dame Cathedral, 2 December 1804

I swear to maintain the integrity of the territory of the Republic, to respect and enforce respect for the Concordat and freedom of religion, equality of rights, political and civil liberty, the irrevocability of the sale of national lands; not to raise any tax except in virtue of the law; to maintain the institution of Legion of Honour and to govern in the sole interest, happiness and glory of the French people.

- (i) Describe briefly the events which led to Napoleon's coronation in 1804. (10 marks)
- (ii) Napoleon's oath of coronation refers to France as a *Republic*. Explain the use of this term in this context. (10 marks)
- (iii) Explain the reference to '*the Concordat*'. (10 marks)
- (iv) What was the significance of the reference to '*political and civil liberty*'? (10 marks)
- (v) To what extent, and in what way, did Napoleon keep his pledge '*to govern in the sole interest, happiness and glory of the French people*'? (10 marks)

[Or] (b) Friedrich Engels, *The Condition of the Working Class in England*, 1845

The rapid extension of manufacture demanded hands, wages rose, and troops of workmen migrated from the agricultural districts to the towns. Population multiplied enormously, and nearly all the increase took place in the proletariat. Further, Ireland had entered upon an orderly development only since the beginning of the eighteenth century. There, too, the population, more than decimated by English cruelty in earlier disturbances, now rapidly multiplied, especially after the advance in manufacture began to draw masses of Irishmen towards England. Thus arose the great manufacturing and commercial cities of the British Empire, in which at least three-fourths of the population belong to the working-class, while the lower middle-class consists only of small shop-keepers, and very very few handicraftsmen. For, though the rising manufacture first attained importance by transforming tools into machines, work-rooms into factories, and consequently, the toiling lower middle-class into the toiling proletariat, and the former large merchants into manufacturers, though the lower middle-class was thus early crushed out, and the population reduced to the two opposing elements, workers and capitalists, this happened outside of the domain of manufacture proper, in the province of handicraft and retail trade as well. In the place of the former masters and apprentices, came great capitalists and working-men who had no prospect of rising above their class. Hand-work was carried on after the fashion of factory work, the division of labour was strictly applied, and small employers who could not compete with great establishments were forced down into the proletariat. At the same time the destruction of the former organisation of hand-work, and the disappearance of the lower middle-class deprived the workingman of all possibility of rising into the middle-class himself. Hitherto he had always had the prospect of establishing himself somewhere as master artificer, perhaps employing journeymen and apprentices; but now, when master artificers were crowded out by manufacturers, when large capital had become

necessary for carrying on work independently, the working-class became, for the first time, an integral, permanent class of the population, whereas it had formerly often been merely a transition leading to the bourgeoisie. Now, he who was born to toil had no other prospect than that of remaining a toiler all his life. Now, for the first time, therefore, the proletariat was in a position to undertake an independent movement.

In this way were brought together those vast masses of working-men who now fill the whole British Empire, whose social condition forces itself every day more and more upon the attention of the civilised world.

- (i) Which principal changes, in the view of Friedrich Engels, led to the rise of Britain as an industrial power? (10 marks)
- (ii) What role does Engels assign to the *proletariat* in this passage, and why? (10 marks)
- (iii) Explain the reference to: *division of labour; the bourgeoisie*. (10 marks)
- (iv) Why does the author work to bring the *social condition* of the 'vast masses of working-men to the attention of the civilised world'? (10 marks)
- (v) Explain briefly the author's statement that '*for the first time, the proletariat was in a position to undertake an independent movement.*' (10 marks)

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MATRICULATION EXAMINATION
ADVANCED LEVEL
SEPTEMBER 2015

SUBJECT:	HISTORY
PAPER NUMBER:	III – MEDITERRANEAN HISTORY
DATE:	3 rd September 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) Why did the Crimean War break out, and what was its impact in the history of the 'Eastern Question'?

[Or] (b) How and why did World War I result in the disintegration of the Ottoman empire?

[Or] (c) Discuss the strategic value of Malta in the Napoleonic period.

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

[EITHER] (a) 'During World War II Malta played a key strategic role in the Allied victory'. Discuss.

[Or] (b) 'Malta and Cyprus achieved their independence within four years of each other, but in contrasting ways.' Discuss.

[Or] (c) Discuss the involvement of the Superpowers in the 'Palestinian Question' down to 1978.

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

[EITHER] (a) Proclamation by Alexandros Ypsilantis, 'Fight for Faith and Motherland', 24 February 1821

The time has come, O Hellenes! Our brothers and friends are everywhere ready. The Serbs, the Souliots and the whole of Epirus are armed and await us. Let us join together then with enthusiasm! Our Motherland is calling us!

Europe, its eyes fixed upon us, wonders at our inertia. So let all the mountains of Greece echo with the sound of our battle trumpet, and the valleys with the fearful clang of our weapons. Europe will admire our valor, while our tyrants, shaking and pale, will flee before us. The enlightened peoples of Europe are occupied with enjoying their prosperity and, filled with gratitude for the benefactions bestowed upon them by our forefathers, desire the liberation of Greece.

If we show ourselves worthy of our ancestral virtue and of the present century, we are hopeful of achieving our own defense and that many of these who are freedom-lovers will come to fight with us. Make the move, O friends, and you will see a mighty power defending our rights! You will see many among our enemies who, moved by our just cause, will turn their backs on the enemy and unite with us; let them declare themselves sincerely, and the Motherland will embrace them! Who, then, is hindering your manly arms? Our cowardly enemy is ailing and weak. Our generals are experienced, and all our fellow-countrymen are filled with enthusiasm! Unite, then, O brave and magnanimous Hellenes! Let national phalanxes be formed, let patriotic legions appear, and you will see those old giants of despotism falling by themselves before our triumphant banners. All the shores of the Ionian and Aegean seas will echo; the Greek ships, which in times of peace knew both how to trade and to fight, will sow horror and death, by fire and by sword, in all the harbors of the tyrant.

What Hellenic soul will be indifferent to the appeal of the Motherland? In Rome, a friend of Caesar's, waving the bloody mantle of the tyrant, roused the people. What will you do, O Hellenes, to whom the Motherland, naked, shows her wounds, and with broken voice implores the help of her children? Divine Providence, O friends and fellow-countrymen, having taken pity on our misfortunes, has looked favorably upon our circumstances, so that with little effort we will enjoy all manner of happiness with freedom. If, therefore, out of culpable stupidity we are indifferent, the tyrant, becoming more savage, will multiply our sufferings, and we will become forever the most unfortunate of all nations.

- (i) Write the background to the Greek revolution of 1821. (10 marks)
- (ii) Describe the role played by the author in the Greek independence movement. (10 marks)
- (iii) What are the principal characteristics attributed to *the Motherland* in this appeal? (10 marks)
- (iv) How did *the tyrant* react to the Greek rising? (10 marks)
- (v) What part did *the enlightened peoples of Europe* play in *the liberation of Greece*? (10 marks)

- [Or] (b) A memorandum communicated by Prince Bismarck to Lord Russell on the affairs of Turkey and the proposed basis for the pacification of Bosnia and Herzegovina, 13 May 1876

The alarming tidings which come from Turkey are of a nature to impel the three Cabinets to draw closer their intimacy.

The three Imperial Courts have deemed themselves called upon to concert amongst themselves measures for averting the dangers of the situation, with the concurrence of the other Great Christian Powers. It appears to them that the existing state of affairs in Turkey demands a double series of measures. It seems to them of primary importance that Europe should consider the general means necessary to guard against the recurrence of events similar to those which have recently taken place at Salonica, and the repetition of which is threatened at Smyrna and Constantinople. To effect this the Great Powers should, in their opinion, come to an understanding as to the measures to be taken to insure the safety of their own subjects and of the Christian inhabitants of the Ottoman Empire, at all points where it may be found to be endangered.

It would appear possible to attain this end by a general agreement concerning the dispatch of vessels of war to the menaced points, and by the adoption of combined instructions to the Commanders of those vessels in cases where circumstances might require armed cooperation on their part with the object of maintaining order and tranquility.

Nevertheless this end would be but imperfectly attained if the primary cause of those disturbances were not removed by the prompt pacification of Bosnia and Herzegovina.

The Great Powers have already united in this view upon the initiative taken in the despatch of the 30th December last, with the object of obtaining an effective amelioration in the condition of the populations of these countries, without interfering with the political status quo.

- (i) Write the background to international interest in Ottoman affairs in the nineteenth century. (10 marks)
- (ii) Explain the reference in this memorandum to '*the three Imperial Courts*' and '*the other Great Christian powers*'. (10 marks)
- (iii) Explain the reference to: '*events...at Salonica*'; '*pacification of Bosnia and Herzegovina*'. (10 marks)
- (iv) Explain Bismarck's strategy in handling the Ottoman Question in the next few years. (10 marks)
- (v) What were the most important consequences of these Ottoman developments for Mediterranean Europe? (10 marks)