

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

SEPTEMBER 2016

SUBJECT:	HISTORY
PAPER NUMBER:	I – MALTESE HISTORY
DATE:	2 nd September 2016
TIME:	9.00 a.m. to 12.05 p.m.

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

All three questions in this paper carry equal marks.

Answer ALL THREE (3) Questions.

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

[Either] (a) ‘Nineteenth century Maltese demands for full local autonomy were only realized with the constitution of 1921’. Discuss.

[Or] (b) To what extent is it correct to describe the relationship between the Maltese political class and the Catholic Church as an uneasy one in the period between 1800 and 1921?

[Or] (c) ‘Malta benefited directly from periods of warfare and instability in the Mediterranean between 1800 and 1918.’ Discuss, giving examples to illustrate your answer.

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

[Either] (a) What were the main issues determining relations between the Malta Labour Party and the British authorities in the period between 1949 and 1979?

[Or] (b) Who were the politicians supporting the Maltese Catholic Church in the ‘politico-religious’ crises of the second half of the twentieth century, and why did they do so?

[Or] (c) What were the principal measures taken by Maltese governments to encourage social and economic development between 1964 and 1979?

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

[Either] (a) Memorandum by Sir Patrick Keenan, 1884

It was in my autumn holiday of 1878 I inquired, at the request of the Secretary of State for the Colonies, into the educational institutions of Malta. As stated in my Report, I found that the whole native population, from the noble to the peasant, spoke the Maltese [language]. The language of their homes, of their catechisms, of their books of devotion, of the sermons delivered in their pulpits, and of their markets, was the Maltese. In the Manoel Theatre at Valletta, vernacular representations were given very frequently. Maltese, in short, was not the language of a mere section of the people; it was, as I have said, the language of all the natives.

But the system of education adopted by the Government was to ignore the Maltese language which everybody knew, and to make Italian and English (which very few knew) the language of the schools. The result was that education was in a most disastrous condition. In the country districts of Malta, and in the Island of Gozo, out of 83,776 people, only two per cent could speak English, after three-quarters of a century of English rule; and only five per cent., after centuries of effort to establish the Italian language, could speak Italian.

I asked myself, as stated in my Report, this question:

“If the children of the national schools of England were required to learn German and French, and their native English were treated as the Maltese language is treated in Malta, what would be thought of such a policy?”

My course was very plain. It was not the first time I had to resolve such a problem. I recommended that every child should be taught to read the language he knew, his native Maltese; in point of fact, that, in the Maltese, the foundation of his education should be laid; and that through the medium of the Maltese he should afterwards, for reasons very elaborately stated in my Report, be taught English.”

- (i) Describe briefly the educational system in Malta in the second half of the nineteenth century. (10 marks)
- (ii) What were the author’s views on the Maltese language? (10 marks)
- (iii) Why did Keenan strongly object to the decision ‘to make Italian and English ... the language of the schools’? (10 marks)
- (iv) The author refers to ‘reasons very elaborately stated in my Report’ in favour of the teaching of English. What were these reasons? (10 marks)
- (v) What were the principal consequences of Keenan’s proposals? (10 marks)

- [Or] (b) Secretary of State for the Colonies Joseph Chamberlain in the House of Commons, 1902

I think it is desirable to put before the House a brief statement of the general situation and of the past history of our connection with this colony. Why do we hold Malta? That is the first and essential point in any discussion of our relations with it. We hold Malta solely and entirely as a fortress essential to our position in the Mediterranean. We do not hold it for any pecuniary advantage; quite the contrary. The trade of Malta is, of course, a mere infinitesimal atom in the great ocean of British Imperial trade. What there is of it is chiefly done with Mediterranean States, and the direct, or even indirect, pecuniary advantage which we could possibly derive by possession of this island is really not worth taking into account. On the other hand, ever since we have held the island, and especially of late years, we have been pouring millions into it from the pockets of the British taxpayers, not, of course, specially intended for the advantage of the Maltese population, although it has materially improved their position, but in the general interests and for the benefit of the Empire, in order to make the fortress which we hold absolutely impregnable. Now, it being understood that we hold Malta not as we hold an ordinary colony, but as a fortress, the first condition which we have to bear in mind is the security of the Imperial interests which are connected with its possession. And, in addition to what I have said as to our strong sympathy with the Maltese, and our desire to secure their regard and affection, there is also this Imperial consideration—in a fortress anything like open agitation against the Government is a thing that cannot be tolerated on the face of it. If you are prepared to tolerate it, you must be prepared to give up your fortress. If you consider it essential to your security to hold your fortress, you must hold it under the usual conditions, and you cannot allow sedition to prevail within it.

- (i) Write briefly the background to Malta's constitution in this period. (10 marks)
- (ii) Explain Chamberlain's answer to the question he asks himself: 'Why do we hold Malta?' (10 marks)
- (iii) Chamberlain refers to the 'trade of Malta' as an 'infinitesimal atom in the great ocean of British Imperial trade.' What role did Malta play in 'British Imperial trade'? (10 marks)
- (iv) Give examples of British expenditure in Malta intended to 'make the fortress which we hold absolutely impregnable', which also 'materially improved' the life of the Maltese. (10 marks)
- (v) Which principal measures did the British take in this period in order to limit the opportunities for 'open agitation' and 'sedition'? (10 marks)

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SEPTEMBER 2016

SUBJECT:	HISTORY
PAPER NUMBER:	II – EUROPEAN AND INTERNATIONAL HISTORY
DATE:	3 rd September 2016
TIME:	9.00 a.m. to 12.05 p.m.

**This paper carries 33% of the total marks of the examination.
All three questions in this paper carry equal marks.
Answer ALL THREE (3) Questions.**

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

[Either] (a) Why did the ‘Year of Revolutions’ of 1848 end in failure?

[Or] (b) What were the objectives of the Paris Commune, and why did it fail?

[Or] (c) How and why did Germany experience an Industrial Revolution after 1848?

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

[Either] (a) How and why did Hitler rise to power in Germany?

[Or] (b) ‘The Korean War was the first major test for the Cold War balance of power achieved after the end of World War II between the two rival Superpowers.’ Discuss.

[Or] (c) What were the principal challenges facing European recovery and reconstruction after World War II, and how were they addressed?

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

[*Either*] (a) Extract from the declaration by Napoleon, 1 March 1815

Under these new and difficult circumstances my heart was torn, but my soul remained steadfast. I only thought of the interest of the fatherland; I exiled myself upon a rock in the midst of the sea; my life was and must still be useful to you. I did not allow the greater part of those who wished to accompany me to share my lot; I thought their presence was useful in France, and I only took with me a handful of valiant men as my guard.

Raised to the throne by your choice, everything that has been done without you is illegitimate. During the last twenty-five years, France has acquired new interests, new institutions, and a new glory, which can only be guaranteed by a national government and by a dynasty born under these new circumstances. A prince who should reign over you, who should be seated upon my throne by the power of the very armies who have devastated our territory, would seek in vain to support himself by the principles of feudal rights and he could only assure the honour and the rights of a small number of individuals, enemies of the people, who, for twenty-five years past, have condemned them in our national assemblies. Your internal peace and your foreign prestige would be forever lost.

Frenchmen! In my exile I have heard your complaints and your desires: you were claiming that government of your choice, which alone is legitimate. You were complaining of my long sleep, you reproached me with sacrificing to my own repose the great interests of the fatherland.

I have crossed the seas in the midst of perils of every sort; I arrive among you in order to reclaim my rights, which are yours. [...]

- (i) Give briefly the background to this declaration by Napoleon in 1815. (10 marks)
- (ii) Explain Napoleon's reference to the 'new interests, new institutions, and a new glory' acquired by France 'during the last twenty-five years'. (10 marks)
- (iii) Explain: 'to support himself by the principles of feudal rights'; and 'the great interests of the fatherland'. (10 marks)
- (iv) Describe briefly the main events which followed this declaration. (10 marks)
- (v) Comment on the continuing resonance throughout nineteenth century history of Napoleon's remark to the French that 'everything that has been done without you is illegitimate'. (10 marks)

- [Or] (b) From a speech by Kaiser Wilhelm II at the opening of the *Reichstag*, 15 February 1881:

At the opening of the Reichstag in February 1879 His Majesty the Emperor with reference to the [anti-socialist] law of 21 October 1878 expressed the hope that the Reichstag would not refuse its continuing co-operation in remedying social ills by means of legislation. Such remedy shall be sought not only in the repression of socialistic excesses, but also in the promotion of the welfare of the workers. In this respect the care of such workers as are incapable of earning their livelihood is the first step. In their interest His Majesty the Emperor had a bill on the insurance of workers against the result of accidents presented to the Bundesrat – a bill which is intended to meet a need felt equally by workers and employers. His Majesty the Emperor hopes that the bill will receive the assent of the Governments of the States, and that it will be welcomed by the Reichstag as a complement of the legislation on protection against social-democratic activity. The now existing provisions which should have protected the worker from becoming helpless through the loss of his earning by accident or old age have proved inadequate, and their inadequacy has contributed no little to turning members of this class to participation in social-democratic activity in order to seek help.

- (i) Write briefly the social and political background to this legislation by the German Reichstag. (10 marks)
- (ii) How and why was Germany considering ‘*the welfare of the workers*’? (10 marks)
- (iii) Explain: ‘*protection against social-democratic activity*’; and ‘*social ills*’. (10 marks)
- (iv) What was the principal social legislation passed by Germany in this period? (10 marks)
- (v) To what extent was socialism able to become a real force in Germany in the period up to 1914, rather than remaining a vague ideological threat? (10 marks)

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SUBJECT:	HISTORY
PAPER NUMBER:	III – MEDITERRANEAN HISTORY
DATE:	5 th September 2016
TIME:	9.00 a.m. to 12.05 p.m.

This paper carries 33% of the total marks of the examination.
All three questions in this paper carry equal marks.
Answer ALL THREE (3) Questions.

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

- [Either]** (a) Discuss the main effects of Anglo-French rivalry in the Mediterranean in the Napoleonic period.
- [Or]** (b) What were the principal issues raised by the ‘Great Eastern Crisis’ (1875-1878), and how far were they resolved by 1878?
- [Or]** (c) How far, and in what way, was the Egyptian crisis of 1882 a major test for Anglo-French relations in the Mediterranean?

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

- [Either]** (a) ‘The defense of Malta in World War II was vital for Allied hopes of victory in the Mediterranean.’ Discuss.
- [Or]** (b) Why did Algeria have to fight a War of Independence against French colonial rule, and what were the principal consequences of this conflict?
- [Or]** (c) How was the State of Israel established, and how did it push back the Arab challenge in the period between 1948 and 1967?

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

[*Either*] (a) Preliminary Treaty for the British Evacuation of Malta, October 1801

With regard to the arrangements relative to Malta, His Majesty has only consented not to occupy that Island on the express condition of its independence of France, as well as that of Great Britain. The only means to succeed in this would be to place it under the guarantee or protection of some Power capable of supporting it.

His Majesty will not persist in desiring to keep an English garrison in the Island till the establishment of the governance of the Order of Saint John. He will be ready, on the contrary, to evacuate it in the time which shall be fixed on for taking measures of this sort in Europe, provided the Emperor of Russia, as Protector of the Order, or any other Power acknowledged by the contracting parties, will efficaciously take on itself the defence and safety of Malta.

- (i) Write briefly the background to this Treaty signed in 1801. (10 marks)
- (ii) Why did the British insist on the ‘*independence*’ of Malta from both France and Britain, and how realistic was this pledge, in your view? (10 marks)
- (iii) Explain: ‘*till the establishment of the governance of the Order of Saint John*’; and ‘*Protector of the Order*’. (10 marks)
- (iv) Describe the Maltese reaction to this Treaty. (10 marks)
- (v) Explain the significance of this Treaty in Maltese history, despite the fact that it remained a dead letter where Malta was concerned. (10 marks)

[Or] (b) Winston Churchill to British Foreign Secretary Edward Grey, 23 September 1914

'We are suffering very seriously from Turkish hostility. Our whole Mediterranean Fleet is tied to the Dardanelles. We are daily trying to buy Turkish neutrality by promises and concessions. Meanwhile the German grip on Turkey tightens and all preparations for war go steadily forward. But all this would in itself be of minor consequence but for the fact that in our attempt to placate Turkey we are crippling our policy in the Balkans. I am not suggesting that we should take aggressive action against Turkey or declare war on her ourselves, but we ought from now to make our arrangements with the Balkan States, particularly Bulgaria, without regard to the interests or integrity of Turkey. The Bulgarians ought to regain the Turkish territory they lost in the Second Balkan War... Turkey's conduct to us with repeated breaches of neutrality would release us from any need of considering her European interests... I do most earnestly beg you not to be diverted from the highway of sound policy in this part of the world, both during the war and at the settlement, by wanderings into the labyrinth of Turkish duplicity and intrigue.'

- (i) Give the background to the author's reference to British efforts '*to buy Turkish neutrality*' up to September 1914. (10 marks)
- (ii) Explain the author's assertion that '*the German grip on Turkey tightens and all preparations for war go steadily forward*'. (10 marks)
- (iii) Explain the reference to: '*our whole Mediterranean Fleet is tied to the Dardanelles*'; and '*the Second Balkan War*'. (10 marks)
- (iv) Why did the Ottoman empire enter World War I? (10 marks)
- (v) How and why were Turkish '*interests*' affected '*during the war and at the settlement*'? (10 marks)