



SUBJECT:	History
PAPER NUMBER:	I – MALTESE HISTORY
DATE:	3 rd September 2018
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. This paper is marked out of 150 marks.
Answer all **THREE** questions. Follow the instructions given in each question.

1. **Answer EITHER part (a), OR part (b), OR part (c). (50 marks)**

- EITHER** (a) What were the main issues dividing Maltese politics between the 1870s and 1914, and how did Maltese politicians organize themselves to address them?
- OR** (b) 'Until 1921, relations between the British colonial authorities and the Maltese Church were normally good.' Discuss.
- OR** (c) How and why did Malta lose the cotton industry in the nineteenth century?

2. **Answer EITHER part (a), OR part (b), OR part (c). (50 marks)**

- EITHER** (a) What were the main proposals of the post-war Maltese 'Integration with Britain' campaign, and why did it fail?
- OR** (b) What were the main issues involved in relations between Church and State in Malta in the thirty years following Independence, and how were they resolved?
- OR** (c) What were the main challenges faced by Malta in reconstruction after the Second World War, and how were they addressed?

Questions continue on next page

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

EITHER (a) Testimony of Count A. Caruana Gatto on the *Sette Giugno* Riots, 1919

What do you know of the events personally? I mean all you know, what you heard, and what you did?

Everybody knew that there was a meeting to be held at the club 'Giovane Malta' on the 7th of June. I was a delegate of the Chamber of Advocates and some other Society. I went first in the Casino Maltese. There were lots of people in the streets. They were not excited. Somebody came and was distributing red and white ribbons which were stuck in button holes. I went to the meeting at 3.30 p.m. There was nothing particular. At a certain time we heard rather a peculiar noise, and people came in the room saying that there was a great disturbance in the street. At a certain moment Dr. Augusto Bartolo left the room because he was told that the crowd was attacking the Chronicle office which belongs to him or his family. Then someone said that troops had been called out, and we actually heard shots being fired. A little while after this a lad rushed in and said: 'See what they are doing to us; they are shedding our blood'. Of course this caused a certain amount of excitement in the meeting room. The order of the day was hurriedly carried, and there was a lot of panic. The disturbance in the street grew apace, and more firing went on. I remember going to the window and seeing pickets of soldiers in Strada Reale. Then somebody suggested that as the people had collected in connection with our meeting, it was our duty to see what was going on and to interfere. So we thought we should pacify the people. We were originally seven or eight in number; Monsignor De Piro, the Honourable G. Vassallo, Rev. Dandria, Mr Zammit Hammet, some others and myself. We tried to go out from the club, but it was not easy to do this because firing was going on in the street. We were at Strada Santa Lucia and had proposed to cross and go to the Courts because we had to see General Hunter Blair, the Officer Administering the Government, or Mr. Robertson, the Lieutenant-Governor. We passed through Strada Stretta. Wounded people were being carried about, and the people were very much excited.

... Escorted by the Acting Commissioner of Police who had come to us, we went out of the Club, and passing through Strada Santa Lucia and Strada Reale, we got into the Courts, where soldiers were barricading the gates. I must here say that at our first attempt to enter the Courts some of the people were rather hostile to us and particularly to Monsignor De Piro, and began to shout: "You are the cause of all this". Monsignor De Piro observed: "This is good, we are going to the rescue, and we are getting the blame." Eventually we entered the Courts and spoke to Mr. Robertson. We placed ourselves at his disposal to see what could be done to calm down the crowd. He thanked us and asked: "What do you think the people are asking for?" We had heard what the wild crowd in front of the Courts was saying. They said: "They fired at us when we were unarmed; this is not English; let them send the soldiers away and nothing will happen".

- (i) Comment on the main features of Malta's political and constitutional situation in the period from 1903 to 1919. (10)
- (ii) Describe the social and economic circumstances which led to the *Sette Giugno* riots in 1919. (10)
- (iii) What historical reflections can you derive from the testimony of Caruana Gatto concerning the events of 7 June 1919? (10)
- (iv) Comment on the effects of the *Sette Giugno* riots in Maltese politics and society. (10)
- (v) The testimony refers to the distribution of 'red and white ribbons' on 7 June 1919. To what extent were the *Sette Giugno* riots a manifestation of Maltese nationalism? (10)

(Total: 50 marks)

OR (b) Sir Patrick Keenan, June 1879

The most important and difficult question which the Commissioners (Austin and Lewis) undertook to decide, had reference to the Language or Languages to be taught in the elementary schools of the Government. For various reasons the Commissioners came to the conclusion that the Italian language would be far more useful to a Maltese than any other excepting his native tongue; and they therefore recommended that as soon as a child attending a Government school has learned to read Maltese, he should be taught to read and write the Italian, through the medium of the former language. They further recommended that as soon as the child could read and write the Italian, he should learn to read and speak the English, if the time allotted to his schooling would enable him to do so.

- (i) Write briefly the historical background to the Royal Commissioners sent to Malta to report on different subjects in the late 1870s. (10)
- (ii) Comment on the state of education in nineteenth century Malta. (10)
- (iii) Compare the way in which the commissioners of 1836 and of the late 1870s handled 'the most important and difficult question' of language. (10)
- (iv) What were the main suggestions of Sir Patrick Keenan in his report? (10)
- (v) The Commissioners of the late 1870s made a number of proposals for educational reform. What were the main reactions and repercussions following these suggestions? (10)

(Total: 50 marks)



SUBJECT:	History
PAPER NUMBER:	II – EUROPEAN AND INTERNATIONAL HISTORY
DATE:	4 th September 2018
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. This paper is marked out of 150 marks.
Answer all **THREE** questions. Follow the instructions given in each question.

1. **Answer EITHER part (a), OR part (b), OR part (c). (50 marks)**

- EITHER** (a) How and why did the French overthrow the monarchy in 1792, only to accept a military leader as emperor in 1804?
- OR** (b) 'Germany's 'New Course' in foreign policy after Bismarck's dismissal forced other European powers to rethink their international alignment.' Discuss.
- OR** (c) What factors encouraged the growth of industrialisation in France and Germany up to 1914?

2. **Answer EITHER part (a), OR part (b), OR part (c). (50 marks)**

- EITHER** (a) To what extent, and in what way, was the Treaty of Versailles a long-term cause of the Second World War?
- OR** (b) 'The Berlin Wall symbolized a central problem of Cold War Europe, namely the division of Germany'. Discuss.
- OR** (c) Discuss the significance of successive enlargements in the process of European integration between 1973 and 1995.

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

EITHER (a) S.G.Goodrich, letter of 4 March 1848, Paris.

Dear Sir: As it has been my fortune to be in Paris, and an observer of many of the most stirring and striking occurrences during the late revolution, I propose to give you a brief consecutive narrative of what I saw and heard, embracing a sketch of other leading events. My purpose will be to take you with me, and make you a participator, as far as possible, in the scenes witnessed and emotions experienced by one who was on the spot.

Before I begin, it may be well to state a few particulars as to the political condition of France at the moment of the revolt. It is well known that Louis Philippe accepted the crown at the hands of Lafayette, after the struggle of July, 1830, the latter saying, as he presented the king and charter to the people, 'We give you the best of monarchies – the best of republics'. The circumstances, all considered, pledged Louis Philippe to a liberal government, in which the good of the people should be the supreme object, and the popular will the predominating element.

He commenced his career under fair auspices, and for a time everything promised a happy fulfilment of what seemed his duty and his destiny. I chanced to be in Paris in 1832, and witnessed a celebration of the "Three Glorious Days". The king then reviewed 80,000 troops, chiefly National Guards. He was all day on horseback, and of course before the people. I saw hundreds of all classes step up to him and shake him by the hand. He was enthusiastically cheered everywhere, and seemed, indeed, the idol of the people. On visiting in 1847, after a lapse of fifteen years, I was amazed at the change. Shut up in his palace, like the veiled prophet of Khorasan, and intrenched in military power, with a haughty ministry, pursuing an unbending course of policy, he seemed rather a despot of the old school – a Bourbon of the last century – than a citizen king crowned at the barricades. A great change had indeed come over the monarch; the possession of power had seduced his heart and turned his head; and forgetting his pledges, and blind to his true interest, he was busy in building up a dynasty that should hand down his name and fame to posterity.

- (i) Which main factors led to the 'late revolution' in France in February 1848? (10)
- (ii) Comment on the author's reflections on the figure of Louis Philippe. Did events show that 'a great change had indeed come over the monarch' by 1848, and why? (10)
- (iii) Explain the historical significance of the following phrase: 'We give you the best of monarchies – the best of republics'. (10)
- (iv) Comment on the political developments which took place in France from the outbreak of the revolution in February up to late June 1848. (10)
- (v) From 1848 to 1852, the political life of France turned again full circle. Comment on the way this happened, and the historical implications of the French political transformation. (10)

(Total: 50 marks)

OR (b) Extracts from speeches by Bismarck in the Reichstag, 1882.

Herr [Eugen] Richter has called attention to the responsibility of the State for what it does. But it is my opinion that the State can also be responsible for what it does not do. I do not think that doctrines like those of 'Laissez-faire, laissez-aller', 'Pure Manchesterdom in politics', ... 'He who is not strong enough to stand must be knocked down and trodden to the ground', 'To him that hath shall be given, and from him that hath not shall be taken away even that which he hath' – that doctrines like these should be applied in the State, and especially in a monarchically, paternally governed State. On the other hand, I believe that those who profess horror at the intervention of the State for the protection of the weak lay themselves open to the suspicion that they are desirous of using their strength – be it that of capital, that of rhetoric, or whatever it be – for the benefit of a section, for the oppression of the rest, for the introduction of party domination, and that they will be chagrined as soon as this design is disturbed by any action of the Government. ...

I am not antagonistic to the rightful claims of capital; I am far from wanting to flourish a hostile flag; but I am of opinion that the masses, too, have rights which should be considered. ... When existing rights were opposed to the interests of the Commonwealth the State had a right to step in and, cutting with the knife of the [surgeon], to create new and healthy conditions. ... Many measures which we have adopted to the great blessing of the country are socialistic, and the State will have to accustom itself to a little more socialism yet... That was socialism, to take land from one person and give it to another – a much stronger form of socialism than a monopoly. But I am glad that this form of socialism was adopted, for we have, as a consequence, secured a free and very well-to-do peasantry, and I hope that we shall in time do something of the sort for the labouring classes ... But if you believe that you can frighten anyone, or call up spectres with the word 'Socialism', you take a standpoint which I abandoned long ago, and the abandonment of which is absolutely necessary for our entire imperial legislation.

- (i) Write a brief account of the spread of industrialisation in Germany in the second half of the nineteenth century. (10)
- (ii) Describe the conditions of the 'labouring classes' highlighted by critics in newly-industrialising countries like Germany. (10)
- (iii) Explain and give the context to Bismarck's statement that 'Many measures which we have adopted to the great blessing of the country are socialistic, and the State will have to accustom itself to a little more socialism yet'. (10)
- (iv) Comment on the following phrases: 'Laissez-faire, laissez-aller'; 'monarchically, paternally governed State'; 'to take land from one person and give it to another'. (10)
- (v) To what extent, and in what way, did Bismarck succeed in calming the 'spectres' of socialism in Germany? (10)

(Total: 50 marks)



SUBJECT:	History
PAPER NUMBER:	III – MEDITERRANEAN HISTORY
DATE:	5 th September 2018
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. This paper is marked out of 150 marks.
Answer all **THREE** questions. Follow the instructions given in each question.

1. Answer EITHER part (a), OR part (b), OR part (c). (50 marks)

- EITHER** (a) It has been argued that 'mutual fear, not mutual aggression, caused the Crimean War'. Why did the powers involved fight the war, and what were its chief consequences?
- OR** (b) 'World War I hastened the dissolution of the Ottoman empire, which for long had been the 'Sick Man of Europe'.' Discuss.
- OR** (c) Napoleon I is said to have exclaimed: 'I would rather see the English on the heights of Montmartre than in possession of Malta'. Discuss the role played by Malta in Anglo-French rivalry in the Mediterranean in the period from 1798 to 1856.

2. Answer EITHER part (a), OR part (b), OR part (c). (50 marks)

- EITHER** (a) How did Malta feature in Italian ambitions in the Mediterranean from 1922 to 1940, and how did the British react?
- OR** (b) The independence of Cyprus from Britain 'came at the cost of intractable divisions between Greek and Turkish Cypriots'. Discuss the causes and events which led to this.
- OR** (c) 'Indirect Superpower involvement in the Arab-Israeli conflict only served to complicate it.' Do you agree with this statement, and why?

Questions continue on next page

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

EITHER (a) Greek declaration of independence, 1822.

We, the descendants of the wise and noble nation of the Greeks, contemporaries of the enlightened and civilized peoples of Europe and beholding the advantages which they enjoy under the protection of the impenetrable aegis of the law, find it no longer possible to suffer to the point of numbness and self-contempt the cruel yoke of the Ottoman state, which has weighed upon us for more than four centuries and which instead of reason knows no other law than its own will, commanding and persecuting all things despotically and capriciously.

After years of slavery, we have finally been compelled to take up arms, to avenge ourselves and our country against a tyranny so frightful and in its very essence unjust as to be neither equal nor even comparable to any other.

The war we are waging against the Turk, far from being founded in principles of demagoguery, sectarianism or the selfish interests of any one part of the Greek nation, is a national and holy war, the object of which is to reconquer our rights to individual liberty, property and honour, rights enjoyed by all the civilized neighbouring peoples of Europe and which from us alone the cruel and unprecedented tyranny of the Ottomans has tried to violently remove and within our very chests crush.

Have we something lesser than other nations, that we remain deprived of these rights, or are we of a nature lower or less civilised, that we should view ourselves as unworthy to enjoy them and instead be condemned to an eternal slavery, subjected, like automata or beasts of burden, to the absurd caprices of a cruel tyrant who, like a brigand, has come without justification from distant lands to subjugate us? Nature has sown these rights so deeply in the hearts of men that neither three nor four nor a thousand nor a million centuries of tyranny can wipe them out. And if violence or power have for a time suppressed them, power can once again restore them, unaged and indelible as they were in centuries past. These are rights which within Greece we have never ceased to defend by arms when times and circumstances have permitted.

It is from these principles of natural rights, and desiring to assimilate ourselves with our European Christian brethren, that we have embarked upon our war against the Turks. Uniting all our isolated strength, we have formed ourselves into a single armed body, firmly resolved to attain our end, to govern ourselves by wise laws, or to be altogether annihilated, believing it to be unworthy of us, as descendants of the glorious peoples of Greece, to live in a state of slavery fitted more for unreasoning animals than for rational beings.

- (i) Comment historically on the characteristics of Ottoman domination stressed by this declaration. (10)
- (ii) The Greeks cite both 'principles of natural rights', as well as their descent from 'the glorious peoples of Greece' in order to justify their uprising. Which of these two arguments, in your view, helped their cause most? (10)
- (iii) Describe the main events which marked the Greek 'war against the Turks'. (10)
- (iv) Comment on the reaction of the 'civilized neighbouring peoples of Europe' and 'Christian brethren' to the Greek cause. (10)
- (v) Why was the question of the Ottoman empire one of the main issues dividing Europe in the nineteenth century? (10)

(Total: 50 marks)

OR (b) Anglo-French Declaration, 1904.

ARTICLE 1. His Britannic Majesty's Government declare that they have no intention of altering the political status of Egypt.

The Government of the French Republic, for their part, declare that they will not obstruct the action of Great Britain in that country ...

ARTICLE 2. The Government of the French Republic declare that they have no intention of altering the political status of Morocco.

His Britannic Majesty's Government, for their part, recognise that it appertains to France, more particularly as a Power whose dominions are conterminous for a great distance with those of Morocco, to preserve order in that country, and to provide assistance for the purpose of all administrative, economic, financial, and military reforms which it may require.

They declare that they will not obstruct the action taken by France for this purpose, provided that such action shall leave intact the rights which Great Britain, in virtue of treaties, conventions, and usage, enjoys in Morocco, including the right of coasting trade between the ports of Morocco, enjoyed by British vessels since 1901.

ARTICLE 3. His Britannic Majesty's Government for their part will respect the rights which France, in virtue of treaties, conventions, and usage, enjoys in Egypt, including the right of coasting trade between Egyptian ports accorded to French vessels.

ARTICLE 4. The two Governments, being equally attached to the principle of commercial liberty both in Egypt and Morocco, declare that they will not, in those countries, countenance any inequality either in the imposition of customs duties or other taxes, or of railway transport charges. The trade of both nations with Morocco and with Egypt shall enjoy the same treatment in transit through the French and British possessions in Africa. An agreement between the two Governments shall settle the conditions of such transit and shall determine the points of entry.

- (i) Give the background to Anglo-French rivalry in the Mediterranean in the late nineteenth century and up to 1904. (10)
- (ii) What were the respective positions of France and Britain in Morocco and Egypt, and why were these two countries the subject of this Anglo-French treaty in 1904. (10)
- (iii) Comment on the rival ambitions of European powers in Morocco in this period. (10)
- (iv) Comment on the strategic relevance of both North African countries for the two European colonial powers. (10)
- (v) Explain how Anglo-French cooperation was soon seriously tested by two major crises in Morocco. (10)

(Total: 50 marks)