

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL 2019 FIRST SESSION

SUBJECT: History

PAPER NUMBER: I – MALTESE HISTORY

DATE: 2nd May 2019

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)	In which circumstances was freedom of the press introduced in Malta								
		by the British, and what were its consequences?								

OR (b) 'The British authorities found staunch allies in Maltese Church leaders throughout much of the nineteenth century.' Discuss.

OR (c) Explain why the nineteenth century Maltese economy was a 'fortress economy'.

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

(50 marks)

EITHER	(a)	What were	the	main	challenges	of	Maltese	Self-Government	in	the
		period between 1947 and 1958?								

OR (b) Discuss the main issues affecting Church-State relations in Malta in the period between the 1960s and the 1980s.

OR (c) What were the main factors affecting Maltese social and economic development between 1945 and 1979?

Questions continue on next page

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

EITHER (a) Report of His Majesty's Commissioners for Enquiring into the Affairs of Malta, 1 May 1812

The circumstances under which the British Authority has been established in Malta present a case bearing no analogy to any other instance in the modern History of this Kingdom.... By the assistance of His Majesty's arms the People of Malta and Gozo were enabled to expel the French from their Country ... the British have remained with the tacit consent of the Maltese People, in actual possession of the Civil as well as Military Authority. Since the People of Malta came under the Protection and control of Great Britain, they have invariably evinced the strongest attachment to His Majesty's Government and have shown the most marked aversion to any political arrangement which might separate them from the Crown of Great Britain.

- (i) What were the main features of British administration in the Maltese islands in the period from 1800 to 1812? (10)
- (ii) Examine the validity of the assertion that 'By the assistance of His Majesty's arms the People of Malta and Gozo were enabled to expel the French from their Country'. (10)
- (iii) Elaborate on the reference to 'the most marked aversion to any political arrangement which might separate them from the Crown of Great Britain'. (10)
- (iv) Which factors encouraged 'the tacit consent of the Maltese People' to British control? (10)
- (v) To what extent, and in what way, did the British repay 'the strongest attachment to His Majesty's Government' shown by the Maltese? (10)

OR (b) 'Valletta', The Encyclopaedia Britannica, Eleventh Edition, 1911

VALLETTA, or Valetta, the capital of Malta (since 1570). Pop. (1901) 24,685; or 40,406, including suburbs.... The knights strengthened Valletta and its harbour by bastions, curtainwalls, lines and forts, towards the sea, towards the land and on every available point, taking advantage in every particular of the natural rock and of the marvellous advantages of situation, rendering it then almost impregnable. The work of fortifying the place has been carried on by the British government, which possesses here a naval hospital, military prison and other necessary institutions. Since the British occupation Valletta has been a naval and military station of the first importance. The dock and victualling yards occupy together an area of some 100 acres spread over the shores on both sides of those arms of the great harbour known as Dockyard and French creeks, the dockyard being partly on the former, but principally on the latter creek. In 1880 the graving dock accommodation consisted of one double dock at the extremity of Dockyard creek, known as Nos. 1 and 2 Docks, with a total length of about 525 feet and with 25 feet over the sill at average water-level, the tidal range at Malta being but slight; and opening into French creek a dry dock of more modern construction, known as No. 3 or the Somerset Dock, 427 feet long on floor, and with 34 feet over the sill. Subsequently to this period the fine range of buildings known as the iron ship repairing shop was erected close to the Somerset Dock, and added greatly to the repairing resources of the yard. Dock No. 4, or the Hamilton Dock, was completed in 1891, having a length on floor of 520 feet, a width of entrance of 94 feet, and with 35 feet 5 inches depth over the sill at average water-level. Associated with this dock was the construction of adjacent deep-water wharf walls, together with the great 160-ton crane. Among later additions were gun-mounting stores, boiler shop, boat sheds, canteen, coal stores, etc, together with a double dock 750 feet long over all, and a single dock 550 feet long. The large transit trade and the local trade of the island centre upon Valletta.

- (i) Discuss the statement that 'Since the British occupation Valletta has been a naval and military station of the first importance'. (10)
- (ii) Comment on the role played by Malta as a British fortress in the Mediterranean in the period up to 1911. (10)
- (iii) Explain the significance of the Dockyard in the Maltese economy. (10)
- (iv) Explain the main infrastructural developments highlighted in this document. (10)
- (v) To what extent, and in what way, were Maltese facilities tested in World War I? (10)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL 2019 FIRST SESSION

SUBJECT: History

PAPER NUMBER: II – EUROPEAN AND INTERNATIONAL HISTORY

DATE: 3rd May 2019

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 was the 'Concert of Europe', and why did it fail in its objectives?

OR (b) How did international alliances keep the peace among the main powers in

Europe from 1871 to 1914?

OR (c) Why did the Industrial Revolution first occur in Britain, and what were its

main features?

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

(50 marks)

EITHER (a) How and why did Fascists come to power in Italy?

OR (b) 'Although Soviet control in Eastern Europe came to an end in 1989, there

were signs of discontent all along.' Discuss.

OR (c) Discuss the main factors which helped European recovery and

reconstruction after World War II.

Questions continue on next page

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

EITHER (a) Maximilien Robespierre, Speech of 3 December 1792.

Louis was a king, and our republic is established; the critical question concerning you must be decided by these words alone. Louis was dethroned by his crimes; Louis denounced the French people as rebels; he appealed to chains, to the armies of tyrants who are his brothers; the victory of the people established that Louis alone was a rebel; Louis cannot therefore be judged; he already is judged. He is condemned, or the republic cannot be absolved. To propose to have a trial of Louis XVI, in whatever manner one may, is to retrogress to royal despotism and constitutionality; it is a counter-revolutionary idea because it places the revolution itself in litigation. In effect, if Louis may still be given a trial, he may be absolved, and innocent. What am I to say? He is presumed to be so until he is judged. But if Louis is absolved, if he may be presumed innocent, what becomes of the revolution? If Louis is innocent, all the defenders of liberty become slanderers. Our enemies have been friends of the people and of truth and defenders of innocence oppressed; all the declarations of foreign courts are nothing more than the legitimate claims against an illegal faction. Even the detention that Louis has endured is, then, an unjust vexation; the fédérés [volunteers in the National Guard], the people of Paris, all the patriots of the French Empire are guilty; and this great trial in the court of nature judging between crime and virtue, liberty and tyranny, is at last decided in favour of crime and tyranny. Citizens, take warning; you are being fooled by false notions; you confuse positive, civil rights with the principles of the rights of mankind; you confuse the relationships of citizens amongst themselves with the connections between nations and an enemy that conspires against it; you confuse the situation of a people in revolution with that of a people whose government is affirmed; you confuse a nation that punishes a public functionary to conserve its form of government, and one that destroys the government itself. We are falling back upon ideas familiar to us, in an extraordinary case that depends upon principles we have never yet applied

- (i) Why did 'the revolution' break out in France in 1789? (10)
- (ii) Why did the experiment of constitutional monarchy end in failure? (10)
- (iii) Explain the significance of Robespierre and his ideas in the French revolution. (10)
- (iv) Robespierre refers to the King's appeal to 'the armies of tyrants who are his brothers'. Who were these tyrants, and why were their armies threatening the French revolution?

 (10)
- (v) Should the immediate years following the 1789 revolution be considered as a time of liberty or tyranny? Explain the reasons for your answer.

(10)

OR (b) Swire Smith, Educational Comparisons, or Remarks on Industrial Schools in England, Germany and Switzerland, 1873.

'Germany is a giant in his cradle; what will he be in a quarter of a century hence, and where will our countrymen stand in comparison with him, if we do not make up for lost time, and keep up with him in the race?' Recent events confirm these opinions, and I well remember in the spring of 1871, while travelling in Germany, when the victorious hosts were returning from the wars, often hearing in effect this statement: 'France has kept us in fear for years; we dared not to extend our commerce or invest our capital to the full, because we knew not how soon the enemy would be upon us, but now that we have driven him from our door and barricaded him within his own borders, we can develop our industries without fear; we have astonished the nations by our proficiency in the arts of war - we will let them see what we can do in the arts of peace.' And true to this boast, the industries of Germany are extending on every hand. In a recent visit my companion and I found several districts enjoying unexampled prosperity. The gigantic steel works of Mr. Krupp, at Essen, in Westphalia, were increasing in a most extraordinary manner. The builders could not keep pace with the demand for houses; temporary erections were utilized by hundreds of artisans, who (we were told) were living on the Rochdale co-operative principle; and although over 10,000 men were employed, our conductor informed us that work would readily be given to 1000 more if they would make application. In the manufacturing districts of Saxony new factories were being erected, and the towns were increasing in population. Additions were being made to the works of Messrs. Kramer Klatt & Co., of Nuremberg, who employ 4000 men; and at the works of Messrs. Hartmann & Co., Chemnitz, another extensive establishment, where we saw nearly 4000 men at work, a new shed, 600 feet long, was being built. We were told at two of these places... that it would require years to complete the orders then upon their books. These establishments are all of comparatively recent growth, and it is only lately that their work has begun to tell upon that of this country. To witness the extensive employment of machinery in all departments of labour, the arrangement of the workshops, the manifest determination to do everything well, is conclusive evidence that their influence must increase...

- (i) What were Germany's main advantages and disadvantages for industrialization? (10)
- (ii) Do you agree with the author's explanation of Germany's late industrialization? Give reasons for your answer. (10)
- (iii) Comment on the following phrases: 'the Rochdale co-operative principle'; 'the extensive employment of machinery'. (10)
- (iv) Discuss the social and political consequences of Germany's rapid industrialization. (10)
- (v) The passage compares Germany to Great Britain. To what extent was the author's forecast right, and why? (10)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

ADVANCED MATRICULATION LEVEL 2019 FIRST SESSION

SUBJECT: History

PAPER NUMBER: III – MEDITERRANEAN HISTORY

DATE: 4th May 2019

TIME: 4:00 p.m. to 7:05 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 consequences of Napoleon Bonaparte's Mediterranean campaign of 1798?

OR (b) What was the 'Great Eastern Crisis' of 1875-1878, and why was it considered significant by the main European powers?

OR (c) Why was Malta so important to Britain's presence in the nineteenth century Mediterranean? Answer with reference to events in the Mediterranean during the 19th century.

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

(50 marks)

EITHER (a) What were Italy's main ambitions in the Mediterranean (1922-1943)?

OR (b) Under what circumstances did Algeria obtain its independence?

OR (c) What were the main consequences of the establishment of the State of Israel?

Questions continue on next page

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

EITHER (a) Letter from an officer to his family in Manchester, Camp at Balaklava, 27 October 1854

I little dreamed when I began this letter that I should, perhaps, never finish it, and also to finish it with bad news. An extract from my log of the 25th would be too long (but you shall see it, please God, some day); but on that day the Russians attacked the advanced forts and entrenchments of Balaklava, defended by Turks, who, great brutes! ran away. They took possession of the forts, and they had the audacity to send thousands of cavalry to attack our poor handful... They say you could not see a red coat, we were so surrounded, and for ten minutes it was dreadful suspense; but they couldn't stand it, and were soon cutting away like anything, or reforming. The realities of war were very apparent; excited cheering and congratulations from men covered with blood and cut about dreadfully. I mercifully escaped without a scratch, and only tried my maiden sword on one fellow's head, which must have given him a headache, though it didn't draw blood. He was soon unhorsed, and I saved his life by making him a prisoner... We immediately advanced over the field of our scrimmage, among dead and dying, and, would you believe it, I wasn't the least horrified. After an hour, the Light Brigade passed us on our left, and charged, ourselves and the Royals being their supporting line. This was the dreadful calamity and fatal mistake of the whole day. They had to charge some guns, supported by two lines of cavalry, ten times their number, and between a cross fire of innumerable guns and battalions of infantry. As if by magic, the whole brigade seemed to be either dismounted or annihilated. We were under the same fire, and it was something dreadful - shot, shell and Minié balls, just like a hailstorm; and our men and horses falling right and left. The order to retire was never so thankfully obeyed, and for several hundred yards we retired under this fire, and at a walk, men falling every minute. Being under fire is the most frightful thing imaginable; I shall never forget it. I expect every minute would be my last....

We are now sadly out of spirits at our great loss; besides, the Russians are so numerous it is impossible to hold the extended line we have, so we have retired about half-a-mile, and they talk of giving up Balaklava.

Our attack on Sevastopol is still going on, and to our advantage. They attacked our right flank yesterday, and found they had no Turks to tackle, so got frightfully licked, losing a general and 300 prisoners...

Fancy, all this for those brutes of Turks, who run before the Russians are within a mile!

- (i) What were the causes leading to this war in 1853? (10)
- (ii) Explain Britain's involvement in the war. (10)
- (iii) Explain the reference to: 'the Light Brigade'; and 'our attack on Sevastopol'. (10)
- (iv) Comment on the author's remark: 'Fancy, all this for those brutes of Turks'. (10)
- (v) Discuss the outcome of the war. (10)

OR (b) Treaty of Bucharest, 10 August 1913.

Their Majesties the King of Roumania, the King of the Hellenes, the King of Montenegro, and the King of Serbia, on the one part, and His Majesty the King of the Bulgarians, on the other part, animated by the desire to bring to an end the state of war at present existing between their respective countries and wishing, for the sake of order, to establish peace between their long-suffering peoples, have resolved to conclude a definitive treaty of peace. Their said Majesties have, therefore, appointed as their plenipotentiaries [names of representatives follow] ...

Who, in accordance with the proposal of the Royal Government of Roumania, have assembled in conference at Bucharest, with full powers, which were found to be in good and due form, and who having happily reached an accord...

I.

From the day on which the ratifications of the present treaty are exchanged there shall be peace and amity between His Majesty the King of Roumania, His Majesty the King of the Bulgarians, His Majesty the King of the Hellenes, His Majesty the King of Montenegro, and His Majesty the King of Serbia, as well as between their heirs and successors, their respective States and subjects.

- (i) Describe the background to the Second Balkan War. (10)
- (ii) Explain the role played by the Ottoman empire in the conflict. (10)
- (iii) Discuss the main changes resulting from the Treaty of Bucharest. (10)
- (iv) Comment on the political consequences of the Balkan Wars in any **TWO** Balkan countries. (10)
- (v) To what extent is it correct to view the Balkan Wars as 'a prelude to World War I', and why? (10)