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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

MATRICULATION CERTIFICATE EXAMINATION
INTERMEDIATE LEVEL
MAY 2012

SUBJECT:	HISTORY
DATE:	21st May 2012
TIME:	9.00 a.m. to 12.00 noon

**Answer ALL FOUR questions, the TWO in Section A and the TWO in Section B.
All questions carry equal marks.**

SECTION A

Question 1

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

[Either] (a) What were the main obstacles to Maltese constitutional development in the period from 1800 to 1921?

[Or] (b) What was the Language Question and why was it fought for so long?

[Or] (c) Discuss the main proposals for reform made by the Royal Commissioners of 1877-78, and their significance for Maltese socio-economic development.

Question 2

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

[Either] (a) 'Napoleon exported the French Revolution across Europe'. To what extent is this statement correct, and why?

[Or] (b) How far was the unification of Germany achieved in the same way as that of Italy?

[Or] (c) To what extent may German militarism be held responsible for causing the First World War?

Please turn the page.

SECTION B

Question 3

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

[*Either*] (a) From the Report of Austin and Lewis, 1838

It may be said that there is hardly any Sort of Education in the Casals. With the Exception of a School at Notabile, called 'Grande', endowed with Sixty Scudi a Year from Government, and Forty Scudi from the Cathedral Church, attended by only Ten Boys, where Reading, Writing, and Grammar are taught, the Government does not provide for public Instruction in the Casals. At Zeitun there is a School, called the Normal School, established by a private Individual, attended by Forty-five Boys and Thirty Girls, under a Master and Mistress, whose Salaries are Five Scudi each. The Boys learn Reading, Writing, Arithmetic, and the Catechism; the Girls are taught to read, write, embroider, sew, and make artificial Flowers. In Gozo there is a public School with only One Master, who teaches Forty-six Boys the Italian, Latin, and English Languages, Arithmetic and Writing, Five Days a Week, and Six Hours a Day, and he has Forty-five Scudi a Month Salary. There is no Girls School there. All the other Schools are private ones under the Direction of Clergymen. The laboring Classes have no Means of paying for the Schooling of their Children.

- (i) What were the main findings reported by Austin and Lewis? (5 marks)
- (ii) The document describes the state of schooling around Malta and Gozo. What is the historical significance of the situation reported for Maltese history? (5 marks)
- (iii) Outline the main proposals for reform made by the commissioners. (5 marks)
- (iv) The document refers to the teaching of a number of languages. What was the significance of this report for British policy on languages in Malta? (5 marks)
- (v) The report is dated 1838. What other important developments took place in Malta during the 1830s? (5 marks)

[*Or*] (b) Count Gerald Strickland to the Minister for the Colonies, 23 July 1908.

Why do we hold Malta? (a) because it is the key to our Eastern trade, and emblem of sea power held by the strongest from time immemorial; (b) because under present conditions, no European navy can fight us East of Malta and retain enough coal to get home (c) because when the German emperor gets Trieste, Salonica, or other Mediterranean possessions, his conquests can be made valueless by whoever holds Malta with the sword. No servant of the Crown in Malta should be allowed to forget that, in the interest of the liberty and prosperity of the Maltese, defense is the principle justification for his existence.

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- (i) What were the main features which made Malta of strategic value to Britain? (5 marks)
- (ii) Explain the statement by Count Strickland “*emblem of sea power held by the strongest from time immemorial*”. (5 marks)
- (iii) Discuss the significance of Count Strickland’s reference to naval access to coal. (5 marks)
- (iv) Explain the references to: *the key to our Eastern trade*; and *the German emperor*. (5 marks)
- (v) Count Strickland states that *No servant of the crown in Malta should be allowed to forget that, in the interest of the liberty and prosperity of the Maltese, defense is the principle justification for his existence*. To what extent was his view shared by Maltese politicians in this period? (5 marks)

Question 4

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

[Either] (a) A decree of the French National Constituent Assembly published on 11 August 1789

ARTICLE I. The National Assembly hereby completely abolishes the feudal system. It decrees that, among the existing rights and dues, both feudal and censual, all those originating in or representing real or personal serfdom shall be abolished without indemnification. All other dues are declared redeemable, the terms and mode of redemption to be fixed by the National Assembly. Those of the said dues which are not extinguished by this decree shall continue to be collected until indemnification shall take place.

II. The exclusive right to maintain pigeon houses and dovecotes is abolished. The pigeons shall be confined during the seasons fixed by the community. During such periods they shall be looked upon as game, and every one shall have the right to kill them upon his own land.

III. The exclusive right to hunt and to maintain unenclosed warrens is likewise abolished, and every landowner shall have the right to kill, or to have destroyed on his own land, all kinds of game, observing, however, such police regulations as may be established with a view to the safety of the public. All hunting capitaineries [royal hunting grounds], including the royal forests, and all hunting rights under whatever denomination, are likewise abolished. Provision shall be made, however, in a manner compatible with the regard due to property and liberty, for maintaining the personal pleasures of the King.

- (i) Write briefly the historical background and events leading to the abolition of privileges proclaimed in this document. (5 marks)
- (ii) What were the main privileges which were abolished by the French Revolution in 1789? (5 marks)
- (iii) Explain the following terms in their context: *feudal system*; *the personal pleasures of the King*. (5 marks)
- (iv) What other major actions were taken by the Assembly? (5 marks)
- (v) How far was the French Revolution successful in its aims? (5 marks)

- [Or] (b) The proclamation of the German Empire. Issued at General Headquarters, Versailles, 18 January 1871

Therefore, we, William, by the grace of God, King of Prussia, do hereby proclaim that we have considered it to be a duty to our common Fatherland to respond to the summons of the unified German Princes and cities and to accept the German imperial title. As a result, we and those who succeed us on the throne of Prussia, henceforth, shall bear the imperial title in all our relations and in all the activities of the German Empire, and we trust to God that the German nation will be granted the ability to construct a propitious future for the Fatherland under the symbol of its ancient glory. We assume the imperial title, aware of the duty of protecting, with German loyalty, the rights of the Empire and of its members, of maintaining the peace, and of protecting the independent rulers of Germany, which, in turn, is dependent upon the united power of the people.

We assume the title in the hope that the German people will be granted the ability to enjoy the fruits of its zealous and self-sacrificing wars in eternal peace, inside boundaries that give the Fatherland a security against renewed French aggression which has been lost for centuries. May God grant that we and our successors on the imperial throne may at all times enhance the wealth of the German Empire, not through military conquests, but by the blessings and the gifts of peace, within the realm of national prosperity, freedom, and morality.

- (i) Write briefly the background to the creation of the German Empire in 1871. (5 marks)
- (ii) Explain the King's reference to the "*duty to our common Fatherland to respond to the summons of the unified German Princes and cities*". (5 marks)
- (iii) Explain the significance of the choice of venue for this event (5 marks).
- (iv) Why does the King refer to *zealous and self-sacrificing wars*? (5 marks)
- (v) The document refers to *the blessings and the gifts of peace within the realm of national prosperity, freedom, and morality*. How did a united Germany keep these blessings? (5 marks)