

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
MATRICULATION EXAMINATION
INTERMEDIATE LEVEL
SEPTEMBER 2015

SUBJECT: HISTORY
DATE: 5th September 2015
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) 'If Maltese political demands in the nineteenth century were aimed at achieving local autonomy, they failed miserably.' Discuss.

[Or] (b) Discuss the impact of the Crimean War on Malta.

[Or] (c) Discuss the main reforms proposed by the royal commissioners sent to Malta in the late 1870s, and local reaction to them.

Question 2

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

[Either] (a) 'The failure of the 1848 revolutions among the Germans paved the way for Bismarck's unification 'by blood and iron'.' Discuss.

[Or] (b) How and why were Greek efforts at obtaining their independence successful?

[Or] (c) What were the causes of the Russian Revolution in 1917?

SECTION B

Question 3

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

[*Either*] (a) From a speech by John Boland, MP for Kerry South, House of Commons, 21 July 1904

Malta, under English administration, had now become the choicest example of despotic rule. He desired to state frankly that it was the gallant fight made for the retention of Italian as the language of culture and literature in the island that first compelled his attention. But events had marched rapidly in these four years. The struggle in Malta now was not merely for a language; it was for legitimate freedom as against despotism. Constitutional government there had, at its best, been nugatory; now it simply did not exist. The present Colonial Secretary had been less than a year in office. He had not yet shown an inclination to depart from the mistaken policy of his predecessor. He availed himself of this opportunity, therefore, to expose at their true value the contentions on which that policy was based, and to submit to the right hon. Gentleman the considerations which should lead him to better and more statesmanlike paths.

Let him first deal briefly with the figures, on which it was contended that the Maltese people preferred English to Italian as the secondary language. And here let him remove a possible misconception. He recognised fully that the home language of the islanders was Maltese, with its 75 per cent of Arabic words and its 20 per cent of Italian. The point at issue was whether English was to supersede the position held by Italian as the language of culture and literature, and whether this attempted Anglicisation of the people was to be justified by its probable national or commercial results. Hon. Members were aware that the ex-Colonial Secretary based his principal contention on the ground that the parents of the school-going children had asked for English as against Italian. He brushed aside as of no consequence the fact that, election after election, representatives were returned to the Council without contest, and that the retention of Italian was a principal plank in their platform.

- (i) Outline the events connected with the revival of the 'Language Question' in Malta in the years before 1904. (5 marks)
- (ii) It was stated by this MP in 1904: '*The struggle in Malta now was not merely for a language; it was for legitimate freedom as against despotism*'. Do you agree, and why? (5 marks)
- (iii) Explain: *retention of Italian; Anglicisation*. (5 marks)
- (iv) Explain the reference to '*representatives [for whom] the retention of Italian was a principal plank in their platform*'. (5 marks)
- (v) The passage refers to Maltese as '*the home language of the islanders*'. What role did the Maltese language play in Malta's 'Language Question'? (5 marks)

[Or] (b) Albert G. Mackinnon, *Malta, The Nurse of the Mediterranean*, 1916

The silence of Valletta in war time is what impresses the visitor. Not that it is silent. The cries of street vendors, and all the ordinary noises of a congested town added to the voluble talk of its inhabitants make sound enough; but even that babble is as silence compared to what Valletta used to be. The bells have stopped, and the world has not come to an end...

But it is of the hospitals I wish to speak, where so many wounded are finding a temporary home. Malta has assumed the role of nurse, and her breakwaters seem like arms stretched out to receive her burden of suffering. Once the hospital ship has passed within their shelter the rolling ceases, and the wounded feel that they have reached a haven of rest.

Quietly big barges come alongside, and almost tenderly the steam cranes lower the stretchers, swinging them gently into their places. Thus they are brought ashore. Valletta hospital is the one that is nearest and most easily reached, and it is being made a sorting base. It is one of the old buildings in the town, and has been a hospital for generations. Low-lying, one might at first think it unsuitable as a health resort. Yet once inside its thick, ancient walls, and you feel as if you had passed beyond the reach of the sun. The very solidness of the old masonry acts like a refrigerator, and within there is coolness. Here is said to be one of the biggest wards in the world, with its two hundred beds, and it is a touching sight to look down its great length and see every cot occupied. Here are many of the dangerous cases which it would be unwise to move farther. Nurses, orderlies, Boy Scouts move quietly about. The latter are employed to run any odd errands for the men, to post their letters, and bring them magazines. Very useful and smart these Maltese lads are. A big courtyard affords a shady lounge for the convalescent, and once a week a concert is held there. A well staffed, thoroughly equipped hospital is the verdict of the visitor. Worthy of its ancient pedigree, it still ministers to the wounded as in the days of the old knights.

- (i) Describe the circumstances which led Malta to become 'the nurse of the Mediterranean'. (5 marks)
- (ii) To what extent was Malta's role as described in this book a new one for the island? (5 marks)
- (iii) Explain the reference to: *sorting base*; *ancient pedigree*. (5 marks)
- (iv) What social evidence can be derived from this passage? (5 marks)
- (v) What other major activities characterised Malta's harbour in this period? (5 marks)

Question 4

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

[Either] (a) Extract from a German diary kept in 1848-9

The majority declared itself for a hereditary Kaiser, and on March 28, 1849, elected to that office the King of Prussia. However unpopular Prussia and the Prussian King were outside the boundaries of that kingdom, especially in south Germany, and however little the democratic party desired the creation of an executive head to the German empire in the shape of a hereditary Kaiser, yet when the work of German unity appeared at last completed, the national enthusiasm was once more kindled into joyous flame. A committee of thirty-three members of the national parliament, headed by its president, betook itself to Berlin ... to offer to the King of Prussia the constitutional headship of the empire.

- (i) Write briefly the European background to the episode described in this passage. (5 marks)
- (ii) What led the Germans to seek to elect a *hereditary Kaiser*? (5 marks)
- (iii) Why did the choice fall on the King of Prussia? (5 marks)
- (iv) Explain the significance of the reference to *south Germany*. (5 marks)
- (v) What were the consequences of this decision 'to offer to the King of Prussia the constitutional headship of the empire'? (5 marks)

[Or] (b) Extract from *The Great War*, 1914, a British weekly journal published during World War I:

The greatest war of modern times, and perhaps in the whole history of the human race, was begun by Germany using the crime of a schoolboy as an excuse ... Austria had regarded the growing power of Serbia with concern for many years ... The situation in Europe seemed to encourage the German peoples in this adventure. England, it was thought, could do nothing ... with the threats of civil war in Ireland. Russia was in the midst of the reorganization of her army ... As for France, Germany believed herself quite competent to deal with her, and sought an opportunity of doing so.

- (i) Is the author of this passage right in stating that the war 'was begun by Germany using the crime of a schoolboy as an excuse', and why? (5 marks)
- (ii) Briefly explain the statement that 'Austria had regarded the growing power of Serbia with concern for many years'. (5 marks)
- (iii) What was the 'situation in Europe [which] seemed to encourage the German peoples in this adventure'? (5 marks)
- (iv) The author seems convinced that Germany *sought an opportunity to deal* with France. Was he right, and why? (5 marks)
- (v) What had prevented the outbreak of '*the greatest war of modern times*' up to 1914? (5 marks)