

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

MATRICULATION EXAMINATION
INTERMEDIATE LEVEL
MAY 2016

SUBJECT: HISTORY
DATE: 28th April 2016
TIME: 9:00 a.m. to 12:05 p.m.

**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) ‘From the start of British rule down to 1921, Malta’s constitutional history was marked by very slow progress, as well as periodic setbacks.’ Discuss.
- [*Or*] (b) Which factors assisted the formation of Maltese political parties between 1880 and 1921?
- [*Or*] (c) What were the principal recommendations of the royal commissioners appointed to inquire into Maltese affairs in 1878, and what were the local reactions to them?

Question 2

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

- [*Either*] (a) What obstacles did Italy have to overcome to achieve its unification?
- [*Or*] (b) How did the revolutions of 1848 affect the Austrian empire, and what were the principal consequences?
- [*Or*] (c) How did Bismarck deal with potential rival powers in his plans to unify Germany?

SECTION B

Question 3

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

[*Either*] (a) Extract from House of Commons debate, 8 May 1848.

DR. BOWRING rose to put a question to the Hon. Gentleman the Under Secretary for the Colonies respecting the island of Malta. It would of course be in the recollection of Hon. Members, that the inhabitants of Malta had frequently forwarded petitions to that House praying that there might be conceded to them all the benefits of a representative and constitutional Government. What he now wished to ask was, whether the Ministers of the Crown had taken any steps upon that subject, or whether there were any measures for that purpose now in progress?

MR. HAWES said, that if his Hon. Friend meant by that question to inquire whether or not it was proposed to give to Malta a representative assembly, he had only to say, in reply, that no such measure was in contemplation. He should not do justice to the present Governor of Malta if he did not take that opportunity of stating to the House that that right Hon. Gentleman had many important measures of improvement under his consideration, such, for example, as the establishment of municipal institutions, the improvement of the commercial law, an amelioration of the modes of civil procedure, a diminution of legal expenses, and a revision of other important Maltese institutions. The Governor of Malta also intended to introduce into that island the warehousing system, which would greatly improve trade. From these practical measures the best results might be expected.

- (i) What were the principal Maltese demands in the ‘*petitions to that House*’ referred to by the first speaker? (5 marks)
- (ii) Why were the British normally reluctant to grant the Maltese their demands? (5 marks)
- (iii) Comment on the international events taking place in this period and on the way these may have affected Malta. (5 marks)
- (iv) Who was the Governor of Malta at this time and what distinguished him from other governors before or after him? (5 marks)
- (v) What concrete political steps were taken by the British in Malta in this period? (5 marks)

[*Or*] (b) Extract from Sir Robert Palgrave, ed, *Dictionary of Political Economy*, 1896.

In order to protect the carriage of commodities that circulate between the most distant portions of this widely-scattered empire, Great Britain has found it necessary to hold certain points of vantage along the main sea-routes. Along the quickest route to our Indian empire are to be found the strongly-fortified stations of Gibraltar, Malta, and Aden, the latter garrisoned by Indian troops. The magnitude of our commercial interests in this direction is proved by the fact that the transit trade of Malta amounts to nearly £50,000,000, and that, out of the total number of ships (3,389) that passed through the Suez Canal in 1890, 2,522 were British, the gross tonnage being respectively 9,749,129 and 7,438,682.

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- (i) When was Malta's value as a 'strongly-fortified station' proven in the nineteenth century? Discuss briefly. (5 marks)
- (ii) Comment on the passage's reference to '*the quickest route to our Indian empire*' in connection to Malta. (5 marks)
- (iii) Write briefly about the impact of the opening of the Suez Canal on Malta. (5 marks)
- (iv) Explain the importance of the Mediterranean '*transit trade*' for the Maltese economy as illustrated in the passage. (5 marks)
- (v) Which main activities characterized the Maltese economy in the late nineteenth century? (5 marks)

Question 4

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

[Either] (a) From the writings of Giuseppe Mazzini, 1832.

Young Italy is Unitarian – because, without unity, there is no true nation. Because, without unity, there is no real strength; and Italy, surrounded as she is by powerful, united, and jealous nations, has need of strength before all things. Because federalism, by reducing her to the political impotence of Switzerland, would necessarily place her under the influence of one of the neighbouring nations. Because federalism, by reviving the local rivalries now extinct, would throw Italy back upon the Middle Ages... Because Europe is undergoing a progressive series of transformations, which are gradually and irresistibly guiding European society to form itself into vast and united masses. ...National unity, as understood by Young Italy, does not imply the despotism of any, but the association and concord of all.

- (i) Comment briefly on the role played by Giuseppe Mazzini in Italian nationalism. (5 marks)
- (ii) Why did Mazzini emphasize the importance of unity for the future of Italy? (5 marks)
- (iii) Comment on Mazzini's reference to '*the influence of one of the neighbouring nations*'. (5 marks)
- (iv) What were the '*progressive series of transformations*' in Europe? (5 marks)
- (v) Why were people like Mazzini critical of Italy after it achieved unification? (5 marks)

Please turn the page.

[Or] (b) Constitution of Louis Philippe, King of the French, 1830

Louis Philippe, King of the French, to all present and to come, greeting.

We have ordered and do order that the Constitutional Charter of 1814, such as it has been amended by the two Chambers on August 7th and accepted by us on the 9th, shall be again published in the following terms:

Public Law of the French

1. *Frenchmen are equal before the law, whatever may be their titles and rank.*
2. *They contribute, without distinction, in proportion to their fortunes toward the expenses of the state.*
3. *They are all equally admissible to civil and military employments.*
4. *Their personal property is likewise guaranteed; no one can be prosecuted or arrested save in the cases provided by law and in the form which it prescribes.*
5. *Everyone may profess his religion with equal freedom and shall obtain for his worship the same protection.*
6. *The ministers of the Catholic, Apostolic, and Roman religion, professed by the majority of the French, and those of the other Christian sects, receive stipends from the state.*
7. *Frenchmen have the right to publish and to have printed their opinions, while conforming with the laws. The censorship can never be re-established.*
8. *All property is inviolable, without any exception for that which is called national, the law making no distinction between them.*
9. *The state can require the sacrifice of a property on account of a legally established public interest but with a previous indemnity.*
10. *All investigations of opinions and votes given prior to the restoration are forbidden: the same oblivion is required from the tribunal and from citizens.*
11. *The conscription is abolished. The method of recruiting for the army and navy is determined by the law.*

- (i) Comment on the King issuing this Constitution. (5 marks)
- (ii) What were the main values inspiring this ‘*Public Law of the French*’? (5 marks)
- (iii) Explain the significance of ‘*the right to publish*’ in this period. (5 marks)
- (iv) How did the French achieve these rights listed in the ‘*Public Law*’? (5 marks)
- (v) Comment briefly on how, despite the reference to ‘*the Constitutional Charter of 1814*’ and ‘*the restoration*’, France in 1830 could not turn the clock back. (5 marks)