

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2014 SESSION

SUBJECT:	History
PAPER NUMBER:	I
DATE:	7 th May 2014
TIME:	9:00 a.m. to 11:00 a.m.

*This examination paper contains two Sections, **SECTION A** (Maltese History) and **Section B** (European and International History).*

*Answer **ALL** the questions in each Section. Each Section carries 50 marks, giving a total of 100 marks for the paper. Marks are indicated in brackets.*

- ***YOU MAY ANSWER EITHER IN ENGLISH OR IN MALTESE. NO CHANGE OF LANGUAGE IS PERMITTED WITHIN THE SAME PAPER.***
 - ***WRITE ALL YOUR ANSWERS IN THE BOOKLET PROVIDED.***
 - ***START A NEW PAGE FOR EACH SECTION.***
 - ***INDICATE CLEARLY THE SECTION AND THE NUMBER OF THE QUESTIONS YOU ANSWER IN THE LEFT-HAND MARGIN OF THE BOOKLET PROVIDED.***
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SECTION A

MALTESE HISTORY

Question 1

Read carefully the following two sources and then answer the questions that follow.

Source A

Just how old Mdina is, nobody knows. There could well have been a Bronze Age village on the hilltop site ... It was here that Publius, the leading citizen, received and was converted by St. Paul in A.D. 60. He later became Malta's first Bishop. The city was then much larger and included parts of what is known as Rabat ... When Valletta became the capital, Mdina became known as Città Vecchia, the Old City.

(J. Best, Holiday Guide to the Maltese Islands, 1978, p.72)

Source B

Città Vecchia remained inherently weak and cramped from a military point of view. However, the Order remained committed to its survival and provided assistance after the catastrophe of 1693. The biggest boost to the city's revitalisation came from Grand Master Anton Manoel de Vilhena (1722-1736).

(Alison Hoppen, Malta and its Fortifications, in V. Mallia Milanese, ed., Hospitaller Malta 1530-1798, 1993, p.426)

- a) With reference to **Source A**, what was the Order of St. John's position regarding Mdina when the Knights settled in Malta in 1530? (2)
- b) What role did Mdina play in the Siege of 1565? (3)
- c) Mention **two** advantages which the new city Valletta had over Mdina. (1+1)
- d) What was the catastrophe that happened in 1693, referred to in **Source B**? (1)
- e) What changes were made to Mdina after 1693 particularly by the Grand Master mentioned in **Source B**? (4)
- f) What role did Mdina play in the uprising against the French in 1798? (2)
- g) What kind of source is **Source A**? (1)
- h) Do you regard **Source A** as reliable from a historical point of view? Why? (1+1)

(Total 17 marks)

Question 2

Read carefully the following sources and then answer the questions that follow.

Source A

We passed through Strada Stretta. Wounded people were being carried about, and the people were very much excited. We tried to pass through the back door of the Police Office in Strada Stretta but it was closed and we had to go up to Strada San Giovanni and through Strada Reale. When we were midway near Borg's, we heard shots being fired.

(Testimony given by Count Caruana Gatto in 1919)

Source B

The crowds thronging Valletta's main streets were more restless, and easily provoked – by, for a start, the exhibition of a Union Jack, with a Maltese flag at its centre, outside the shop-window of a pro-British merchant.

(H. Frenco, *Party Politics in a Fortress Colony*, 1979, p. 171)

Source C

Little by little conditions again became normal. The people realised that the Governor was anxious to understand their problems and were overjoyed when he was made a Baron and promoted Field Marshall.

(A.V. Laferla, *British Malta*, 1926, p. 225)

- a) To which event are **Sources A** and **B** referring? (1)
- b) Explain what led to this event. (4)
- c) In which locality did this event occur? (1)
- d) To what extent is it correct to conclude that the crowds mentioned in **Source B** were provoked? (3)

- e) Identify the Governor mentioned in **Source C**. (1)
- f) With reference to **Source C**, do you agree with A.V. Laferla's judgement about the Governor? (2)
- g) What were the effects of this event? (2)
- h) Which of these sources do you consider to be a primary source? Explain why. (1+2)

(Total 17 marks)

Question 3

Read the following sources and then answer the questions that follow.

Source A

Labour public meetings soon degenerated into vicious attacks on the Church and the clergy. The Archbishop himself was habitually accused of working against the political and economic interests of the country.

(Special Diocesan Commission, *The Quarrel of the Malta Labour Party with the Church in Malta*, 1966, p. 12)

Source B

Notwithstanding the clear and beautiful precepts of the latest Papal Encyclical *Mater et Magistra*, the Ecclesiastical Authorities do not relish the prospects of an independent Malta with a government which they themselves cannot manipulate and mould to suit their own wishes.

(Dom Mintoff, *Priests and Politics in Malta*, 1961, p. 8)

Source C

Mintoff may forget, but not forgive, and I think he was out to pay back [the Archbishop] for his opposition to the Integration plan, by showing that he would have to bear worse with Independence ... [The Archbishop] replied in style ...

(Guido de Marco, *The Politics of Persuasion*, 2007, p. 64)

- a) Which events are the subject of these three sources? (2)
- b) Identify the Archbishop mentioned in **Sources A** and **C**. (1)
- c) Who was the leader of the Nationalist Party at the time? (1)
- d) With reference to **Source B**, comment on Mintoff's claims about the Church's position regarding Malta's independence. (3)
- e) Explain how the Archbishop, mentioned in **Source C**, reacted to the Malta Labour Party's criticism. (4)
- f) What kind of sources are **Sources A** and **B**? Why? (1+1)
- g) Do you consider **Source C** to be a statement of fact or an opinion? Explain. (3)

(Total 16 marks)

SECTION B

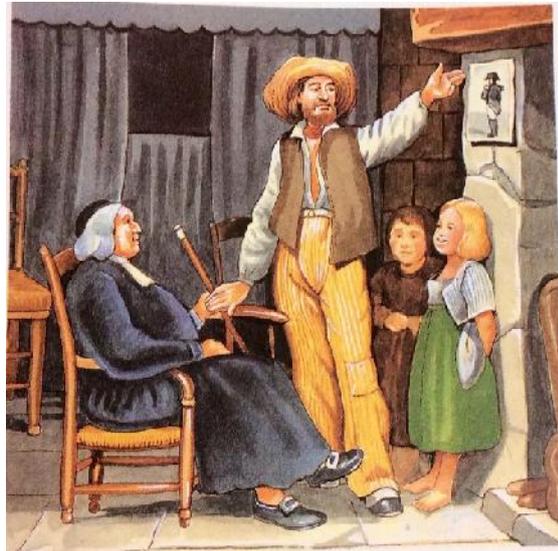
EUROPEAN AND INTERNATIONAL HISTORY

Question 4

Answer the questions on the following two sources.

Since 1789 the main gain of the Revolution had been to get rid of the privileges of the First and Second Estates. The Declaration of the Rights of Man had been a great step forward. Napoleon continued many of these revolutionary ideas. He had to fight various wars on the continent. However he found time to issue the Code Napoleon, undergo some projects in France and do some other reforms such as in education.

Source A adapted from *Revolutionary France* by Greg Hetherton.



Source B - a peasant pointing to a picture of Napoleon. He is saying to the parish priest, "For me, he will always be Our Father" – illustration based on a print by Bellange.

- a) To which revolution is **Source A** referring? (1)
- b) Who formed part of the First and Second Estates? (2)
- c) What were the privileges of these Estates? (2)
- d) What was the Declaration of the Rights of Man? (2)
- e) Which country was the main enemy of Napoleon? (1)
- f) Did Napoleon finally win or lose in war? (1)
- g) What happened to him? (1)
- h) What was the Code Napoleon? (2)
- i) Mention **one** reform which Napoleon did in education. (1)
- j) Looking at **Source B**, what do you think is meant by the phrase 'Our Father'? (4)

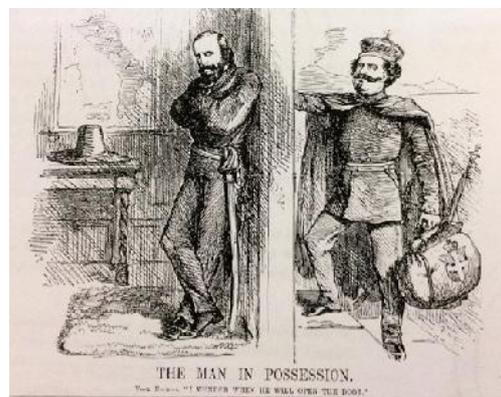
(Total 17 marks)

Question 5

These three cartoons by John Tenniel (1820-1914) deal with various episodes of Italian Unification. Answer the questions on these cartoons.



Source A – BABES IN THE WOOD -
The two bad Emperors duel to settle the fate of the Babes (Italy and Victor Emmanuel II) – 1858.



Source B – THE MAN IN POSSESSION -
Garibaldi and Victor Emmanuel -1860



Source C – ITALY IN ROME - “I surrender the sword but I keep the keys” – the Pope to Victor Emmanuel II

- a) Which two powers did the ‘bad Emperors’ in **Source A** represent? (2)
- b) Why did the cartoonist label them as bad? (2)
- c) Which kingdom did Victor Emmanuel II rule at that time? (1)
- d) Why are Italy and Victor Emmanuel shown as ‘Babes’? (1)
- e) Who was the Garibaldi mentioned in **Source B**? (2)
- f) From the cartoon of **Source B** who was ‘The Man in Possession’? (1)

- g) What was this 'Possession'? (1)
- h) Did Garibaldi hand over this 'Possession' to Victor Emmanuel II? (1)
- i) Who is the Pope shown in **Source C**? (1)
- j) The sword was a symbol of secular authority, while the keys were a symbol of spiritual authority. So what is the meaning of the image in **Source C**? (4)

(Total 16 marks)

Question 6

Read these three sources and then answer the questions.

Source A

In 1967 Alexander Dubcek became the leader of the Czech Communist Party. He proposed a policy of 'Socialism with a human face' ... Dubcek believed that Communism did not have to be as restrictive as it had been before he came to power. Dubcek had learned the lessons of the Hungarian uprising and reassured Brezhnev that Czechoslovakia had no plans to pull out of the Warsaw Pact.

(Ben Walsh, *History in Focus: Modern World History*, 2001, p. 312)

Source B

Yesterday troops from Russia, Poland, East Germany, Hungary and Bulgaria crossed the frontier of Czechoslovakia ... The Czechoslovak Communist Party Central Committee regards this act as contrary to the basic principles of good relations between socialist states.

(A Prague Radio report, 21st August 1968)

Source C

When internal and external forces hostile to socialism attempt to turn the development of any socialist country in the direction of the capitalist system ... it becomes not only a problem for the people of that country but also a general problem, the concern of all socialist countries.

(The Brezhnev Doctrine, 1968)

- a) **Source A** states that Dubcek proposed a 'Socialism with a human face'. What did this mean? (2)
- b) What were the lessons learned by Dubcek from the Hungarian uprising of 1956? (3)
- c) Who was Brezhnev, mentioned in **Source A**? (1)
- d) What was the Warsaw Pact? (2)
- e) With reference to **Source B**, why had troops from Russia, Poland, East Germany, Hungary and Bulgaria crossed the frontier of Czechoslovakia? (2)
- f) Why did no Western country try to help Czechoslovakia in 1968? (2)
- g) What was the Brezhnev Doctrine quoted in **Source C**? (2)
- h) The event referred to in the sources happened during the period known as the Cold War. What was the Cold War? (3)

(Total 17 marks)

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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2014 SESSION

SUBJECT:	History
PAPER NUMBER:	IIA
DATE:	8 th May 2014
TIME:	9:00 a.m. to 11:00 a.m.

*This Examination Paper consists of two Sections, **Section A** (Maltese History) and **Section B** (European and International History).*

*Answer **FOUR** essay questions in total, **TWO** from **EACH** Section. The maximum number of marks is 25 for each essay, giving a total of 100 marks.*

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SECTION A

MALTESE HISTORY

*Choose any **TWO** questions from this Section.*

1. How did the French Revolution of 1789 affect the Order of St. John?
2. What led the Maltese to proclaim the *Declaration of Rights of the Inhabitants of Malta and Gozo* in June 1802 and what were its key features? What happened in the years that followed up to 1815?
3. It was impossible for the British Colonial authorities to neglect the Maltese Church during their stay in Malta. Discuss this statement and evaluate the relationship that developed over the years between the two sides.
4. Discuss the constitutional development of Malta between 1921 and 1964.
5. Describe Malta's foreign policy between 1964 and 2004.
6. Account for the socio-economic effects that the Second World War had on Malta.

SECTION B

EUROPEAN AND INTERNATIONAL HISTORY

*Choose any **TWO** questions from this Section.*

7. The Renaissance had a great effect on Europe. Discuss.
8. The Enlightenment was an intellectual movement which spread around Europe during the 18th Century. Discuss.
9. Why were the 1848 revolutions in the Austrian Empire a failure?
10. How did the formation of European alliances and alignments lead to the First World War?
11. Account for the rise and fall of Fascism in Italy after the First World War.
12. Globalisation has taken over today's world. Analyse the advantages and disadvantages of globalisation in today's world.

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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2014 SESSION

SUBJECT:	History
PAPER NUMBER:	IIB
DATE:	8 th May 2014
TIME:	9:00 a.m. to 11:00 a.m.

*This Examination Paper consists of two Sections, **Section A** (Maltese History) and **Section B** (European and International History).*

*Answer **FOUR** essay questions in total, **TWO** from **EACH** Section. The maximum mark is 25 for each essay, giving a total of 100 marks.*

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SECTION A: MALTESE HISTORY

*Choose any **TWO** questions from this Section.*

1. By the end of the 18th Century, the Order of St. John was considered as out of date. The French Revolution of 1789 affected its stay in Malta.
 - a) Why was the Order considered out of date? (6)
 - b) What was the situation like in Malta in the last days of the Order? (3)
 - c) What measures did the French revolutionary government take against the Order? (4)
 - d) Name **one** major power the Order befriended to help with its financial problems. (1)
 - e) What happened as a result of the Order's reactions to the measures taken by the French revolutionary government? (5)
 - f) Name **three** reforms the French introduced in Malta. (3)
 - g) What happened as a result of these reforms? (3)

2. In June 1802 the Maltese proclaimed the *Declarations of the Rights of the Inhabitants of Malta and Gozo*. This document was an important milestone in Maltese history.
 - a) Indicate the events that led to the proclamation of the *Declaration of Rights*. (6)
 - b) What were the Maltese demanding in this Declaration? (7)
 - c) What was the reaction of the British to this document? (4)
 - d) Outline the key political developments in Malta's history up to 1839. (8)

3. The Maltese Church had a strong role in Malta and it was impossible for the British Colonial government to administer the island effectively without co-operating with the Church.
 - a) Elaborate on the role of the Church in Maltese society when Malta was a British Colony. (7)
 - b) What reforms were the British able to introduce by co-operating with the Church? (9)
 - c) Discuss **two** conflicts between the British and the Church during the 19th Century. (9)

4. Between 1921 and 1964 Malta experienced a number of notable constitutional developments. Explain these developments under these headings:
 - a) The events that led to the 1921 Constitution. (6)
 - b) The withdrawal of the 1921 Constitution. (5)
 - c) The characteristics of the MacMichael Constitution of 1947. (5)
 - d) The circumstances that led to the revocation of the Constitution in 1958. (6)
 - e) The characteristics of the 1961 Constitution. (3)

5. Describe developments in Malta's foreign policy between 1964 and 2004, under these headings:
 - a) The Defence Agreements that were signed between Malta and Britain in 1964 and 1972. (10)
 - b) The Non-alignment Policy as practised by Prime Minister Dom Mintoff. (5)
 - c) Malta's relations with Europe between 1964 and 1996. (5)
 - d) Malta's membership of the European Union. (5)

6. Discuss the effects of the Second World War on Malta under the following headings:
 - a) Why was Malta involved in the Second World War? (3)
 - b) Name **two** countries which sent aeroplanes to attack Malta during the war. (2)
 - c) Why, in the case of Malta, was the Second World War different from the First World War? (5)
 - d) Outline the economic and social effects of the War on Malta during the war itself and in the years up to 1958. (15)

SECTION B: EUROPEAN AND INTERNATIONAL HISTORY

*Choose any **TWO** questions from this Section.*

7.
 - a) What was the Industrial Revolution? (4)
 - b) Why was Britain one of the first countries to become industrialised? (8)
 - c) Name **three** other countries which were advanced in industrialisation in the 19th century. (3)
 - d) What were the main results of the Industrial Revolution? (10)

8. To unify Germany Bismarck had to fight three wars against Denmark, Austria and France. Trace the causes, events and results of these three wars. (25)

9.
 - a) Account for the formation of the Triple Alliance in 1862. (6)
 - b) Which **three** countries formed the Triple Entente in 1907 and how did this entente develop? (6)
 - c) How did the formation of these alliances and alignments lead to the First World War? (13)

10.
 - a) How was the League of Nations formed? (6)
 - b) What were the aims of this organisation? (6)
 - c) What were the achievements and failures of the League up to 1939? (13)

11.
 - a) Why did the European nations come closer together economically and politically after 1945? (7)
 - b) Which **six** countries drew up the Treaty of Rome (1957) which founded the European Economic Community? (6)
 - c) How did this develop to become the European Union by 1992? (12)

12. Choose any **five** of the following personalities and write a paragraph of five lines on each:
 - a) Marie Antoinette
 - b) Woodrow Wilson
 - c) Vladimir I. Lenin
 - d) Benito Mussolini
 - e) Adolf Hitler
 - f) Joseph Stalin
 - g) Robert Schuman
 - h) Mikhail Gorbachev (5x5=25)