

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT:	History
PAPER NUMBER:	I
DATE:	5 th May 2015
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 sources and then answer the questions that follow.

Source A

So famous had the island become after 1565 that the oldest Order of Chivalry in existence, and the third oldest religious Order in Christendom, had become known simply throughout the world as ‘The Knights of Malta.’ In the many accounts in almost every known European language of the Knights and their deeds – particularly during that Great Siege – one thing has largely escaped the attention of biographers and historians – the people of Malta themselves.

E. Bradford, *Siege: Malta 1940-1943*, Penguin Books, 1985.

Source B

In 1565 Malta withstood an epic siege by overwhelming hordes of Turks who outnumbered the defenders by five to one. The year following the siege, the foundation stone of the city of Valletta was laid, a city which Sir Walter Scott compared to a dream. Disraeli styled it a city of Palaces, and Napoleon and Nelson both called it “The greatest stronghold in Europe.”

Malta Government Tourist Board, *Malta in Brief*, 1968

Source C

A monument “to perpetuate in bronze the memory of the heroes” of that victory was unveiled in Valletta on May 8, 1927 ... in a commemorative speech Sir Arturo Mercieca, the Chief Justice and the President of the Court of Appeal, described the monument as “da molti anni invocato” (long desired by the people).

M. Galea, *Valletta*, Allied Publications, 2011

- a. With reference to **Source B**, do you agree with the description of the Great Siege as an ‘epic’ event? (2)
- b. Explain what, in **Source A**, Bradford is claiming when he stated that “in the many accounts in almost every known European language of the Knights and their deeds – particularly during that Great Siege – one thing has largely escaped the attention of biographers and historians – the people of Malta themselves”. (3)
- c. What were the repercussions of the 1565 Siege for Malta? (5)
- d. How was the Order of St John seen by the international powers after the Siege? (3)
- e. Who was the architect that planned the city of Valletta? (1)
- f. Is **Source B** a primary or secondary source? Explain why. (2)
- g. The unveiling of the Great Siege monument mentioned in **Source C** came at an important moment in the political development of Malta. What had been achieved in 1921? (1)

(Total: 17 marks)

Question 2: Read carefully the following sources and then answer the questions that follow.

Source A

He has had a long and successful career as Colonial Governor of the Leeward Islands, Tasmania, Western Australia and New South Wales. He possesses the power of making warm friends and even warmer enemies, and he is idealised by half the population of Malta and abhorred as an evil force by the remainder.

Extract written by Sidney O'Donoghue, American Consul in Valletta quoted in H. Frenco, *Europe and Empire*, Midsea Books, 2012

Source B

[He] is very anti-Catholic, very anti-Italian, and very much of a crank, and I am afraid that he is likely to develop rather than restrict the movement against the Italian language and Italian influence.

Chamberlain to Graham dated 29th December 1927 quoted in D. Fenech, *Responsibility and Power in Inter-War Malta Book One: Endemic Democracy*, P.E.G., 2005

Source C

That your party papers confuse the issue between the fight for the right of the Senate and the good name of the administration of justice on the one hand and the voting of money to give work to the unemployed on the other, is seen by all who can reason to be a trick to stir up the people. It is also meant to terrorise the two ecclesiastics who by force of circumstances hold the balance in the Senate. It is not honest. I do not see how you can allow it and be a party to the immense harm that is being done by it throughout the whole island.

Extract from a letter dated 19th July 1928 written by Bishop Mauro Caruana to Lord Strickland, quoted in V. Aquilina, *Strickland House*, Book One, Progress Press, 2014

- a. To whom are **Sources A** and **B** referring? (1)
- b. Do you agree that the person referred to in the above sources was “idealised by half the population of Malta and abhorred as an evil force by the reminder?” (3)
- c. Was the person referred to in the extracts anti-Catholic as **Source B** points out? (3)
- d. To what extent did the personality referred to in the sources restrict the progress of the Italian language in Malta? (4)
- e. Explain the role played by the two ecclesiastics mentioned in **Source C**. What was the consequence of the situation? (4)
- f. All the above three quotations are primary sources. Do you agree? Why? (2)

(Total: 17 marks)

Question 3: Read carefully the following sources and then answer the questions that follow.

Source A

We in Britain, have no desire to bustle Malta into independence or to lay down our responsibilities so long as you need us. On the other hand, once you are ready and willing to take over the full management of your own affairs, we have no wish to hold you back.

Duncan Sandys to George Borg Olivier quoted in E. Mizzi, *Malta in the Making, 1962-1987*, The Author, 1995

Source B

On 21st September 1964 Malta became a sovereign State in international law, and in fact shortly afterwards joined both the United Nations and the Council of Europe. By choice, it continued to be a member of the Commonwealth.

J.J. Cremona, *The Maltese Constitution and Constitutional History Since 1813*, P.E.G., 1994

Source C

Malta is a democratic republic founded on work and on respect for the fundamental rights and freedom of the individual.

Department of Information Publication, *Constitution of the Republic of Malta*, 1975

- a. With reference to **Source A**, what circumstances led to the demand for Independence from Malta's side? (5)
- b. Explain the term 'sovereign State' mentioned in **Source B**. (1)
- c. What do you understand by the term 'Commonwealth' referred to in **Source B**? (1)
- d. Which treaties were also signed with the Independence constitution? (2)
- e. Who amended the treaties mentioned in question (d) when Malta became a republic as indicated in **Section C**? How? (3)
- f. Give the year when Malta became a Republic. (1)
- g. Explain whether the above three sources are primary or secondary sources. (3)

(Total: 16 marks)

SECTION B

European and International History

Question 4: Read these two sources and then answer the questions.

Source A

The Renaissance is the period in European civilization immediately following the Middle Ages characterized by a surge of interest in Classical learning and values. The Renaissance also witnessed the discovery and exploration of new continents ... the decline of the feudal system and the growth of commerce and the invention or application of such potentially powerful innovations as paper, printing, the mariner's compass, and gunpowder. To the scholars and thinkers of the day, however, it was primarily a time of the revival of Classical learning and wisdom after a long period of cultural decline and stagnation.

(The Encyclopædia Britannica)

Source B

Central issues which were raised during the Renaissance included the development of perspective in painting and the birth of the idea of the individual man as an artist open to commission from the aristocracy and the Church. Likewise, the rise of print technology meant that the ideas of the Renaissance period spread beyond Italy. In this context, the period is associated with the doctrine of Humanism.

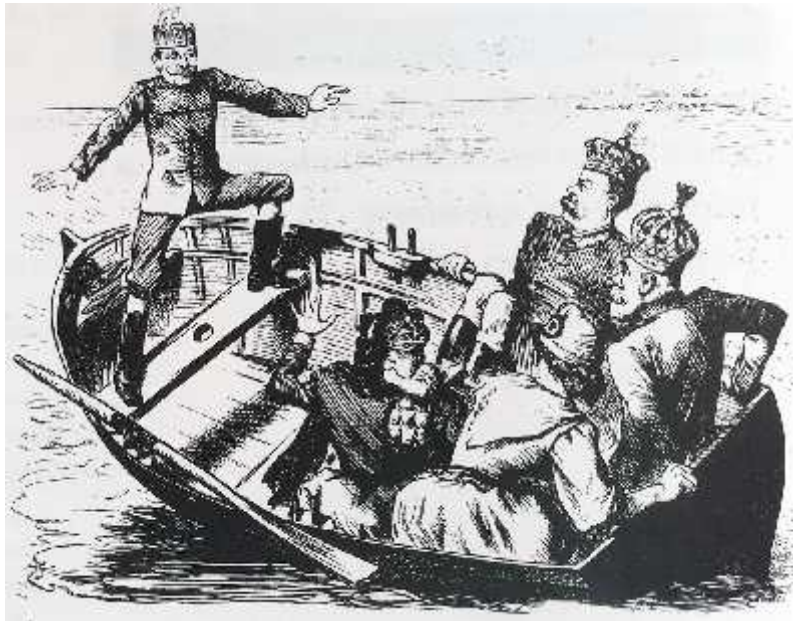
(Hugo Frey, 101 Key Ideas, 2002)

- a. What was the Renaissance? (4)
- b. **Source A** says that "*the Renaissance also witnessed the discovery and exploration of new continents*". Mention two explorers and describe their achievements in exploration. (4)
- c. Why do you think that the invention of gunpowder helped exploration? (2)
- d. **Source A** mentions "*a long period of cultural decline and stagnation*". Which period is it referring to? (1)
- e. Who introduced "*print technology*"? (1)
- f. Why was it important? (2)
- g. Explain what "*the doctrine of Humanism*" referred to in **Source B**, was. (3)

(Total: 17 marks)

Question 5: Answer the questions on these three sources.

Source A



(Punch Magazine, *The new Kaiser rocking the boat with his aggressive foreign policy*, 1890)

Source B

The German Government started building up an enormous navy that could challenge the might of the British navy The British responded energetically to this threat by increasing the size of their navy. They introduced a new type of powerful battleship called a 'Dreadnought' in 1906. The Germans responded by building similar ships of their own. The British went on to order even more substantial battleships called 'Super Dreadnoughts'.

(T. McAleavy, *Modern World History*, 1996)

Source C

In 1914, as a result of many rivalries and jealousies, Europe was split into two armed groups. Britain had the largest and oldest empire, but Germany was rapidly increasing her power, and building up her navy. Each country wondered whether the other was about to attack it.

(J. Traynor & I. Dawson, *The Struggle for Peace 1918-1989*, 1997)

- Who is 'the new Kaiser' shown in the cartoon in **Source A**? (1)
- Mention three countries that are represented by the other people on the boat. (3)
- How and why was 'the new Kaiser' rocking the boat? (3)
- What 'rivalries and jealousies' are being referred to in **Source C**? (2)
- Explain briefly how by 1914 the two armed groups mentioned in **Source C** had been formed. (5)
- These three sources deal with the causes of an important conflict in Europe which erupted in 1914. What is this conflict called? (1)
- Which of the sources is a primary source? (1)

(Total: 16 marks)

Question 6: Read these sources and then answer the questions.

Source A

At Postdam we were faced with an accomplished fact and were forced to agree to Russian occupation of Eastern Poland. It was a high-handed outrage. Unless Russia is faced with an iron fist and strong language another war is in the making. Only one language do they understand – ‘How many divisions have you?’

(US Secretary of State Byrnes to President Truman, 5th January 1946)

Source B

A shadow has fallen upon the scenes so lately lighted by the Allied victory..... an iron curtain has descended across the continent.... All the famous cities of Eastern Europe are subject to a very high and increasing measure of control from Moscow. The communist parties are seeking everywhere to obtain totalitarian control.

(Winston Churchill speaking at Fulton, Missouri, USA, 5th March 1946)

Source C

Our policy is directed not against any country or doctrine, but against hunger, poverty, desperation and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist.

(George C. Marshall speaking at Harvard University on 5th June 1947)

Source D

The USA needs to serve the interests of its huge business corporations which are out for world domination. The USA is trying to establish its control over Greece and Turkey by means of dollar diplomacy.

(Extract from a Soviet propaganda film made in 1947)

- a. What happened at Postdam in 1945? (3)
- b. What does Byrnes mean in **Source A** when he says that Russia must be ‘faced with an iron fist and strong language’? (3)
- c. The letter in **Source A** was sent to Truman. Who was Truman? (1)
- d. Who was Winston Churchill, the speaker in **Source B**? (1)
- e. What did he mean when he said that ‘an iron curtain has descended across the continent’? (3)
- f. Which policy is George Marshall, quoted in **Source C**, referring to in his speech? What was its significance? (3)
- g. **Source D** says that ‘the USA is trying to establish its control over Greece and Turkey’. Why were these two countries mentioned in particular? (3)

(Total: 17 marks)

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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT:	History
PAPER NUMBER:	IIA
DATE:	6 th May 2015
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. Which circumstances led to the decline of the Hospitallers in Malta?
2. ‘The Language Question was a storm in a tea-cup’. Do you agree with this statement? Explain and give reasons to substantiate your answer.
3. To what extent can one argue that emigration from British Malta was both a necessary evil and a safety valve?
4. What were the reactions of the Catholic Church in Malta to Maltese political aspirations during the nineteenth and twentieth centuries?
5. ‘During the British colonial experience, the Maltese economy could not progress unless there was a war’. Discuss.
6. Which were the main issues regarding foreign policy that divided the Maltese political parties between 1945 and 2004?

SECTION B

EUROPEAN AND INTERNATIONAL HISTORY

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

7. What brought about the great uprising of the French people in 1789?
8. What were the causes of the Industrial Revolution? Why did it start in Britain and what were its main results?
9. How did Bismarck manage to unite the various German states into one great empire?
10. Trace the rise of Nazism under Hitler in Germany.
11. 'The Cuban missile crisis was an important episode in the Cold War'. Discuss this statement in view of its varying effects on the superpowers.
12. Why did Europeans want to build a united Europe after the Second World War? Describe and elaborate on the development of the EU to the present time.

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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT:	History
PAPER NUMBER:	IIB
DATE:	6 th May 2015
TIME:	9:00 a.m. to 11:00 a.m.

*This Examination Paper consist 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. The Order of St John experienced decline in the eighteenth century.
 - (a) How was the Order of St. John perceived in eighteenth-century Europe? (4)
 - (b) Describe Maltese society in the eighteenth century in relation to the Order of St John. (6)
 - (c) What problems characterised the last years of the Order of St. John in Malta? (6)
 - (d) How were the Maltese treated by the Knights? (4)
 - (e) What was the final straw to bring about the end of the Order's existence? (5)
2. The issue of the Language Question dominated the second half of the nineteenth century and the first few decades of the twentieth century.
 - (a) Which issues were at stake in the Language Question? (5)
 - (b) What were the repercussions of the Language Question on Maltese society? (10)
 - (c) Which changes occurred regarding the use of languages in Malta after the 1921 constitution? (5)
 - (d) Which situation led to the end of the Language Question? (5)

3. Several sources agree that during the nineteenth and the twentieth centuries the Catholic Church in Malta was a powerful and central institution.
 - (a) What do you understand by the above statement? (5)
 - (b) Describe the nature of the relationship that evolved over the years between the Church and the British authorities. (7)
 - (c) How did the Maltese Church react to the various political and constitutional developments that occurred in the nineteenth century? (5)
 - (d) Was the Catholic Church in Malta supportive of Maltese politicians during the twentieth century? (8)

4. Emigration from British Malta was both a necessity and a safety valve.
 - (a) What do you understand by the term safety valve? (5)
 - (b) Do you agree with the claim that in Malta's case emigration was inevitable? Explain. (4)
 - (c) Which were the main differences between the nineteenth-century and the twentieth-century Maltese emigration movements? (6)
 - (d) Was the Maltese Church in favour of emigration? Explain. (3)
 - (e) Which were the positive and the negative effects of emigration on the Maltese economy and society? (7)

5. The development of the Maltese economy during the nineteenth and the twentieth century depended on the use of Malta as a military and naval base by the British.
 - (a) What kind of colony was Malta for the British and what effect did this status have on its economic development? (4)
 - (b) Under which circumstances did the Maltese economy prosper? (5)
 - (c) What were the socio-economic effects of the Crimean War (1854-1856)? (5)
 - (d) Give an example of a major project done by the British administration in Malta that helped the local economic situation. (4)
 - (e) What were the effects of World War II on Maltese economic development? (7)

6. Malta's foreign policy during the second half of the twentieth century was far from static.
 - (a) i. How would you describe Malta's relations with Great Britain between 1945 and 1955? (3)
ii. Which policy demanded a change in this relationship? (5)
 - (b) In 1964 Malta achieved independence. How was foreign policy affected? (4)
 - (c) Which were the major events that shaped Malta's foreign policy during the 1970s? (8)
 - (d) Describe Malta's relationship with the European Union between 1967 and 2004. (5)

SECTION B

EUROPEAN AND INTERNATIONAL HISTORY

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

7. The Ancien Regime brought about the French Revolution of 1789.
 - (a) What was the Ancien Regime? (6)
 - (b) What privileges did the nobility and the church have in France before 1789? (7)
 - (c) What was the influence of the philosophers on the revolution? (6)
 - (d) Why was the French crown bankrupt? (6)

8. 1848 has been described as the Year of Revolution in Europe.
 - (a) Name four countries where revolution occurred in 1848. (4)
 - (b) What caused these revolutions? (6)
 - (c) What part did Prince Klemenz von Metternich play during this period? (5)
 - (d) Give reasons for the failure of these revolutions. (10)

9. Hitler brought about Nazi power in Germany.
 - (a) How did Hitler gain power in Germany? (6)
 - (b) What were his major ideas and promises? (6)
 - (c) Why was he so successful in gaining power? (6)
 - (d) What were the main features of his rule up to 1939? (7)

10. The Cuban missile crisis was an important episode in the Cold War.
 - (a) What was the Cold War? (14)
 - (b) Which were the two key players in the Cold War? (2)
 - (c) What crisis developed in 1962? (1)
 - (d) Who were the three protagonists in this crisis in 1962? (3)
 - (e) Discuss the main feature of this crisis. (5)

11. Terrorism is a contemporary problem.
 - (a) What does terrorism mean? (4)
 - (b) Which are generally the factors which lead to terrorism? (7)
 - (c) Mention and explain two ways in which governments try to combat terrorism. (5)
 - (d) What are the main effects of terrorism? (6)
 - (e) Name three terrorist groups. (3)

12. Choose any **five** of these topics and write a paragraph of five lines on each (5x5=25):
 - (a) The Enlightened Despots
 - (b) The abolition of slavery
 - (c) The Code Napoleon
 - (d) The Continental System
 - (e) The Congress of Vienna (1815)
 - (f) Industrialisation in Great Britain
 - (g) Garibaldi and the Thousand
 - (h) The Berlin Wall.