

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT:	History
PAPER NUMBER:	I
DATE:	28 th April 2016
TIME:	9:00 a.m. to 11:05 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. 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 IN THE LEFT-HAND MARGIN OF THE BOOKLET PROVIDED.***

SECTION A
MALTESE HISTORY

Question 1

These three sources refer to the exploits of the Navy of the Order of St. John. Read the sources carefully and answer the questions that follow.

Source A

Throughout two centuries the power of the Order and the prestige and striking power of its Navy grew as fast as the power of Islam waned. The Knights continued to police the Mediterranean, setting free Christian captives, seeking out corsairs and pirates, collecting Muslim (and not a few Jewish) slaves and hostages – many of whom were held to ransom for gold, wherewith to swell the Order’s treasury and to finance the fortifications of Malta.

(E. Brockman, *Last Bastion: Sketches of the Maltese Islands*, Progress Press, 1st edition. 1961, 2nd edition. 1975, Valletta, 215-216)

Source B

The great event which marked Grand Master Del Monte’s rule was the celebrated victory of Lepanto. On 7th October 1571, the galley squadron of the Order joined the allied Christian forces led by Don John of Austria and acquitted themselves nobly.

(Adapted from A. Bartolo, ‘History of the Maltese Islands’ in A. Macmillan (ed.) *Malta and Gibraltar: historical and descriptive, commercial and industrial Facts, Figures and Resources*, Collingridge, London, 1915, 98)

Source C

The Ottoman Government resented seriously the loss of the galleon known as the Sultana (1644) which was considered to be the cause of the long Turco-Venetian War of 1645-1669.

(S. Bono, ‘Naval Exploits and Privateering’ in V. Mallia Milanese (ed.) *Hospitaller Malta 1530-1798: Studies on Early Modern Malta and the Order of St John of Jerusalem*, Mireva Publications, Msida, 1993, 365)

- (a) Why did the Order’s Navy have to police the Mediterranean as stated in **Source A**? (3)
- (b) Define the term *corsairs*. (2)
- (c) Define the term *slaves*. (2)
- (d) Mention one fortification which the Order of St. John built to protect the Grand Harbour after the foundation of Valletta. (1)
- (e) What were the consequences of the Battle of Lepanto referred to in **Source B**? (3)
- (f) Why did the Ottoman Government resent the loss of the Sultana mentioned in **Source C**? (3)
- (g) What other name has been used to refer to the Turco-Venetian War of 1645-1659 referred to in **Source C**? (1)
- (h) What kind of sources are these three extracts? Give a reason for your answer. (1+1)

(Total: 17 marks)

Question 2

These three sources are about Malta's economic and strategic development in the nineteenth century. Read the sources carefully and answer the questions that follow.

Source A

The Royal Navy was quick to appreciate the value of its new base. The Grand Harbour offered one of the finest harbours in the Mediterranean, and after 1848, the Dockyard and service facilities were expanded to meet the needs of the fleet.

(P. Elliott, *The Cross and the Ensign: A Naval History of Malta, 1798-1979*, Naval Institute Press, Granada, 1980, 52)

Source B

The opening of the Suez Canal in 1869 affected strategy in the Mediterranean and enhanced the importance of Malta, as the headquarters of the British Mediterranean fleet.

(A.V. Laferla, *British Malta, Vol. II, 1872-1943*, A. C. Aquilina & Co., Valletta, 1947, 121)

Source C

Malta is the most advanced post on the European part of the road to India. Nowhere else along the route could ships find a better coaling station so well, so quickly, or so cheaply as at Malta.

(F. W. Rowsell, Director of Naval Contracts, describing Malta in 1878)

- (a) With reference to **Source A**, explain briefly how the Dockyard was expanded after 1848. (4)
- (b) What effect did the development of the dockyard have on employment in Malta during the 19th century? (2)
- (c) With reference to **Source B**, why was the importance of Malta enhanced after 1869? (2)
- (d) In **Source C**, Rowsell explains how Malta had become an effective, efficient and cheap *coaling station*. Why were such *coaling stations* being established at various ports by the mid-to-late nineteenth century? (2)
- (e) Why is India mentioned in **Source C**? (2)
- (f) What did the British build in 1903 to protect the entrance of the Grand Harbour? Why? (1+1)
- (g) What term have historians used to refer to Malta's economy in the 19th century? (1)
- (h) Which of the above sources do you consider to be a primary source? Why? (1+1)

(Total: 17 marks)

Question 3

These three sources refer to Malta during the First World War. Read the sources carefully and answer the questions that follow.

Source A

During the First World War, Malta served as a hospital for the wounded soldiers, a dockyard for the British Navy, a prison for prisoners-of-war, and a home for refugees from Egypt and other Middle Eastern countries. Maltese soldiers joined the British Military on missions to various destinations like those of Salonika and Gallipoli.

(C. Cassar, *A Concise History of Malta*, Mireva Publications, Msida, 2002, 199-200)

Source B

Malta was naturally very affluent as a result of the Great War, although not as many fortunes were made as during the Crimean War, yet business was very brisk and unemployment was inexistent.

(A.V. Laferla, *British Malta, Vol. II, 1872-1943*, A. C. Aquilina & Co., Valletta, 1947, 209)

Source C

By the close of the First World War, Malta had to again face reality. Her wartime economy had not been unbeneficial. But with Britain's return to a peace time role, there were to be cut-backs in defence spending in Malta – the chief mainstay of the economy. Much hardship and distress followed.

(E. Gerada-Azzopardi and C. Zuber, *Malta: An Island Republic*, Delroisse, Boulogne, 1979, 208)

- (a) What title did Malta earn as a result of serving as a hospital for the wounded soldiers, referred to in **Source A**? (1)
- (b) Explain briefly how Malta served the role of a hospital base during the war. (3)
- (c) Mention two places where prisoners-of-war were kept. (2)
- (d) What part did Maltese soldiers, mentioned in **Source A**, play in Salonika and Gallipoli? (2)
- (e) Why does **Source B** compare Malta's affluence during the First World War with that experienced in Malta during the Crimean War? (3)
- (f) Which specific economic sector employed the largest number of Maltese workers during the First World War? (1)
- (g) What negative effects did the cut-backs in defence spending, mentioned in **Source C**, have on Malta? (3)
- (h) Which riots did the hardships, mentioned in **Source C**, cause? (1)

(Total: 16 marks)

SECTION B

European and International History

Question 4

These two sources refer to the Protestant Reformation in the sixteenth century. Answer the questions that follow.

Source A

A 16th century caricature showing John Tetzel selling indulgences to the people of Germany in 1517.



(J. Jones, *The Early Modern World: 1450-1700*, Nelson Thornes Ltd, 1992)

Source B

Martin Luther nailing a document on the Cathedral door at Wittenberg in 1517. This was the act that started off the Reformation.



(G. Freytag, *Martin Luther*, The Open Court Publishing Company, 1897)

- (a) What were indulgences? (2)
- (b) In **Source A**, Tetzel is seen riding a horse with a wolf's head. What message did the author want to convey? (2)
- (c) Who was Martin Luther? (1)
- (d) What is the connection between **Source A** and **Source B**? (2)
- (e) Name two other misgivings within the Roman Catholic Church that led to the Reformation, besides the sale of indulgences. (2)
- (f) How did the invention of printing help Luther to spread his ideas? (2)
- (g) How did the Roman Catholic Church try to defend itself against Protestantism? (3)
- (h) Mention two branches of Protestantism that emerged with the Reformation. (2)

(Total: 16 marks)

Question 5

These sources refer to the foreign policy of Nazi Germany. Answer the questions below.

Source A

27 June 1931 – from 20:00 hrs - Against Versailles - N.S.A.D.P. - Midsummer Festival - on the Collmberg.

Source B

Military Expenditure (Millions of Dollars)				
Year	Japan	Germany	Britain	America
1933	183	452	333	570
1934	292	709	540	803
1935	300	1607	646	806
1936	313	2332	892	932
1937	940	3298	1245	1032
1938	1740	7415	1863	1131

(A. Toynbee and F. T. Ashton-Gwatkin (editors), *The World in March 1939*, Oxford University Press, London, 1952)

Source C

Following the Nazi rise to power, Adolf Hitler's government conducted a foreign policy aimed at the incorporation of ethnic Germans living outside German borders into the Reich; German domination of Western Europe; and the acquisition of a vast new empire of "living space" in Eastern Europe.

(‘German Foreign Policy: 1933-1945’, in *Holocaust Encyclopedia*; 29 January 2016, retrieved on 7 February 2016, <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005203>)

- (a) How did the Versailles Treaty of 1919 deal with Germany after the First World War? Refer to one clause from the Treaty, besides that of disarmament, to substantiate your answer. (3)
- (b) What kind of message did the Nazi Party try to convey to the German public on the Versailles Treaty with the poster in **Source A**? Explain in relation to the poster. (3)
- (c) How did the Nazi Party make use of propaganda in the 1930s? (2)
- (d) Analyse **Source B** and explain what it says about developments in the 1930s and the consequences for international relations by the end of that decade. (3)
- (e) What official position did Adolf Hitler hold in Germany after August 1934? (1)
- (f) Identify one aim in Hitler’s foreign policy from **Source C**. Explain your answer. (3)
- (g) Give two examples of Hitler’s aggressive foreign policy from 1933 to 1939. (2)

(Total: 17 marks)

Question 6

These sources refer to the City of Berlin in the 1960s as one of the main focal points during the Cold War. Read the sources carefully and answer the questions that follow.

Source A

West Berlin... has many roles. It is more than a showcase of liberty, an island of freedom in a Communist Sea. It is more than a link with the free world, a beacon of hope behind the iron curtain, an escape hatch for refugees. Above all, it has become the resting place of Western courage and will... We cannot and will not permit the Communists to drive us out of Berlin.

J. F. Kennedy, 25 July 1961.

Source B

The Western powers in Berlin use it as a centre of subversive activity against the GDR... These centres smuggle their agents into the GDR for kinds of subversion: recruiting spies; sabotage; provoking disturbances... The government presents all working people of the GDR with a proposal that will securely block subversive activity so that reliable safeguards and effective control will be established around West Berlin, including its border with democratic East Berlin.

Isvestia, October 1961 (Soviet newspaper).

- (a) What was the fate of the city of Berlin at the end of the Second World War? (2)
- (b) Who was J. F. Kennedy? (1)
- (c) Explain why Kennedy described Berlin as an *escape hatch for refugees* in **Source A**. (4)
- (d) How do the authors of **Sources A** and **B** differ on the way they look at Berlin? Explain your answer by giving one example from each source. (4)
- (e) What did the government of the GDR build around West Berlin in August 1961? (1)
- (f) Briefly describe the 1948 Berlin Crisis. (3)
- (g) Why would **Sources A** and **B** be considered as Primary Sources? (2)

(Total 17: marks)

End of Paper I

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT:	History
PAPER NUMBER:	IIA
DATE:	29 th April 2016
TIME:	9:00 a.m. to 11:05 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.*

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

SECTION A
MALTESE HISTORY

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

1. *'When the Order of St. John was offered Malta, it took time to take over the Island while the Maltese people welcomed it with a mixed reaction'*. To what extent do you agree with this statement?
2. *'Once Malta was declared a British Colony, Sir Thomas Maitland ensured that British rule was firmly established'*. Explain.
3. Indicate how the role of the Roman Catholic Church in Maltese society evolved since the 19th century.
4. What role did Malta's political leaders play to ensure that Malta changed from a British Colony to an Independent Republic between 1947 and 1987?
5. *'Malta played a very important role during the Second World War and the heroism of the islands' people earned them the George Cross'*. Discuss.
6. *'Once Malta gained Independence in 1964, it made a Defence Agreement which was changed in 1972 and this eventually led to a policy of neutrality and non-alignment'*. Explain further.

SECTION B
EUROPEAN AND INTERNATIONAL HISTORY

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

7. Describe the discovery of new routes by Portugal and Spain in the 15th and 16th centuries, the people behind these voyages and their effects or achievements.
8. How far were the Italian, Egyptian and Moscow Campaigns, and the Continental System a success or a failure for Napoleon Bonaparte and France? Discuss.
9. What were the negative social effects of the Industrial Revolution in Britain and what developments were introduced to improve the conditions of the working class?
10. Discuss the causes that led to the 1830 Revolutions in France, Belgium and Poland.
11. *'Mikhail Gorbachev's reforms brought about the fall of Communism in the USSR and Europe'*. How far do you agree with this statement in view of the challenges faced by the Soviet Union in the 1980s?
12. How has Yugoslavia changed from the death of Tito to this day?

End of Paper II A

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2016 SESSION

SUBJECT:	History
PAPER NUMBER:	IIB
DATE:	29 th April 2016
TIME:	9:00 a.m. to 11:05 a.m.

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

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

- ***YOU MAY ANSWER EITHER IN ENGLISH OR IN MALTESE. NO CHANGE OF LANGUAGE IS PERMITTED WITHIN THE SAME PAPER.***
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SECTION A

MALTESE HISTORY

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

1. *In 1530 the Order of St. John took over the Maltese Islands and chose Birgu as its base.*
 - (a) Who granted Malta to the Order of St. John? (1)
 - (b) Under what conditions was Malta given to the Order? (6)
 - (c) What did the Report of the Order's Commission that visited Malta say about the Maltese Islands? (6)
 - (d) Explain how the Maltese reacted to the coming of the Order. (6)
 - (e) Give reasons to explain why the Knights chose Birgu as their base. (6)

2. *Sir Thomas Maitland was a dictatorial Governor who enforced colonial rule on the Maltese Islands.*
- (a) Name the Treaty which declared that Malta was to form part of the British Empire. (1)
 - (b) How did Maitland deal with the Church in Malta? (6)
 - (c) What reforms did he introduce in the Law Courts? (6)
 - (d) What did Maitland do to give importance to the English language? (6)
 - (e) Explain briefly how Maitland dealt with the plague that afflicted the Maltese in 1813. (6)
3. *Since the 19th century the Roman Catholic Church played an important role in Maltese society affecting the country's educational, social, cultural and political development.*
- (a) Indicate what services in education and social work the Church has provided to Maltese society during the past 200 years. (10)
 - (b) Describe briefly the main events of the politico-religious crisis of the 1960s. (10)
 - (c) How has secularisation affected the Church in Malta? (5)
4. *Between 1947 and 1987, Maltese politicians managed to turn Malta from a British Colony into an Independent State.*
- (a) Name the two main political leaders who dominated the Maltese political scene between the 1950s and 1970s. (2)
 - (b) Elaborate on the constitutional changes that the 1947 Constitution brought about. (4)
 - (c) What was the Integration proposal? (4)
 - (d) Explain how Malta gained Independence in 1964 and became a Republic in 1974. (12)
 - (e) What constitutional amendments were made to the Constitution of Malta in 1987? (3)
5. *Write about Malta's role during the Second World War under the following headings:*
- (a) The attack on the HMS *Illustrious*. (5)
 - (b) The E-Boat attack on the Breakwater. (4)
 - (c) Daily life in Malta during the Second World War. (8)
 - (d) The Santa Marija Convoy. (5)
 - (e) The award of the George Cross. (3)

6. *After 164 years of British rule, Malta achieved its political independence and became a sovereign state.*
- (a) Define the term *sovereign state*. (1)
 - (b) Name two international organisations which Malta joined as a member state soon after becoming independent. (2)
 - (c) Expand on the Defence Agreement that Malta concluded with Britain in 1964. (10)
 - (d) How was the Defence Agreement revised in 1972? (10)
 - (e) What is the historical significance of the following date: 31st March 1979? (2)

SECTION B

EUROPEAN AND INTERNATIONAL HISTORY

Choose any TWO questions from this Section.

7. *The Renaissance saw progress in many areas:*
- (a) Describe the term *Renaissance* and explain why this movement started in Italy. (5)
 - (b) Write a paragraph of about 100 words on each of the following to show the achievements accomplished during the Renaissance:
 - i. Art (5)
 - ii. Architecture (5)
 - iii. Literature (5)
 - iv. Sculpture (5)
8. *The abolition of slavery was mainly influenced by the ideas of the Enlightenment.*
- (a) Name two products grown in plantations in Central America and the West Indies. (2)
 - (b) Why was African slave-trade important for the plantations in America and the West Indies? (6)
 - (c) Describe the conditions endured by African slaves. (6)
 - (d) How did the Age of Enlightenment affect the issue of slavery? (5)
 - (e) How was slavery abolished in England and in the United States? (6)

9. *The Industrial Revolution brought several profound changes.*

- (a) What was the Industrial Revolution and how did the new machinery help its progress? (10)
- (b) Name three other European countries that industrialised soon after Britain. (3)
- (c) Discuss the social problems that emerged as a result of the Industrial Revolution. (12)

10. *Answer the following questions about the Unification of Italy:*

- (a) Define and explain the term *Risorgimento*. (3)
- (b) How successful was the Risorgimento in the revolutions in Italy during the first half of the 19th century? (5)
- (c) Who was Giuseppe Mazzini and what were his ideas for a unified Italy? (3)
- (d) What was the Agreement of Plombières of 1858 and how did it contribute to the unification of Italy? (6)
- (e) What role did Garibaldi play in the Unification of Italy? (6)
- (f) Which were the two territories in Italy that were added to the Kingdom of Italy in 1866 and 1870/1871? (2)

11. *The Yugoslav state under Josip Broz Tito consisted of six Socialist Republics and two autonomous provinces.*

- (a) Name **four** Socialist Republics that used to form part of Yugoslavia. (4)
- (b) Name **three** ethnic and **two** religious groups present in Yugoslavia. (3+2)
- (c) What happened to Yugoslavia after Tito's death? (9)
- (d) Who was Slobodan Milošević? (1)
- (e) What is the meaning of the term *genocide*? (2)
- (f) What is the present relationship of the former Yugoslav states with the European Union? (4)

12. Write about the ideas and impact on history of any **five** of the following:

- (a) Frederick II of Prussia
 - (b) Marie Antoinette
 - (c) Napoleon Bonaparte
 - (d) Klemens von Metternich
 - (e) Otto von Bismarck
 - (f) Benito Mussolini
 - (g) Michael Gorbachev
- (5x5)

End of Paper II B